INFLUENCE OF BOARD OF MANANAGEMENT GOVERNANCE PRACTICES ON STUDENTS' PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN ATHI RIVER SUB-COUNTY, KENYA

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DECLARATION

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

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This research project has been presented with our approval as University supervisors.

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DEDICATION

I dedicate this work to my family, my husband Simeon Chira, my children Kimberly and Andrew for their endless support throughout my studies, not forgetting my mother Priscilla Mutuku and my late dad Abednego Mutuku for their faith in me and support, brothers and sisters for being there when I needed them.

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The greatest lesson have learnt in the compilation of this project is how we need others in doing anything substantial in academics. Many people were helpful directly or indirectly. I wish to take this opportunity to thank God for his enablement, this far it has taken His almighty hand.

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TABLE OF CONTENTS

Content **Page**

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

Table **Page**

LIST OF FIGURES

Figure **Page**

ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
EFA	Education for All
EFA	Education for All Frameworks
E-P	Effort Performance
FPE	Free Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
LEA	Local Education Authority
LSBs	Local School Boards
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
SCDE	Sub-County Director of Education
SMTs	School Management Teams
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organizations

ABSTRACT

The purpose of this study was to investigate the influence of Board of management governance practices on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya. Specifically, the study sought to determine the influence of monetary incentives to teachers, provision of rewards to students, involvement of teachers in target setting and provision of learning resources on students' Kenya Certificate of Secondary Education performance. The research used descriptive survey design. The study targeted 13 public secondary schools in Athi-River Sub-county. The target population was 208 Board of Management members, 13 Board of management chairpersons, 13 principals and 260 teachers in Athi-River Sub-county secondary schools. Stratified random sampling technique was used to select 13 schools to ensure that all the schools were well represented according to the various regions. Census technique was used to select all the 13 principals and 13 Board of management chairpersons. Simple random sampling was used to select 97 other Board of management members and 132 teachers. The sample size of this study was therefore 255 respondents. The main instrument for the study was questionnaires that were administered to school heads, teachers, Board of management. Panel of experts in the education field were used to ascertain instrument validity. The Statistical Package for Social Sciences (SPSS) software version 20.0 was used to carry data analysis. The study produced both descriptive and inferential statistics. Descriptive statistics were presented in terms of tables and figures. Inferential statistics were presented as ANOVA tests and regression coefficients. The findings revealed that provision of incentives to teachers, provision of rewards to students, involving teachers in target setting and provision of learning resources were found to be satisfactory variables in explaining students performance. This was supported by coefficient of determination also known as the R square of 48%. Regression of coefficients results showed that provision of enough learning resources and students performance was highly correlated, positively and significantly related ($r=0.340$, $p=0.000$). Provision of incentives and students' performance was also positively and significantly related ($r=0.291$, $p=0.000$). Further, results indicated that provision of rewards and students performance were positively and significantly related ($r=0.262$, $p=0.000$). It was further established that target setting and students' performance were positively and significantly related ($r=0.228$, $p=0.000$). Based on the findings the study concluded that provision of incentives, provision of rewards, target setting and sufficient learning resources influence students' performance. The study recommended that the training institutes like KEMI should organize tailor made courses for BOM members to equip them with the right knowledge on best governance practices in schools. This will help them identify the best ways to reward teachers and students, organize management of schools and acquisition of learning resources.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Good governance practices stem from corporate governance which calls for the establishment of an appropriate legal, economic and institutional environment that would facilitate and allow business enterprises to grow and survive as institutions for maximizing shareholder value while being conscious of and providing for the well-being of all other stakeholders and the entire society (Vinten, 2002). Good governance practices imply adhering to the laws and regulations of a corporate body or organization. This ensures that the organization attains its set goals.

Harry (2007) describes governance as the proper functioning of institutions and their acceptance by the public. Good governance practices aims at achieving fairness, responsibility, accountability and transparency in the governance of institutions/organizations. Good governance helps to curb mismanagement, demolishes corruption and improves overall efficiency in offering educational services. Examples of Board of management practices include provision of incentives, rewards, involvement of teachers in target setting and provision of laboratory and library facilities (Rigall & Sharp, 2008; Maitland, 2009; Njeri 2014; Mghana 2013; & Kitheka, 2014).

In the United States, Board of management (BOM) is the central policy-making organ of all education institutions. For instance, local school boards (LSBs)

manage secondary schools and report to the state (Kirst & Buckley, 2001). They are the state agents at school level charged with the responsibility of generating revenue; maintaining schools; provision of monetary and non monetary incentives to performing teachers and students, materials and supplies; organizing and promoting programs of study; employing staff. These initiatives enhance performance. The school boards therefore provide direction and oversight for the professionals to manage the day to day running of the schools.

In Britain, the Board of management is found from the 8th grade up to the 12th grade whose sole task is to effectively assist the principal in managing the institution (Arthur, 2005). According to Rigall & Sharp (2008), in some countries like England & Wales, education is managed by Local Education Authorities (LEA) that replaced the Education Act of 1910. The Local Education Authorities are mandated to manage education. They are responsible for distribution and monitoring of funding for the schools and also oversee educational achievements (Gann, 2015). These reforms in the bodies managing education sector in Britain is meant to make its education to be competitive and to cover all areas to achieve universal education and quality education output to the members of the society. Both in the United States and Britain, boards members are tasked with policy formulation and implementation in schools and members must be highly qualified and experienced to serve in such roles. If a school is not performing as it should be parents have a leeway to petition for dissolution of the committee so that it can pave way for a new board (Van, 2006).

In Scotland, the school boards are established by the School Boards Act of 1988, and are involved in determining the overall policies, objectives and ethos at the school. The boards have a special duty to promote good relationships between the school, its parents and the community and also form a channel for the flow of information between these groups (Arthur, 2005). The boards are also involved in provision of boarding facilities, initiating rewards and incentives, fraud detection hence oversee the smooth running of the school. These practices motivate both teachers and students to work hard an initiative that transforms to good performance (Rigall & Sharp, 2008).

In South Africa, the Boards of Management is selected from prominent members of the society who have excelled in their areas and are considered as role models in their line of specialization to deliver the BOM governance practices that enhance students' performance (Okumbe, 2001). In the year 1996, school Act gave School Management Teams (SMTs) the power to make decisions (Bennell & Sayed, 2002). These teams are defined as internal management groups that include the principals and BOM members. These groups are responsible for annual management and decision making of the schools (Bennell & Sayed, 2002).

Basic Education Act (2013) of Kenya has provision for establishing board members to manage public schools on behalf of the government including overall management, promoting best interest of the institutional development, ensuring the provision of learning resources, motivation of teachers and students, follow-up of performance targets, ensuring involvement of teachers in decision-making

(Oduor,2010). In secondary schools, governance practices describe the framework that guides the school Board in fulfilling its mandate in the management of the school that include promoting best interests of the institution, promoting quality education for all, provision of adequate learning resources, manage and administer resources (Education Act, 2013).

A study by Njeri (2014), Mghana (2013) and Kitheka (2014) focused only on BOM governance practices influencing teachers' job satisfaction but none have been done on the influence of board members governance practices on students' performance in Kenya Certificate of Secondary Education in Athi-River Sub-county. The study therefore wishes to address this research gap.

1.2 Statement of the problem

In Athi-river sub-county, according to a report from the Sub-County Director of Education (SCDE) office there has been an outcry due to dismal performance of students in national examinations in secondary schools compared to neighboring sub-county of Machakos and Kathiani. The public secondary schools in Athi-river sub-county have performed poorly in KCSE over the years as showed in table 1.1.

Table 1.1: KCSE performance comparison: Athi-river, Machakos and Kathiani Sub-counties.

Year	Athi-River	Machakos	Kathiani
2014	D+	C	C-
2013	D+	C-	C-
2012	D	D+	D+

Source: SCDEs', 2015

According to the SCDE, results have indicated that for the years 2012, 2013 and 2014 and overall mean score for the Athi- River Sub County has stagnated at mean grade of D+ (plus) with Machakos and Kathiani sub-county posting better results of overall mean grade of C- (minus). Though schools in the three sub-counties are in the same environment, get same teachers from Teachers Service Commission (TSC), receive funds disbursements from government at the same time and also same allocation of funding per student. The information collected from SCDE offices of the three sub-counties show that in comparison, Athi-river is still trailing. It is for this reason that this study wishes to establish the influence of Board Members governance practices on the students' performance in Kenya Certificate of Secondary Education in Athi River sub-county Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of Board of management governance practices on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya.

1.4 Objectives of the study

To undertake this study, the following research objectives were formulated:

i) To establish the influence of incentives by Board of Management (BOM) to teachers on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya.

ii) To examine the influence of provision of rewards by Board of Management to students on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya.

iii) To investigate the influence of teachers involvement in target setting by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi-River Sub County, Kenya.

iv) To establish the influence of provision of learning resources by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi River sub-county, Kenya.

1.5 Research questions

The study had the following research questions:

i) How does provision of incentives by Board of Management to teachers influence students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya?

ii) To what extent does the provision of rewards to students by Board of Management influence students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya?

iii) What is the influence of teachers' involvement in target setting by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi-River Sub County, Kenya?

iv) How does provision of learning resources by Board of Management influence students' performance in Kenya Certificate of Secondary Education in Athi River sub-county, Kenya?

1.6 Significance of the study

The study could help board members to understand better their roles and practices that can ensure improved performance in the Kenya Certificate of Secondary Education among secondary schools in Athi-River, Kenya. The Kenya Education Management Institute (KEMI) may use the findings of the study to identify the training needs for the members of Boards of Management (BOM). The findings of the study would be significant to the Sub-County Education Board since they would be enlightened on governance practices that encourage students and teachers to perform exemplary good. The study can be significant to education policy-makers, managers and administrators who would rely on this when planning for better and attainable strategies of quality education to realize good KCSE results.

1.7 Limitations of this study

Within the context of research project, the term limitation denotes the challenges or constraints faced by the researcher (Kombo & Tromp, 2006). In the study, it was not possible to control the attitudes of the board members and the respondents were tempted to give socially acceptable answers to please the researcher but this study ensured that the respondents were explained in detail the

aim and objective of the research to the respondents and assured them that the study would be of great importance to them.

There was also the problem of non-response. To address this problem, respondents were assured of confidentiality on their identities. There were many ways to measure the performance of students but the study used Kenya Certificate of Secondary Education performance as the only indicator of possible board members inefficiency to deliver on their roles.

1.8 Delimitation of the study

The study was confined to public secondary schools in Athi-river Sub-County and mainly schools that have offered candidates examination for Kenya Certificate of Secondary Education. Further there are many governance practices and services provided by the BOM including detecting fraud in schools but the study was delimited to the influence of BOM governance practices only to the performance of students in Athi-River Sub-county. Further, the study delimited itself to Board of management, school principals and teachers as our key respondents.

1.9 Basic assumptions of the study

The following were the assumptions of the study:

i. All secondary schools in Athi-River sub-county had legally constituted BOM and all members knew the role of BOM in school management.

1.10 Definition of significant terms

The following are the definitions of significant terms

Board of Management refers to a body consisting of persons appointed by the Cabinet Secretary of Education to manage affairs of a secondary school on behalf of the Minister as prescribed in the Basic Education Act of 2013.

Governance practices refer to the governance framework that guides the BOM in performing its functions in an institution that include provision of learning resources, motivation of teachers and students, follow-up of performance targets.

Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula. Before a learning resource is used in a classroom, it must be evaluated and approved at either the provincial or local level.

Monetary Incentive refers cash reward or some other reward that is offered to employees conditioned on improvement in performance. The purpose of an incentive is to induce motivation.

Reward is to give money or another kind of payment to teacher or student for something good that has been done

Student performance in KCSE is assessing ability of students along a variety of dimensions including class participation and national exams, and group activities such as projects and presentations.

Target-setting is a strategic process to establish performance goals for what is taught in schools and how these targets are measured as achieved or not achieved.

1.11 Organization of the study

The study was organized into five chapters. Chapter one consisted of background to the study, statement of problem, purpose of study, objectives, research questions, significance of the study, limitations and delimitations, basic assumptions of the study, definition of key terms and organization of the study. Chapter two consisted of literature review related to the study; review of research carried out on the influence of board members governance practices on the performance of students specifically the influence of incentives provisions to teachers, influence of rewards to students, involvement of teachers in target setting and provision of additional learning resources to the overall student performance.

Chapter three included research methodology that was employed in carrying out the study. These included research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedure and data analysis techniques. Chapter four presented data analysis, interpretations and discussion of data obtained from the respondents. Chapter five consisted of the summary of the findings, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature related to the influence of board members governance practices on students' performance in Kenya Certificate of Secondary Education. The study looks at the theoretical background, the concept of governance practices and also reviews studies carried out previously by other authors on the issue of BOM governance practices. The chapter also summarizes the research gaps.

2.2 The concept of governance practices

Harry (2007) describes governance as the proper function of institutions and their acceptance by the public. Corporate governance implies the practice of accountability, transparency and efficiency in management of public organizations/institutions. According to Ruin (2001) corporate governance is a collective group of people united as one body with the power and authority to direct, control and rule an organization.

Governance of schools by Board of Managements (BOMs) is a form of corporate governance which usually focuses on the roles and responsibilities of BOMs. This body comprises of principals, teachers, parents and the community who assist the school in daily routine of keeping order among the students. The Education Act

(2013) clearly emphasizes that the Board of management should be an inclusive entity that strives to make all the interested parties to work as a team.

According to Otieno (2011), governance practices has influence on students' performance and obstructive practices discouraged enhancement of creativity and teamwork, killing motivation and students' quality performance in KCSE. Ayot (2006) noted that good governance is the key to quality performance and poor managed schools suffer myriads of problems. Education is highly result oriented discipline, where prospective candidates are judged by grades and certificates. High academic achievement is held with high esteem by learners, parents and the public.

2.3 Provision of incentives to teachers and students' performance

Incentive to teachers can be monetary or non monetary. A monetary incentive is a cash reward or some other reward that is offered to employees conditioned on improvement in performance (Gerald, 2011). A non monetary incentive includes non-monetary allowances such as provision of housing, free meals and paid trips for teachers. The purpose of an incentive is to induce motivation (Heery & Noon, 2001). According to Applegate (2013) knowing how to reward employees without spending a lot is crucial. According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. The rationale for monetary rewards for teachers programs is the notion that teachers may be motivated by

incentive pay to work harder. A bonus payment to teachers, according to other researchers can improve student academic performance.

Proposals to use teachers' or school performance incentives as the basis for school reforms have attracted considerable attention and support among researchers and policy makers (Lavy, 2002). The main message in the relevant literature is that most promising way to improve students' achievements is to institute monetary performance incentives for teachers as a direct reward for improvements in student outcomes. The other rationale for monetary rewards for teachers programs is the notion that teachers may be motivated by incentive pay to work harder. A bonus payment to teachers, according to other researchers can improve student academic performance.

Duo and Hanna (2005) randomly sampled 60 schools in rural India and provided them with financial incentives to reduce absenteeism. The incentive scheme was simple; teachers' pay was linear in their attendance, at the rate of Rs 50 per day, after the first 10 days of each month. They found that teacher absence rate was significantly lower in treatment schools (22 percent) compared to control schools (42 percent) and that student achievement in treatment schools was 0.17σ higher than in control schools.

Springer, Hamilton, McCaffrey, Ballou, Pepper... and Stecher (2013) evaluated a three-year pilot initiative on teacher incentives conducted in the Metropolitan Nashville School System from the 2006-07 school year through the 2008-09 school year. 296 middle school mathematics teachers who volunteered to

participate in the program were randomly assigned to the treatment or the control group, and those assigned to the treatment group could earn up to $15,000 as a bonus if their students made gains in state mathematics test scores equivalent to the 95 percentile in the district. They were awarded $5,000 and $10,000 if their students made gains equivalent to the 80th and the 90th percentiles, respectively. Springer *et al.* (2013) found there was no significant treatment effect on student achievement and on measures of teachers' response such as teaching practices.

2.4 Provision of rewards to students and students' performance

Fryer (2014) described a series of school-based field experiments in over 200 urban schools across three cities designed to better understand the impact of financial incentives on student achievement. In Dallas, students were paid to read books. In New York, students were rewarded for performance on interim assessments. In Chicago, students were paid for classroom grades. Fryer (2014) estimated that the impact of financial incentives on state test scores is statistically zero, in each city.

Recently, there is increased interest in the effectiveness of financial incentives for students to improve their achievements (Angrist, Lang & Oreopoulos, 2006). BOM can organize for rewarding of outstanding students', most students' may decide to adhere to school rules and regulations and work hard to meet the standards of BOM so as to be rewarded. The goal is to establish a positive school and classroom climate in which expectations for students are predictable, directly taught, consistently acknowledged, and actively monitored.

2.5 Involvement of teachers in target setting and students' performance

Recent educational policies in Kenya have focused on measurable targets set by government for the performance in most sectors including the education sector (Griffin, 2004). The targets are mostly based on the average number of passes in Kenyan certificate of secondary examinations. With the targets properly laid down, secondary school teachers now concentrated on meeting the targets. They are also evaluated based on their efforts towards meeting the set targets, the student are not left behind in target setting. They are also given both collective and individual targets to work against. During target setting respective school board of governors makes sure that their schools set targets for their performance that are consistent with steady progress towards national objectives **(**Earley, 2003).

Pam and Livingston (2012) conducted a study on Teacher Development Toolkit for the Marzano Teacher Evaluation Model and concluded that for a teacher to develop action steps and explicit timelines that include, support the teacher has, identified as integral to reaching a desired performance level for each goal. Support may include, but is not limited to: feedback from Board of Management, administrators, coaches, and peers; professional development opportunities; the teacher tracking his or her own growth; and opportunities to observe and discuss effective execution of the strategies and behaviors targeted for growth.

Arnove (2001) conducted a study on goal setting. The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising

expectations and standards. The level at which targets are set would be used to induce more effort from teachers and schools, provided that incentives were sufficient. The target benchmark would be set either on the basis of the achievements of the average or the most 'successful' school or teacher. Targets assist the teachers with a basis for improvement. They could now monitor progress based on how much point above or off target they are.

2.6 Provision of learning resources and students' performance

Fonseca and Conboy (2006) conducted a study on influence of learning resources on students performance and concluded that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance.

Dean and Jolly (2012) noted that learning is a complex activity that involves interplay of students' motivation, physical facilities, learning resources, and skills of teaching and curriculum demands. Availability of learning resources therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

Atieno (2014) conducted a study on influence of teaching and learning resources on students' performance in kenya certificate of secondary education in free day secondary education in Embakasi district, Kenya and concluded that that learning resources are not always available in schools. This inadequacy of learning resources has been of serious concern to educators.

2.7 Summary of literature review

The BOM has many different functions to play in a bid to ensuring that learners get the best possible quality education. In doing so it comes up with various ways and means of encouraging teachers and students to do well. Proponents of monetary rewards for teachers argue that teachers actually gain freedom to innovate, since they no longer have to focus on process, but rather student outcomes (Solomon & Podgursky, 2001). Further, Solomon & Podgursky (2001) noted that there is a positive association between the use of individual teacher incentives and student achievement has been found by researchers

Empirical studies failed to focus on all the Board of Management practices and these makes them narrow from a conceptual point of view (Lyons, 2012; Atieno 2014). Another research gap is that the studies did not focus on schools located in Athi River Sub County. This shows a contextual or geographical gap. There is therefore need to study the influence the BOM governance practices on teacher on students performance. The summary identifies the gap from the literature reviewed hence the need for the study.

2.8 Theoretical framework

This section presents the theory that informs the study. The study is guided by expectancy theory. Expectancy theory, as first developed by Victor Vroom, is a process theory of motivation. It has held a major position in the study of work motivation (van Eerde & Thierry, 1996) and has served as a rich source for theoretical innovations in various domains, such as organizational behavior and compensation (George & Jones 2005, Rollinson 2005).

This theory identifies the first factor that postulates that effort is positively correlated with performance. Expectancy theory identifies three factors that play an interactive role in motivation. The higher this E-P expectancy is, the more motivated the individual will be to exert effort (Fudge & Schlacter, 1999). Since expectancy theory is a motivational theory, it applies in our study on governance practices as it touches on rewards and remuneration which always motivates and encourages people to perform better.

Some of the strengths of this theory include; Useful in predicting employee behavior as it can be used by managers in understanding the psychological processes that cause motivation. Therefore, we can use this in predicting the demands of teachers and students in relation to school performance. Expectancy theory recognizes the importance of various individual needs and motivation. It helps to harmonize individual goal with organizational objectives. This theory understands the subjective differences that cause variations in motivation of

individuals (for our case its teachers and students). However, the weakness is that Expectancy theory is not complete and all comprehensive.

2.9 Conceptual framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Figure 2.1 is a figurative representation of the variables to be explored by this study.

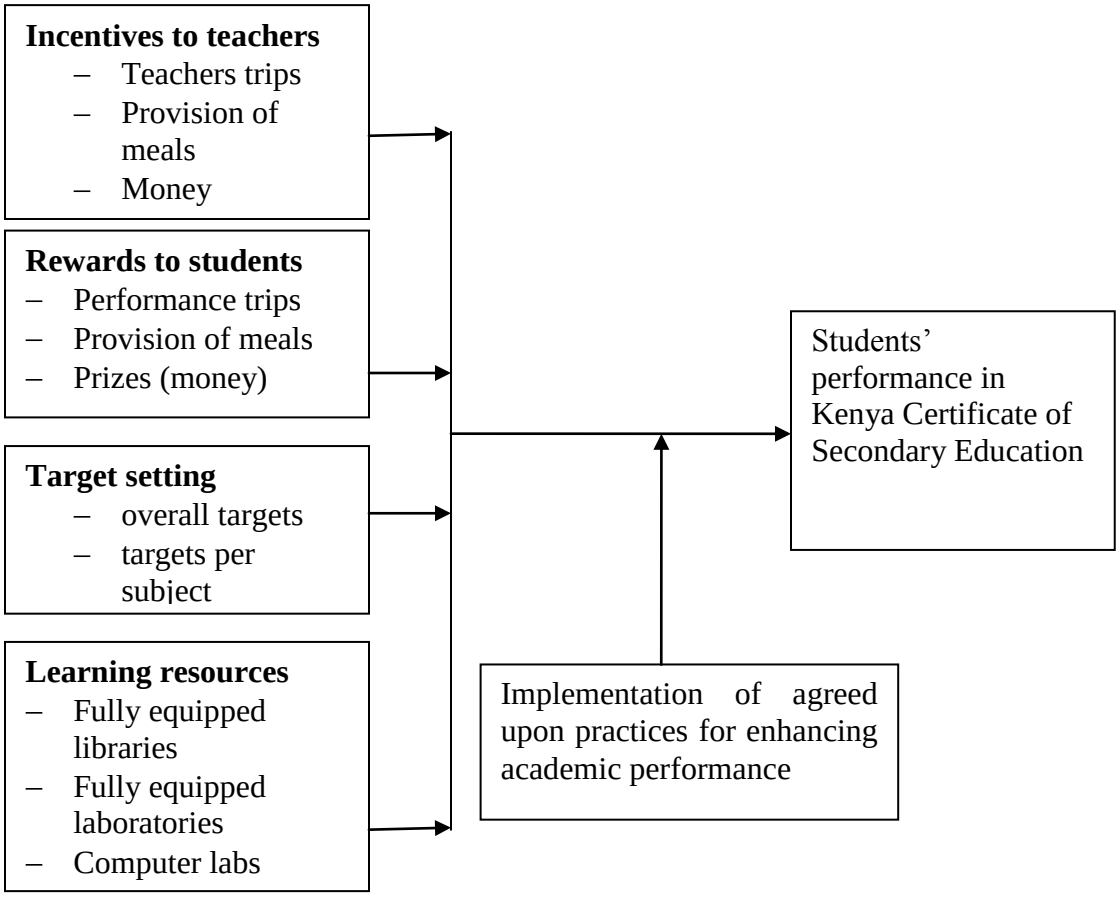

Figure 2.1: BOM practices and students' performance

The BOM practices, planning and proper coordination of the governance practices aforementioned ensures successful implementation of the agreed practices. This

initiative of the BOM coordinating these practices with the help of teachers and school heads enhances overall school performance. Performance is influenced by a number of factors. These are provision of incentive to teachers, provision of learning rewards to students, involvement of teachers in target setting and provision of learning resources. These factors are be treated as independent variables The intervening variable is the implementation of the agreed incentives by the BOM through teacher involvement in target setting and sourcing of funds for incentives and provision of learning resources. The dependent variable is student performance in KCSE exams. These have been captured in the questionnaires administered for the research and have verified that the more resources and cooperation of teachers and BOM the better the performance in KCSE results.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methodology that the researcher was used in the study. This section will be composed of the research design, the target population, sample size and sampling procedure, research instruments, instrument's validity, instruments' reliability, data collection procedure, data analysis techniques and ethical considerations.

3.2 Research design

The research used descriptive survey design to study the influence of BOMs' governance practices on students' performance in Kenya Certificate of Secondary Education in Athi-River Sub County. According to Kothari (2004) the main purpose of descriptive survey design is to describe the state of affairs within the study area at the time of the study. Survey design is appropriate for this study since it is based on the assumption that the sample shares similar characteristics with the whole population from where it is drawn (Rukwaru, 2007).

3.3 Target population

Mugenda (2008) describes the target population as a group or category of animals or human beings or objects which have one or more characteristics in common and have been selected as a focus of the study. The study targeted 13 public

secondary schools in Athi-River Sub-county. The target population was 208 Board of management members, 13 Board of management chairpersons, 13 principals and 260 teachers in Athi-River sub-county secondary schools.

3.4 Sample size and sampling procedure

A sample is a representative proportion of the target population (Mugenda & Mugenda, 2003). This study used both stratified random sampling and census technique. Stratified random sampling technique was used to select 13 schools to ensure that all the schools are well represented according to the various regions. According to Adejimi, Oyediran and Ogunsanmi (2010), stratified technique is advantageous as it samples each sector (stratum) independently by grouping members of the population into relatively homogeneous sub-groups before sampling. The target population was stratified into 4 strata (BOM chairpersons, other Board of management members, Principals, and Teachers' representative). Further, census technique was used to select all the 13 principals, 13 chairpersons and purposively random sample others Board of Management members and teachers. The sample size of this study was therefore 255 respondents.

Table 3.2: Sample size

Respondents	Target population	Sample	Percentage (%)
BOM chairpersons	13	13	100.0
Other BOM members	208	97	47
Head teachers/Principals	13	13	100.0
Teachers' representative	260	132	51.0
Total	**494**	**255**	**52**

3.5 Research instruments

The main instrument for the study was the questionnaires that were administered to school heads, teachers, and members of BOM. Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. Orodho (2004) emphasizes that a questionnaire has ability to collect a large amount of data in a reasonably quick space of time. Best and Kahn (2008) observe that questionnaires enables the researcher to explain the purpose of the study and give meaning of the terms that may not be clear.

The information collected formed the basis of the study conclusions on the influence of Board of management's governance practices on students' performance in Athi-River sub-county. Section A of the questionnaire captured the demographic characteristics of the respondents, section B captured the influence of incentives provision to teachers, section C provision of rewards to students, section D involvement of teachers in target setting, section E the influence of provision of learning resources to the performance of students and finally Section F captured students performance.

3.6 Instrument validity

Validity refers to the extent to which an instrument can measure what it is intended to measure (Gravetter & Forzano, 2006). Content validity wase most relevant for the study. This is because it was concerned with how well the content of the instrument samples the kinds of things about which conclusions were to be

drawn. To establish validity of the instruments, the researcher used a panel of experts in the education field to identify the content area and ascertain content validity.

3.7 Instrument's reliability

Instrument reliability is the ability of the instrument to produce the same or highly similar or consistent results on repeated administrations (Bordens & Abbott, 2008). The reliability coefficient should range between -1.00 and +1.00 (Gray & Beresford, 2009). Cronbach's test will be carried to determine the reliability of the data collecting instrument. A coefficient of 0.7 is recommended for a newly developed questionnaire. If the cronbach alpha of 0.7 is not attained, then the study will consider modifying the questionnaire. A total of 26 respondents was drawn for pilot study and involved 1 teacher and 1 BOM member from the 13 schools. They will not be used in the final study. To test reliability of the instrument test-retest technique will be used. Cronbach's alpha can be written as a function of the number of test items and the average inter-correlation among the items. Below, for conceptual purposes, is the formula for the standardized Cronbach's alpha:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Here N is equal to the number of items, c-bar is the average inter-item covariance among the items and v-bar equals the average variance. One can see from this formula that if you increase the number of items, you increase Cronbach's alpha.

3.8 Data collection procedures

With the University of Nairobi letter of research approval, the research permit was requested from the National Commission for Science, Technology and Innovation (NACOSTI). Courtesy calls were made to the Sub-County Education Officer, Athi-River before the research onset. Two research assistants were hired and trained from within the community to assist with the data collection exercise. The researcher and the assistants delivered the questionnaires to the respondents and had them filled in their presence to ensure better understanding of the questions and enhanced reliability.

3.9 Data analysis techniques

Data analysis entails categorizing, ordering, manipulating and summarizing raw data to obtain answers to the research questions (Best and Kahn, 2008). The researcher first inspected the data collected for unanswered questions and wrongly responded questions. The Statistical Package for Social Sciences (SPSS) software version 20.0 was used to analyze data. The data was then coded for easy processing. The study adopted descriptive and inferential statistics. Descriptive statistics involved means and standard deviations while inferential statistics involved correlations and multiple regressions. Descriptive statistics explained the

research objectives in terms of agreement and disagreement to the statements relating to the variables. The means indicated the final stand of the respondents about the research variables. Further, correlation table explained the associations between the individual independent variable and the dependent variable which is the students' performance. The beta coefficients for the specific objectives generated from the multiple regression models answered the research questions by explaining their individual influence on students' performance. Content analysis was also used to analyze challenges facing Board of management governance practices in prose form. The regression model used in this study was;

$$\mathbf{Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon}$$

Where,

Y– Student performance

β_0 – Constant

X_1 – incentives to teachers

X_2 – rewards to students

X_3 – teachers' involvement in target setting

X_4 – provision of learning resources

ϵ – Error term

The use of regression analysis was informed by the need to find the relationship that exists between the independent variables and the dependent variable. It would inform the study by establishing the overall influence of provision of incentives, provision of rewards, involvement of teachers in target setting and provision of

learning resources (independent variables) on students' performance (dependent variable). This was done by regressing the independent variables against the dependent variables to see how provision of incentives to teachers, provision of rewards to students, involvement of teachers in target setting and provision of sufficient learning resources (independent variables) influence students' performance (dependent variable).

3.10 Ethical considerations

Basit (2013) highlights ethical concerns that ought to be adhered to before embarking on research. The same guidelines were adhered to during the study. I got consent from all respondents before handing over the questionnaire. The identity of people from whom information were obtained in the course of the study was kept strictly confidential. The nature and purpose of the research was explained to the respondents and were assured that the data collected will not be used for other purpose other than academic research. The participants were assured of anonymity; and their ability to withdraw from the study at will was also assured.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides presentation of the findings and discussions. The findings are presented in line with the study objectives. Analysis of descriptive statistics and inferential statistics was conducted and the results were presented in form of tables and figures.

4.2 Response rate

The number of questionnaires that were administered was 255. A total of 252 questionnaires were properly filled and returned. The results for the response rate are as presented in Table 4.1.

Table 4.1: Response rate

Respondents category	Administered	Returned	Unreturned	Percentage returned
BOM chairpersons	13	13	-	100
Other BOM	97	97	-	100
Principals	13	12	1	92.3
Teachers	132	130	2	98
Total	**255**	**252**	**2**	**97.6**

The results in Table 4.1 indicated an overall successful response rate of 97.6 percent According to Mugenda and Mugenda (2003) and also Kothari (2004), a response rate of above 50 percent is adequate for a descriptive study. Babbie (2004) also asserted that return rates of above 50 percent are acceptable to analyze and publish, 60 percent is good, 70 percent is very good while above 80 percent is

excellent. Based on these assertions from renowned scholars, 99 percent response rate was very good for the study.

4.3 Distribution of respondents by demographic characteristics

For the study to establish the individual factors influencing BOM governance practices on students' performance in Kenya Certificate of Secondary Education in Athi-river Sub-County, Machakos County in Kenya, it was considered important to establish the background information of the respondents which included age, gender, levels education and period of service of the respondents. This was inspired by the need to establish whether there exists any close relationship among respondents' demographic characteristics on board of management governance practices and students' performance.

Methusella (2000) observed that performance factors are strongly associated to different demographic factors. Understandably the demographic information of the Board of management, principals and teachers and their influence to performance helps the management of schools to design incentives and other motivation aspects for performance enhancement. Knowledge of demographic characteristics of the respondents who took part in the study is useful in highlighting their important characteristics. It is presented according to gender, age, academic qualifications and duration of work.

4.3.1 Distribution of respondents by gender

The study sought to establish the gender diversity of board members, principals and teachers. It was necessary to indicate the gender of the respondents so as to establish whether there was any significant relationship between gender composition of Board of management governance practices on teachers, principals and students' performance. This was guided by the logic that many psychologists argue that males and females perceive and interpreted things differently even though they may be exposed to the same kind of environment (Eagly & Steffen, 1986). Board gender diversity is a significant aspect of corporate governance (Carter, Simkins & Simpson, 2003).

Table 4.2: Distribution of respondents by gender

Demographic characteristics	BOM		Principals		Teachers	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
Gender						
Male	64	58	7	54	53	40
Female	46	42	6	46	79	60
Total	110	100	13	100	132	100

Findings in table 4.2 on gender imply that there is still gender disparity among board compositions in schools. Overall, the study revealed that school management BOM and Principals had more males while for teachers females were slightly more. Acker (2006) observed that gender equality was a very important trait, as it can be used to improve performance of all staff involved. Since it is argued that females and males perceive and interpret things differently,

a right gender mix for board of management and principals is a good ingredient of improving school governance practices. Acker argued that gender equality fosters teamwork and also creates a sense of unity and an aspect of working together for a common goal with every individual effort whether male or female being important to the attainment of the overall objectives. A gender sensitive institution provides a favorable environment where a staff or a manager is supposed to interact with other colleagues of the opposite gender in pursuit of excellence and achievement of set targets. The study would thus assist in the study of BOM governance to establish whether there was such gender disparity in Athi River County.

This further implies that even though women are given minimal chances to be members of the board there was compliance to the basic education Act on gender representation in BoM. Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives. It important to investigate the gender of the respondents in order to know how the distribution by gender in the BOM governance practices affects teachers and students' class performance.

Further, gender was considered important in the study distribution of principals in secondary schools because it could directly or indirectly influence strategies used by BOM on management of secondary schools. There was gender disparity between male principals and female principals of secondary schools in Athi River.

This result for principals' gender composition concurs with Shakeshaft study (1995) who indicated that we have low percentage of women in administration of educational institutions since women are tied by family issues hence less career progression. This can therefore affect schools performance.

In addition, results show that females constituted most of the teachers' respondents while males were minority. Normally the population of females in Kenya is higher than that of males hence consequently the situation may as well be the same for school teachers. This result contrasted that study by Ndogo (2013) who found out that majority of the teachers working in Kiambaa Division, Kiambu County were male while the least number of teachers were female. Despite this, gender imbalance in the educational sector is being addressed by the ministry of education (Basic Education Act, 2013). Achieving gender equality in teacher development means that both male and female teachers will have equal opportunities to realize their full human rights and contribute to education standards.

4.3.2 Distribution of respondents by age

The study sought to find the age distribution of the respondents. Studies show that age has a relationship with career commitment (Meyer and Allen 1984).

Table 4.3: Distribution of respondents by age

Demographic characteristics	BOM		Principals		Teachers	
	Freq	Percent (%)	Freq	Percent (%)	Freq	Percent (%)
Age						
Below 30 years					20	15
30-39years	29	26	1	9.2	40	30.4
40-49years	48	44	5	40.8	53	40.1
Above 50years	33	30	7	50	19	14.5
Total	**110**	**100**	**13**	**100**	**132**	**100**

Table 4.3 indicates that majority of Board of management members are 40years of age. From the study findings most public schools in Athi schools are scattered and meeting the minimum number of BOM members can be hard and so most schools opt to recruit old members and even former BOM to fill these positions.

However, bearing in mind that most workers retire after 60 years, it is implied that a good number of the Board members were already retired from active work engagement. The finding meant that the given members of the Board were highly experienced and thus suited for the management role in secondary schools. As such, it was also expected that they would likely translate to better governance practices. However, this contrasts Nzuve (1999) who argued that as people mature and gain more experiences, they become more willing and ready to assume any responsibility and to deal with complex tasks.

Further, results indicated that a majority of principals were in the age brackets of over 50 years The age of principals and BOM members indicate that they have good experience, knowledge and understanding when it comes to teacher development in the school, forecasting and planning, organizing, commanding, coordinating and controlling other resources to enhance smooth learning and teaching for better performance of students. However, this seems to contrast the situation in Athi River as result findings indicate that they are not performing exemplary good in national exams.

On the other hand, a majority of teachers were aged between 30- 40 years. This indicates that most have been newly employed teachers full energy and new ideas that can add to improving students' performance. This is in line with Okumbe (1998) that young employees have higher expectations. More still most teachers are young and energetic. It gives confidence to students as well as being in the society. An enthusiastically newly employed young teacher occasionally produces good results. This will definitely influence academic performance. Further, Skirbekk (2004) agrees with these observations that age affects efficiency and performance of an individual. It was necessary to explore age as a variable in this study because as people mature and gain more experience, they become more willing and ready to assume higher responsibilities and deal with complex tasks (Nzuve, 1999). Age is a key factor in determining the experience and competency of individuals.

4.3.3 Distribution of respondents by levels of education

The study sought to establish if the education levels of the BOM members, principals and teachers had any significant influence on the performance of students. Below are the results;

Table 4.4: Distribution of respondents by levels of education

Demographic characteristics	BOM		Principals		Teachers	
	Freq	**Percent (%)**	**Freq**	**Percent (%)**	**Freq**	**Percent (%)**
Education						
Primary	22	20				
Secondary	29	26				
College	33	30			33	25
University	26	24	8	62	70	53
Post Graduate			5	38	29	22
Total	**110**	**100**	**13**	**100**	**132**	**100**

Table 4.4, majority of the BOM members had college education as their highest level of education. The majority of the teachers had university as their highest level similar to principals. Other BOM members (22) had primary level of education but these represented other community interest such as religion and local administration but these were not a focus of the study. Since the overall management of secondary schools is vested in the Boards of Management, it is imperative that the members of these boards not only be persons with good education, but must also be people with sufficient practical knowledge in educational management (Okumbe, 2001).

The level of education can dictate the type of board of management governance practices on teachers, principals and students. The level of education implies that management skills and necessary knowledge are acquired for quality school management. This is supported by Keith and Francoise (2001) who note that the quality of education depends on the way the schools are managed. The difference in education level of board members is as a result of lack of enough persons who can take up BOM positions; this is due to low population in some zones such as Lukenya zone in Athiriver Sub-County. This then means that the BOM level of education influences their performance in managing schools thus overall schools' performance. Academic qualification is important in educational service delivery so as to improve students' performance. Academic and professional qualification of principals, teachers and BOM members was also a factor to consider in this study. Principals', teachers' and BOM members' academic and professional qualifications directly or indirectly determine how both human and material resources can be handled in management of public secondary schools. This in turn influences students' performance in KCSE examinations.

4.3.4 Period of service of the respondents

The study sought to establish influence of years of experience on Board governance practices on teachers, principals and overall students' performance. It is valuable to have an adequate experience as a manager, however too long experience may make one look down upon managers with less experience.

Table 4.5: Period of service of the respondents

Demographic characteristics	BOM		Principals		Teachers	
	Freq	**Percent (%)**	**Freq**	**Percent (%)**	**Freq**	**Percent (%)**
Work Duration						
0-5years	11	10	1	6.2	17	12.9
6-11years	21	18.8	5	40.3	43	32.5
12-17years	24	22.4	3	26.2	47	35.8
Over 18years	54	48.8	4	27.3	25	18.9
Total	**110**	**100**	**13**	**100**	**132**	**100**

The table 4.5 results indicated that majority of BOM and principals had worked for more than 12years. However, too much experience may make a manager fall victim to what Mkongo (2013) calls intellectual bankruptcy of ideas. Njeri (2014) advocates for a fixed five years term in order to ensure that Board members do not sleep on their job. Too much overstaying of board members and principals in the same schools undermining the acceptance of new ideas and change including strategies on students and teachers to up their game to improve students' performance.

Contrary, long service duration also enables Board members have certain characteristics such as promptness, adequate command of instructional materials and confidence. This is expected to translate to better academic performance. In a study on the relationship between teaching profession and human capital, Harris & sass (2011) found that teaching profession depends highly on the governance practices and that the skills could be acquired through experience.

4.4: Motivation by board members and KCSE performance

This section discusses the research findings on board governance practices and presents them in form of tables and their influence on teachers and students performance. The study sought to establish whether the board of management held trainings on governance practices. For effective and efficient service delivery, training and capacity building should be given a priority, through seminars and workshops. Below were their responses.

Table 4.6: Board governance practices to improve students' performance

	Yes		No	
Governance practices	**Freq**	**%**	**Freq**	**%**
Board members support for teacher training	45	41	55	59
Provision of monetary rewards	51	46	59	54
Motivational trips for teachers	52	47	58	53
Consultative academic meetings for teachers	48	46	62	56

The table 4.6 indicates that provision of rewards by board of management members was still very low with majority saying no. Majority of the BOM members said they didn't hold any much training on governance practices. These contrasts with Silverthorne's (2004) argument that employee competence influences organizational performance and its delivery of services and all these can be attained through training. This hampers their ability to govern schools effectively. Adequately trained BOM can perform efficiently and effectively and hence produce quality results. There is a correlation between the academic level

of BOM members and effective and efficient management of schools academic performance.

Board of management through its governance practices can organize rewarding of outstanding students', most students' may decide to adhere to school rules and regulations and work hard to meet the standards of BOM so as to be rewarded. The goal is to establish a positive school and classroom climate in which expectations for students are predictable, directly taught, consistently acknowledged, and actively monitored (Sprague, 2007).

This was evaluated by establishing if the school BOMs held meetings and how often they held meetings and what extent these meetings influenced KCSE performance. The meetings to discuss board governance practices were low. Majority said they didn't hold frequent meetings. Meetings are meant to discuss school progresses in terms of student's performance and teachers' motivation (Basic Education Act, 2013). Productive board meetings imply implementation of governance practices that induces efficient running of schools. The meetings are vital as indicated by the majority of the respondents since they help in formulating and making decisions which are a prime function of school governance and to evaluate the degree of achievement of set targets of the schools. This concurs with Okumbe (1998) who quoted that a school as an organization must make quality and acceptable decision in order to achieve its prescribed goals and objectives which in our case adds to the improvement of students' performance. Motivation trips funded by BOM for teachers were low as indicated by result findings above.

This implies that teachers' morale would be low to work hard hampering students' performance.

Further, board members were asked to indicate the mode of motivation most preferred for teachers. Studies conducted in Kenya by Kageha (2008) indicate that motivation of teachers plays a great role in their performance, and that there is a positive relationship between motivation and performance of teachers. Results were shown in table 4.7.

Table 4.7: Mode of motivation for teachers and students

Mode of motivation	**Percent**
Monetary	14.9
Trips	25.5
Incentives	19.6
Recognition	20.8
Any	19.2
Total	**100**

Twenty five point five percent (25.5) said they preferred academic trips, 14.9 percent indicated monetary rewards, 19.6 percent preferred incentives, 20.8 percent indicated recognition while 19.2 percent of the board said they could motivate teachers through any other means.

This concurred with Nzuve (2010) book on management of human resources that states that a manager can motivate his employee by recognizing achievement through praise, material rewards and even holding meetings to monitor and consul individuals in regard to organizational progress. Praise and recognition have been used extensively to influence KCSE performance. Ideal incentive or reward

tailored to the specific individuals is appropriate to stimulate gradual achievement in KCSE. Lack of recognition can lead to negative repercussion and hence low performance.

4.5 Strategies adopted to address challenges facing Boards of Management

This section discusses the research findings regarding Board of management strategies on how to govern schools, challenges often encountered and present them in form of tables and figures.

4.5.1 Strategies to raise funds for learning resources

Further, the study sought to establish the strategies employed by BOMs to raise funds to run schools. Majority of board members said they depend on government to fund school projects.

Table 4.8: Strategies to raise funds for learning resources

Source	Percent
School and BOM initiative	15.7
government funds	44.7
CDF	19.2
Others	20.4
Total	**100**

This implies that most schools rely on government for funds. Relying on one source can hamper smooth running of schools, providing learning materials. Government funds sometimes are affected by delays that interrupts smooth running of schools which in long run affects students' performance. This agrees with that of Fonseca and Conboy (2006) who conducted a study on influence of

learning resources on students performance and concluded that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non-availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance.

4.5.2 Provisions of rewards and students' performance

The study sought to establish the extent to which, incentives and rewards are provided in schools. Result finding were presented in table 4.9.

Table 4.9: Provisions of rewards and students' performance

Extent	Percent
Great extent	16.9
Moderate extent	30.2
Low extent	52.9
Total	**100**

Majority of the respondents said there was low extent of providing incentives. This implies that there is low extent in providing incentives and rewards in these schools. Low extent of providing rewards and incentives was interpreted to mean low motivation for students to improve on performance. This concurs with that of Duo and Hanna (2005) randomly sampled 60 schools in rural India and provided them with financial incentives to reduce absenteeism. Low provision of incentives would mean low morale to work hard thus poor students' performance.

4.6 Influence of target setting in students' performance

The respondents were asked to indicate whether the set targets are always achieved. The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The level at which targets are set would be used to induce more effort from teachers and schools, provided that incentives were sufficient. During target setting respective school board of governors makes sure that their schools set targets for their performance that are consistent with steady progress towards national objectives **(**Earley, 2003).

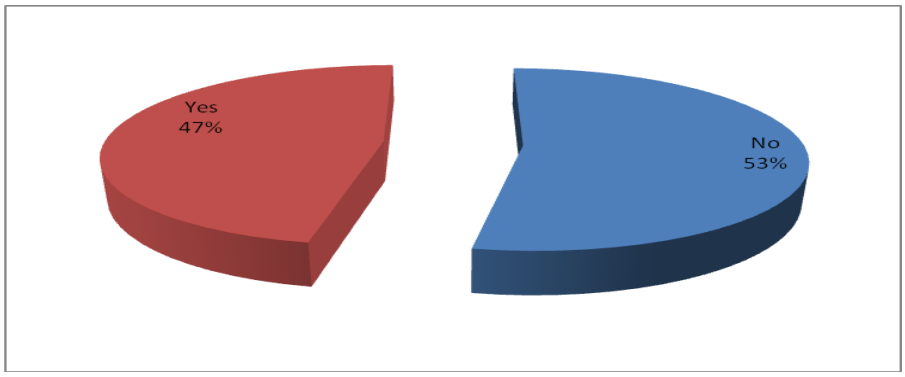

Figure 4.1: Influence of target setting on students' performance

Majority said no acknowledging that target setting was not seriously taken care of. These study findings contrast those of Arnove (2001) who conducted a study on goal setting. The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. This implies that the set targets are not always achieved. Target setting is one of the ways in education sector to improve academic performance.

4.7 Frequency of teachers' involvement in target setting

The study sought to establish the number of times teachers were involved in target setting. Result findings were presented in table 4.10.

Table 4.10: Frequency of teachers involvement in target setting

Times	Percent
None	44.3
Once	20.8
Twice	18
More than twice	16.9
Total	**100**

Involving all parties involved when setting targets ensures that achievable targets are laid. For the education sector, both teachers and students are involved. Involvement teachers during target setting will allow their full support and thus a successful achievement of the set targets. Majority agreed that teachers were not often involved during target setting. This implies that teachers are not adequately involved in target setting. Target already set are communicated to teachers. This contrasts study by Griffin (2004) on educational policies in Kenya that focused on measurable targets set by government for the performance in most sectors including the education sector. Further, Target setting affects student outcomes because when the BOMs governance articulate the vision and goals of the school and share this with the teachers and students, a unity of purpose is developed at the school (Wanjohi, 2015).

4.8 Relationship between research variables and students' performance

This section presents the descriptive results of incentives, rewards, target setting and provision of learning resources on students' performance. They are presented in line with study objectives.

4.8.1 Teachers' response on provisions of monetary incentives

The first objective was to establish the influence of incentives by Board of Management (BOM) to teachers on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya.

Table 4.11: Teachers' response on provisions of monetary

Statement	SD	Disagree	Neutral	Agree	SA	Mean	Std Dev
There is provision of housing facilities	33.30%	33.30%	12.80%	11.10%	9.50%	2	1
We are provided incentives in terms of monies	28.80%	39.50%	10.70%	10.30%	10.70%	2	1
We have organized trips	25.10%	42.80%	8.60%	14.00%	9.50%	2	1
We are provided free meals	22.60%	47.30%	9.50%	9.10%	11.50%	2	1
Average						**2**	**1**

The respondents were asked to respond on statements provision of incentives to teachers. The responses were rated on a five Likert scale. Results in table 4.11 revealed that majority of the respondents who were 66.6 percent disagreed that

there is provision of housing facilities. The results also showed that majority of the respondents who were 68.3 percent of the respondents disagreed that they are provided incentives in terms of monies. The results also showed that majority of the respondents who were 67.9 percent of the respondents disagreed with the statement that trips were organized to motivate and boost the morale of teachers. The results also revealed that majority of the respondents who were 69.9 percent of the respondents disagreed that they were provided non monetary incentives such as free meals. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

This study findings contrasts with various studies on provision of incentives where the purpose of an incentive is to induce motivation (Prendergast, 1999). According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. A study done by Matheka (2004), in Machakos District on factors contributing to poor performance in KCSE shows that housing of teachers as an incentive motivated them to post improved results. Further, this contrasted with Wesonga (2004) that with the ideal incentive tailored to the specific individuals and flexibility over time leads to well understood working relation that is appropriate to stimulate gradual achievement in KCSE. Lack of recognition can lead to negative repercussion and hence low performance.

Further, a cross tabulation table of teachers' level of satisfaction with incentives was presented to tabulate students' performance against teachers' satisfied with incentives and those not satisfied with incentives. Table 4.12 shows how KCSE performance was evaluated against provision of incentives to teachers by BOMs, a cross tabulation of the performance was computed.

Table 4.12: Cross tabulation between teachers levels of satisfaction with BOM incentives and students' performance

		Incentive category		
		unsatisfied	satisfied	Chi-square (p value)
Students' performance	low performance	100	29	
	high performance	49	76	38.44(0.000)

Schools where the teachers stated that they were satisfied with incentives performed better than those which were not satisfied with incentives. Results findings indicated that, students' performance was low when the number of teachers who were unsatisfied with incentives was high at 100 numbers of respondents compared to 29 numbers of teachers who were satisfied with incentives. Further, students' performance was high when the number of teachers satisfied with incentives was 76 compared to when only 49 numbers of teachers were unsatisfied. The study findings were statistically significant supported by a chi square of 38.44 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether their existed any significant association between provision of incentives and student' performance.

These findings therefore imply that provision of incentives by BOM to teachers improves students' performance.

4.8.2 Provision of rewards by board of management

The second objective was to establish the influence of provision of rewards by Board of Management to students on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya. The responses were rated on a five Likert scale. Results findings were presented in table 4.13.

Table 4.13: Provision of rewards to students

Statements	SD	Disagree	Neutral	Agree	SA	Mean	Std Dev
There are trips for outstanding students	28.80%	45.30%	11.90%	7.40%	6.60%	2	1
Performing students are given prizes in terms of cash	32.90%	45.30%	6.60%	10.70 %	4.50%	2	1
free meals are organized to motivate students	28.40%	53.90%	7.80%	4.10%	5.80%	2	1
Leaning tools like sets are given to performing students	35.00%	50.60%	4.90%	3.70%	5.80%	2	1
Average						**2**	**1**

Table 4.13 result findings indicated that majority of the respondents who were 74.1 percent disagreed that trips are organized for outstanding students. The results also showed that majority of the respondents who were 78.2 percent of the

respondents disagreed that there was provision of prizes for best performing students. The results also showed that majority of the respondents who were 82.3 percent of the respondents disagreed with the statement that the school provides non monetary incentives such as free meals to motivate students. The results also revealed that majority of the respondents who were 85.6 percent of the respondents disagreed that learning materials were issued as presents for outstanding students. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

This results contrasted paper by Fryer (2014) described a series of school-based field experiments in over 200 urban schools across three cities designed to better understand the impact of financial incentives on student achievement. In Dallas, students were paid to read books. In New York, students were rewarded for performance on interim assessments. In Chicago, students were paid for classroom grades. Fryer (2014) estimated that the impact of financial incentives on state test scores is statistically zero, in each city.

Further, a cross tabulation table between students' performance and provision of rewards to students (those schools whose students are rewarded and those schools whose students are not rewarded) was presented. Table 4.14 shows how students' performance was evaluated against provision of rewards.

Table 4.14: Cross tabulation between provision of rewards and students' performance

		Rewards category not rewarded	rewarded	Chi square
students' performance	low performance	76	53	
	high performance	42	83	16.36(0.000)

From table 4.14 results show that there is statistical difference between students' performance and provision of rewards to students. Schools where students were rewarded performed better than those schools which did not reward students. Result findings showed that the performance of students was low when a majority of 76 respondents indicated that there were no rewards as compared to 53 who said there was provision of rewards to students.

Further, results showed that students' performance was high when a majority of respondents at 83 indicated that rewards were provided to students as compared to 42 who said there were no rewards. The study findings were statistically significant supported by a chi square of 16.36 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square test was meant to show whether their existed any significant association between provision of rewards and student' performance. These findings therefore imply that rewarding students improves students' performance.

4.8.3 Involvement of teachers in target setting and students' performance

The third objective was to establish the influence of teachers' involvement in target setting by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi-River Sub County, Kenya. Results findings were presented in table 4.15.

Table 4.15: Involvement of teachers in target setting and students' performance

Statement	SD	Disagree	Neutral	Agree	SA	Mean	Std Dev
We set target for each subject	29.20%	44.40%	7.80%	12.80%	5.80%	2	1
We have overall target for the school	30.90%	49.80%	8.60%	5.30%	5.30%	2	1
I am conscious of time management	30.00%	35.00%	18.90%	7.40%	8.60%	2	1
I monitor students' progress through frequent evaluations	30.90%	42.40%	8.60%	11.10%	7.00%	2	1
Average						**2**	**1**

In table 4.15 majority of the respondents who were 73.6 percent disagreed that there was any established set targets for each subject. The results also showed that majority of the respondents who were 80.7 percent of the respondents disagreed that there is overall target for the school that is reviewed every year. The results also showed that majority of the respondents who were 65 percent of the

respondents disagreed with the statement that time management is upheld by all teachers to achieve targets. The results also revealed that majority of the respondents who were 73.3 percent of the respondents disagreed that the school frequently monitors students' progress through frequent evaluations. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

This contrasts the study by Earley (2003) who argued that during target setting respective school board of governors makes sure that their schools set targets for their performance that are consistent with steady progress towards national objectives. The findings revealed that schools where the respondents set targets, the average KCSE mean score was good and performed significantly better than those schools where BOM do not set targets. The average KCSE mean score in schools where BOM did not set targets was lower. This also concurred with Akinyi (2013) who indicated that setting targets influenced KCSE performance.

Further, a cross tabulation table was presented to compare the performance for those schools whose teachers were involved in target setting and those schools whose teachers were not involved in target setting. Table 4.16 shows students' performance for those schools whose teachers were involved in target setting and those schools where teachers were not. Schools where teachers were involved in target setting performed better than those who were not involved.

Table 4.16: Cross tabulation between involvement of teachers in target setting and students' performance

		Target setting category		
		teachers not involved in target setting	teachers involved in target setting	Chi square
Students' performance	low performance	99	30	
	high performance	48	77	38.29 (0.000)

Table 4.16 results findings indicated that performance was low when majority of respondents indicated that teachers were not involved in target setting. Results findings also indicated that students' performance was high when majority of respondents indicated that teachers were involved in target setting.

The study findings were statistically significant supported by a chi square of 38.29 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square was conducted to illustrate whether there was any significant association between involvement of teachers in target setting and students' performance.

These findings therefore imply that involving teachers in target improves students' performance. This also concurred with Robinson *et al* (2009) who indicated that setting targets influenced KCSE performance.

4.8.4 Adequacy of learning resources and students' performance

The forth objective was to establish the influence of provision of learning resources by Board of Management on students' performance in Kenya

Certificate of Secondary Education in Athi River sub-county, Kenya. Results findings were presented in table 4.17.

Table 4.17: Adequacy of learning resources and students' performance

Statement	SD	Disagree	Neutral	Agree	SA	Mean	Std Dev
Our school have experienced and skilled language teachers	32.90%	45.30%	6.60%	10.70%	4.50%	2	1
Our school has fully equipped science laboratories	28.40%	54.30%	7.40%	4.10%	5.80%	2	1
We have a fully equipped library	30.50%	46.10%	5.80%	9.90%	7.80%	2	1
Our school has sufficient teaching aids	21.40%	42.40%	13.60%	11.50%	11.10 %	2	1
Average						**2**	**1**

Table 4.17 results showed that majority of the respondents who were 78.2 percent disagreed the school had experienced and skilled language teachers. The results also showed that majority of the respondents who were 82.7 percent of the respondents disagreed that their school have fully equipped science laboratories. The results also showed that majority of the respondents who were 76.6 percent of the respondents disagreed with the statement that schools have fully equipped libraries. The results also revealed that majority of the respondents who were 63.8 percent of the respondents disagreed the schools had sufficient learning aids for

students. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

This result finding contrast that of Fonseca and Conboy (2006) study on the influence of learning resources on students performance and concluded that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. These findings also contrast Kombo (1988) who claimed that provision and effective utilization of resources such as classrooms, laboratories, stationaries textbooks among others determine success and achievement of set goals of the school.

The availability of enough learning resources like text books ensures that all students are able to access them. In some schools a huge number of students share some few available texts in school. This therefore limits their chances of performing. Further, lack of science laboratories makes hard for students to learn science practical lessons. These therefore make them to perform dismally poor in science related subjects.

Further, a cross tabulation table was presented to compare the performance for those schools that had sufficient learning resources and those that had limited learning resources. Table 4.18 shows students' performance for those schools that

had enough learning resources and those that had limited learning resources. Schools that had sufficient learning resources, science laboratories, fully equipped libraries performed better than those who did not have.

Table 4.18: Provision of learning resources by BOM and students' performance

		learning resources		
		Insufficient learning resources	**sufficient learning resources**	**Chi square**
students' performance	low performance	88	41	
	high performance	58	67	12.36(0.000)

In table 4.18 results findings indicated that performance was low when majority of respondents indicated that their schools had insufficient learning resources. Results findings also indicated that students' performance was high when majority of respondents indicated that their schools had enough learning resources. These result findings are in agreement with Namunyu (2012) who found out that BOMs in Busia District, took up the construction and renovation of classrooms, provided desks, fenced the school compound, hired teachers and all these resource mobilization influenced KCSE performance and overall academic performance to a large extent.

The study findings were statistically significant supported by a chi square of 12.36 and a reported p value of (0.000) which was less than (0.05) level of significance. Chi square was conducted to illustrate whether there was any

significant association between provision of learning resources and students' performance.

4.8.5 Students performance: A comparison of the three sub counties

The study sought to compare the mean scores and mean grades for the three sub counties of Athi River, Machakos and Kathiani. Results for the four years were presented in table 4.19.

Table 4.19: Mean scores and mean grades for three sub counties

Mean score	**Athi River**	**Machakos**	**Kathiani**
2015	5.61	6.57	6.43
2014	5.25	6.12	6.05
2013	4.88	6.03	6.12
2012	4.95	5.87	5.54
Average	5.1725	6.1475	6.035
Grade	**D+**	**C-**	**C-**
Comment	**Poor**	**Fair**	**Fair**

Table 4.19 result findings shown that Athi River had an overall mean score of 5.1725, graded at D+, Machakos overall mean score of 6.1475 graded at C- while Kathiani had overall mean score for the four years of 6.035 grated at C-. These results therefore imply that Athi-River Sub-County is still underperforming as compared to the neighboring Machakos and Kathiani Sub counties. Comments rating also agree with those in the questionnaire (check teachers questionnaire in the appendices). The poor performance will deny a student transition to these institutions, be denied employment opportunities and finally participation in development of national economy.

4.9 Inferential statistics informing the study

The inferential statistics informing the study was also performed. They include model summary of the study, analysis of variance and regressions discussed below.

4.9.1 Analysis of variance and students' performance

Table 4.20 provides the results on the analysis of the variance (ANOVA). This was to establish whether there was any significant difference among the variables means. Independent variables were explored to determine whether there existed any significance difference with the dependent variable (students' performance). It was necessary to use ANOVA to compare the means of variables for statistical significance.

Table 4.20: Analysis of variance and students' performance

Indicator	Sum of Squares	df	Mean Square	F	Sig.
Regression	40.373	4	10.093	54.818	.000b
Residual	43.821	238	0.184		
Total	84.194	242			

Table 4.20 results indicate that the overall model was statistically significant. Further, the results imply that the independent variables which include provision incentives to teachers, provision of rewards to students, involvement of teachers in target setting and provision of learning resources are good predictors of students' performance. This was supported by an F statistic of 54.818 and the reported p value (0.000) which was less than 0.05 level of significance. Therefore, the result findings from the ANOVA showed that there exist a significant

difference between the independent variables and the dependent variable. This is supported by Eberts, Hollenbeck & Stone (2002) study who found that provision of incentives to teachers and students improves overall students' performance.

4.9.2 Model summary of the relationship between variables

A model summary of the combined influence of independent variables on the dependent variable was presented. The results presented in table 4.21 present the fitness of model used in the regression model in explaining the study phenomena.

Table 4.21: Model summary of the relationship between variables

Indicator	Coefficient
R	0.692
R Square	0.480

Table 4.21 presents provision of incentives, rewards, achievable target setting and provision of learning resources were found to be satisfactory variables in explaining students' performance. This is supported by coefficient of determination also known as the R square of 48 percent. This means that incentives, rewards, achievable target setting and provision of learning resources explain 48 percent of the variations in the dependent variable which is students' performance in Athi River Sub County. This therefore shows that there are other factors that affect the performance of students which are not included in the model. This results further means that the model applied to link the relationship of the variables was satisfactory. These findings compares and contrasts with that of

Ayoo (2000) who observed that there are other factors that affect students performance that range from aggression, immorality, defiance of authority, class disruptions, and generally not adhering to school and classroom rules and procedures affect student performance in examinations in both the developed and developing countries.

4.9.3 Correlation matrix of various factors and students' performance

The results of the correlation analysis between independent variables; incentives to teachers, rewards to students, teachers target setting and provision of learning resources and dependent variables; student Kenya Certificate of Secondary Education performance are presented below.

Table 4.22: Correlation matrix of research variables

Variables		incentives	rewards	Target setting	Leaning resources	Performance
incentives	Pearson Correlation	1	.314**	.225**	0.124	.448**
	Sig. (2-tailed)		0	0	0.053	.000
rewards	Pearson Correlation	.314**	1	.207**	.177**	.454**
	Sig. (2-tailed)	0		0.001	0.006	.000
Target setting	Pearson Correlation	.225**	.207**	1	.204**	.406**
	Sig. (2-tailed)	0	0.001		0.001	.000

Variables		incentives	rewards	Target setting	Leaning resources	Performance
Learning resources	Pearson Correlation	0.124	.177**	.204**	1	.450**
	Sig. (2-tailed)	0.053	0.006	0.001		.000
performance	Pearson Correlation	.448**	.454**	.406**	.450**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

Table 4.22, the results revealed that incentives and students' performance are positively and significantly related (r=0.448, p=0.000). The table further indicated that provision of rewards and students' performance are positively and significantly related (r=0.454, p=0.000). It was further established that target setting and students' performance were positively and significantly related (r=0.406, p=0.000). Similarly, results showed that provision of enough learning resources and students' performance were positively and significantly related (r=0.450, p=0.000). This implies that an increase in any unit of the variables leads to an improvement in students' performance.

Provision of rewards to students and provision of incentives to teachers induces the spirit to work hard because of the rewards/ incentives. This in turn will be translated to improved students' performance. Similarly, sufficient learning resources ensure that all students are able to access libraries, learn in fully

equipped laboratories. Teachers will also be able to access enough teaching materials. Target setting enables schools to evaluate their progress. All these initiates will lead to improved overall performance of students. The research variables were therefore correlated.

4.9.4 Regression analysis of independent variables and dependent variable

Regression analysis was carried out to establish the overall effect of the independent variables to the dependent variables. The independent variables were regressed against the dependent variable. Result findings of the regression were presented in table 4.23.

Table 4.23: Regression analysis of independent variables and dependent variable

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	-0.388	0.225		-1.72	.087
incentives	0.291	0.053	0.275	5.503	.000
rewards	0.262	0.05	0.264	5.258	.000
Target setting	0.228	0.05	0.223	4.531	.000
Learning resources	0.34	0.051	0.324	6.708	.000

Table 4.23 on regression of coefficients results shows that provision of incentives and students' performance are positively and significantly related (r=0.291, p=0. 000). The table further indicates that provision of rewards and students performance are positively and significantly related (r=0.262, p=0.000). It was further established that target setting and students' performance were positively and significantly related (r=0.228, p=0.000) while provision of enough learning resources and students performance were also positively and significantly related

(r=0.340, p=0.000). This multiple regression model links the relationship between the independent variables (provision of incentives, provision of rewards, involvement of teachers in target setting and provision of sufficient learning resources) and dependent variable (students' performance). This therefore means that provision of incentives to teachers and rewarding students induces renewed morale to work hard in order to be rewarded or given incentive. This in turn improves the performance of students. Target setting enables both students and teachers to remain focused to the core objective of improving performance.

Thus, the optimal model for the study is;

Students' performance in Athi River Sub County = -0.388+ 0.291Provision of incentives + 0.262Provision of rewards+ 0.228Involvement of teachers in target setting+ 0.340Provision of learning resources

This overall model shows that provision of incentives will increase students' performance by 0.291 units. Provision of rewards to students' will increase the performance of students by 0.262 units. Involvement of teachers in target setting will also lead to increased students performance by 0.228 units. Further, provision of sufficient learning resources will improve students' performance by 0.340 units. Finally, the negative constant (-0.388) stands for other factors which can limit the performance of students which are not included in the model.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter addresses the summary of the findings, the conclusions and the recommendations. This is done in line with the objectives of the study.

5.2 Summary of the study

The purpose of this study was to investigate the influence of Board of management governance practices on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya. The study objectives were; to establish the influence of incentives by Board of Management (BOM) to teachers on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya. It also wanted to examine the influence of provision of rewards by Board of Management to students on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya, investigate the influence of teachers involvement in target setting by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi-River Sub County, Kenya and to establish the influence of provision of learning resources by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi River sub-county, Kenya.

The research used descriptive survey design. The study targeted 13 public secondary schools in Athi-River Sub-county. The target population was 208 Board of Management members, 13 Board of management chairpersons, 13 principals and 260 teachers in Athi-River Sub-county secondary schools. Stratified random sampling technique was used to select 13 schools to ensure that all the schools were well represented according to the various regions. Census technique was used to select all the 13 principals and 13 Board of management chairpersons. Simple random sampling was used to select 97 other Board of management members and 132 teachers. The sample size of this study was therefore 255 respondents. The main instruments for the study were questionnaires that were administered to school heads, teachers, Board of management. Panel of experts in the education field were used to ascertain instrument validity. The Statistical Package for Social Sciences (SPSS) software version 20.0 was used to carry data analysis. The study produced both descriptive and inferential statistics. Descriptive statistics were presented in terms of tables and figures. Inferential statistics were presented as ANOVA tests and regression coefficients.

The findings revealed that provision of incentives to teachers, provision of rewards to students, involving teachers in target setting and provision of learning resources were found to be satisfactory variables in explaining students performance. This was supported by coefficient of determination also known as the R square of 48 percent.

The first objective was to establish the influence of provision of learning resources by Board of Management on students' performance. Regression of coefficients results showed that provision of enough learning resources and students' performance was highly correlated, positively and significantly related. The findings revealed that provision of sufficient learning resources and students' performance were positively and significantly related. Sufficient learning resources were found to be satisfactory variables in explaining students' performance. Regression of coefficients indicated that provision of sufficient learning resources and students' performance were also positively and significantly related. Provision of sufficient teaching and learning resources influences students' performance in Kenya certificate of secondary education. This inadequacy of learning resources has been of serious concern to educators.

The second objective was to establish the influence of incentives by Board of Management (BOM) to teachers on students' performance. Provision of incentives and students' performance was also positively and significantly related. Provision of incentives was found to be satisfactory variables in explaining students' performance. Regression of coefficients results showed that provision of incentives and students' performance are positively and significantly related. Institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. The rationale for monetary rewards for teachers programs is the notion that teachers

may be motivated by incentive pay to work harder. A bonus payment to teachers, according to other researchers can improve student academic performance.

The third objective was to examine the influence of provision of rewards by Board of Management to students on students' performance. Results indicated that provision of rewards and students performance was positively and significantly related. Provision of rewards was found to be satisfactory variables in explaining students' performance. Regression of coefficients indicated that provisions of rewards and students performance are positively and significantly related. The provisions of financial incentives for students enable them improve their achievements. BOM can organize for rewarding of outstanding students', most students' may decide to adhere to school rules and regulations and work hard to meet the standards of BOM so as to be rewarded. The goal is to establish a positive school and classroom climate in which expectations for students are predictable, directly taught, consistently acknowledged, and actively monitored.

The forth objective was to investigate the influence of teachers' involvement in target setting by Board of Management on students' performance. It was established that target setting and students' performance were positively and significantly related. Established target setting was found to be satisfactory variables in explaining students' performance. Regression of coefficients indicated that established target setting and students' performance were positively and significantly related. The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards.

The level at which targets are set would be used to induce more effort from teachers and schools, provided that incentives were sufficient. The target benchmark would be set either on the basis of the achievements of the average or the most 'successful' school or teacher. Targets assist the teachers with a basis for improvement. They could now monitor progress based on how much point above or off target they are.

The challenges facing BOMs corporate governance in public secondary schools were outlined as; low provision of incentives, inadequate teaching and learning resources, lack of trained BOM, discipline problems among students, poor syllabus coverage due to too much content, home based problems affecting student concentration, and lastly poor involvement of teachers in target setting.

5.3 Conclusions

The conclusions of this study were informed by the findings based on each study objective and also findings of other similar studies. Each objective was reviewed and a conclusion provided which covers both theory and practice. The purpose of this study was to investigate the influence of Board of management governance practices on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya. The findings revealed that

Based on the findings the study concluded that provision of incentives to teachers influences students' performance. The culture of giving incentives by rewarding teachers with financial rewards made them to perform exemplarily well.

Further, the study concluded that provision of rewards influences students' performance. This is because rewards induce them to work hard. BOM, principals and teachers can organize for rewarding of outstanding students', most students' may decide to adhere to school rules and regulations and work hard to meet the standards of BOM so as to be rewarded.

Based on the findings the study also concluded that target setting influences students' performance. The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The level at which targets are set would be used to induce more effort from teachers and schools, provided that incentives were sufficient. The target benchmark would be set either on the basis of the achievements of the average or the most 'successful' school or teacher. Targets assist the teachers with a basis for improvement. They could now monitor progress based on how much point above or off target they are.

Based on the findings the study further concluded that sufficient learning resources influence students' performance. Availability of learning resources therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

5.4 Recommendations for study

The following recommendations were made;

1. The BOM members should be sensitized on the importance of good governance practices since it was found that provision of incentives, sufficient learning resources do influences students' performance. They can therefore impalement them in their respective schools as initiatives to improve students' performance
2. Every school should be mandated to have BOM members appointed after gaining the required professional qualification in governance practices in secondary schools. The school management should be advised on the need to include checking the BOM members' professional qualification in financial management. This will ensure that boards of management are able to manage school funds effectively, use them to purchase school learning resources, reward teachers and students. These practices in the long run will improve overall students' performance.
3. The training institutes like KEMI should organize tailor made courses for BOM members to equip them with the right knowledge on best governance practices in schools. This will help them identify the best ways to manage schools; reward teachers as a step to encourage them work hard and boost students' performance.

4. Principals and teachers should also devise various ways to reward their students as an encouragement for those who have shown exemplary performance.
5. The respondents also pointed out various suggestions to improve on performance in schools. The suggestions included; provide adequate teaching and learning resources, encourage BOM undertake management courses, provision of rewards and incentives among students and teachers and hold consultative meetings to discuss school progress.

5.5 Suggestions for further study

Based on the study findings, the following were the suggestions for further research;

1. Since the study was carried out in one county only, more studies should be replicated in other counties in Kenya to establish whether the same results still hold.
2. There is need for further research on other governance practices that influence students performance other than the four identified in this research.
3. Studies may also be done on the Boards of management governance practices using other research instruments other than a questionnaire and interview to establish whether the same results will be obtained.

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APPENDICES

Appendix I: Letter of introduction

University of Nairobi

Department of Education

Administration

P. O. Box 30197

Nairobi

The Principal,

……. Secondary school,

Athi-River

Dear Sir/ Madam,

RE: REQUEST FOR PARTICIPATION IN RESEARCH

I am post graduate student at University of Nairobi pursuing a Masters Degree in Corporate Governance in Education. I am carrying out a study on influence of the Board of Management Governance practices on students' performance.

I kindly request you to assist me gather information in your institution. The information provided will only be used for the purpose of this study and the identities of the respondents will be held in strict confidence.

Yours faithfully,

Tabitha Mutuku

APPENDICES

Appendix I: List of public secondary schools

1. Athi River Sec School

2. Lukenya Girls Centre Exc

3. Mavoko Sec School

4. St. Augastine Mlolongo

5. Kyumbi Sec School

6. Katani Sec School

7. Kinanie Sec School

8. Mathatani Sec School

9. Muthwani Sec School

10. Kwa Kalusya Sec School

11. Ng'alalya Sec School

12. Embakasi Sec School

13. Kanaani Sec School

Appendix II: Questionnaire for teachers

Kindly answer the following questions as honestly and accurately as possible. The information given will be treated with a lot of confidentiality. You are encouraged to give your honest opinion. Put a tick (√) where appropriate.

Section A: Demographic data

1. What is your gender? a) Male [ ] b) Female [ ]

2. What is your highest level of education of education?

a) Secondary level [ ] b) College level [ ]
c) University level [ ] d) Post graduate level [ ]

3. How long have you been a teacher here?

a) 0-5 years [ ] b) 6-11years [ ] c) 12-17years [ ] d) 18 years & above [ ]

4. Do you have set targets for students in your school?

Yes [ ] No [ ]

Section B: Provision of incentives to teachers on students' performance

This section is concerned with assessing the influence incentives on the performance of students. Please tick (√) in the box where necessary. The choices given are: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree

Statement	**Strongly Disagree (1)**	**Disagree (2)**	**Neutral (3)**	**Agree (4)**	**Strongly Agree (5)**
There is provision of housing facilities					
We are provided incentives in terms of monies					
Trips are organized to motivate and boost our morale to work hard					
We are provided non monetary incentives such as free meals					

Section C: Availability of rewards to students on students' performance

This section is concerned in determining the influence of rewards to students' performance. Please tick (√) in the box which best describes your agreement or disagreement on each of the following statements. The choices given are: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
We organize performance trips for outstanding students					
There is provision of prizes in terms of cash for outstanding students					
The school provides non monetary incentives such as free meals to motivate students					
We issue learning materials as presents for outstanding students					

Section D: Involvement of teachers in target setting on students' performance

This section is concerned with assessing the influence of involving teachers in target setting. Please tick (√) in the box which best describes your agreement or disagreement on each of the following statements. The choices given are: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree

5. How many times are teachers involved in target setting?

a) None ☐ b) once ☐ c) twice ☐ d) more than twice ☐

6. How often is target setting done in your school?

a) Rarely ☐ b) often ☐ c) very often ☐

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
We set target for each subject					
There is overall target for the school that is reviewed every year					
Time management is highly valued to achieve targets					
Our school monitors students' progress through frequent evaluations					

Section E: Provision of learning resources on students' performance

Please tick (√) where necessary. The choices given are: Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree

Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Our school have experienced and skilled language teachers					
Our school has fully equipped science laboratories					
We have a fully equipped library					
Our school has sufficient teaching aids					

Section F: Students' performance

Please fill the form below to indicate the mean scores for the years 2012-2015 for the three sub counties.

Mean score yearly	**Athi River**	**Machakos**	**Kathiani**
What was your mean score in 2015?			
What was your mean score in 2014?			
What was your mean score in 2013?			
What was your mean score in 2012?			

Please comment the mean score for Athi River Sub County. Indicate as **(Very poor=E, Poor=D, Fair=C, Good=B, Excellent=A)**

Mean score yearly	**Very Poor**	**Poor**	**Fair**	**Good**	**Excellent**
Rate your mean score in 2015					
Rate your mean score in 2014					
Rate your mean score in 2013					
Rate your mean score in 2012					

Appendix III: Questionnaire for principals

Section A: Demographic data

1. What is your gender? a) Male [ ] b) Female [ ]

2. What is your highest level of education?

a) Secondary level [ ] b) College level [ ]
c) University level [ ] d) Post graduate level [ ]

3. What is your age?

a) 25-30yrs [ ] b) 31-35yrs [ ] c) 36-40yrs [ ] d) 41 years & above [ ]

Section B: Strategies to improve students' performance

5. What are your strategies to raise funds of purchasing and providing sufficient learning materials?

a) School and BOM initiative [ ] b) government funds [ ] c) CDF [ ]

d) Others [ ]……..

4. To what extend to you provide incentives and rewards to teachers and students as strategy to improve students' performance?

a. Great extent [ ]
b. Moderate extent [ ]
c. Low extent [ ]

Section C: Challenges in implementing BOM practices on students' performance

5. Do you experience any challenges when implementing BOM practices

Yes [ ] No [ ]

6. To what extend do the financial challenges, political interference and lack of goodwill from the community affect implementation of BOM practices?

a. Great extent [ ]
b. Moderate extent [ ]
c. Low extent [ ]

Appendix IV: Questionnaire for Board of management members

Kindly answer the following questions as honestly and accurately as possible. The information given will be treated with a lot of confidentiality. You are encouraged to give your honest opinion. Put a tick (√) where appropriate.

Part A: Demographic data

1. What is your age group?

a) 30-39 years [ ] b) 40-49years[ ] c) 50 years and above [ ]

2. What is your gender? Male [ ] Female [ ]

3. What is your highest professional or academic qualification?

a) Primary level [ ] b) Secondary level [ ]

c) Middle level college [ ] c) University graduate [ ]

Part B: BOM governance practices on students' performance

1. For how long have you been members of this school's board of management?

a) Less than 1 year [ ] b) 1-2 years [ ]

c) 3-5years [ ] d) Over 5 years [ ]

2. Do you have any training in secondary school governance?

a) Yes [ ] b) No [ ]

3. Do you hold regular meetings with the principal to discuss school governance issues? a) Yes [ ] b) No [ ]

4. Do you give monetary rewards for exemplary performing teachers?

a) Yes [ ] b) No [ ]

5. In your opinion, what is the impact of monetary rewards on student performance?

……

6. Do you have regular out of school trips for teachers in your school?

a) Yes [ ] b) No [ ]

7. How do you motivate teachers in this school?

a) Monetary [ ] b) Trips [ ] c) Incentives [ ] d) Recognition [ ] e) Any other [ ]

7. Do you have various academic committees in your school?

b) Yes [ ] a) No [ ]

8. In your opinion, what is the overall competence of your school's academic committees?

……..

10. What has been your school mean score from 2012 to 2014?

…….

Appendix V: Research authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No. **NACOSTI/P/16/75896/11767**

Date
23rd June, 2016

Tabitha Mutindi Mutuku
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of Board of Management governance practices on students performance in Kenya Certificate of Secondary Education in Athi River Sub County Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending **23rd June, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

Appendix VI: Research permit

THIS IS TO CERTIFY THAT:
MS. TABITHA MUTINDI MUTUKU
of UNIVERSITY OF NAIROBI, 41252-100
NAIROBI,has been permitted to conduct
research in *Machakos County*

on the topic: *INFLUENCE OF BOARD OF MANANAGEMENT GOVERNANCE PRACTICES ON STUDENTS PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN ATHI RIVER SUB COUNTY KENYA*

for the period ending:
23rd June,2017

Permit No : NACOSTI/P/16/75896/11767
Date Of Issue : 23rd June,2016
Fee Recieved :Ksh 1000

.....
Applicant's Signature

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

Appendix VII: Map of Athi River Sub County