

**INFLUENCE OF BOARDS OF MANAGEMENT MEMBERS'
PRACTICES ON PUPILS' ACADEMIC PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN KAHURO SUB-COUNTY, KENYA**

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

University of Nairobi

2016

DECLARATION

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

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

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DEDICATION

The project report is dedicated to my loving wife Mary Wanjiku and my children Susan, Lillian, Phinehaz, Sambrian and Chris. You gave me immense moral support throughout the course of my studies.

ACKNOWLEDGEMENT

I acknowledge support from my supervisors Dr. Lucy Njagi and Mr. Edward Kanori for their immense support, critical evaluation and positive encouragement in the writing of the research report. Support from my fellow classmates, the librarians, my colleagues at work and data enumerators is highly acknowledged. I also wish to thank Mr. Makato for editing the entire project.

All the respondents are highly acknowledged for their willing participation. The head teachers of sampled public primary schools, the Boards of Management members and the sub- county Director of Education who voluntarily gave out information for the actualization of the study are highly appreciated. You made the study a reality.

Finally, I thank the Almighty God for the good health and for enabling me to successfully complete the course.

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ABBREVIATIONS AND ACRONYMS

DQA	Directorate of Quality Assurance
EFA	Education for All
GoK	Government of Kenya
MDG's	Millennium Development Goals
MoE	Ministry of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America

ABSTRACT

The study sought to find out the management practices used by the Boards of Management and their influence on pupils' academic performance in public primary schools in Kahuro sub-county in Murang'a County. The objectives that guided the study were; provision of teaching and learning materials, provision of physical facilities, employment of teachers by BOM and provision of incentives to motivate improvement of pupils' performance. The study employed descriptive survey design and the population of interest was the head teachers, BOM members and the sub county Director of Education. Stratified random sampling method was used for sampling purposes. The strata were the education zones. Data was collected by use of questionnaires, interview guides and focus group discussion guides. Analysis was by use of qualitative and quantitative methods. The quantitative methods entailed descriptive and inferential statistics while the qualitative analysis entailed deciphering meanings of the provided answers and comparing them to other documented works in the field. Data was presented by use of tables. The study found out that: programs of events that were adhered to enabled provision of the required teaching and learning materials. Regular interaction between BOM members and teachers enabled provision of teaching and learning materials. BOM members were involved in evaluation of physical facilities demands of the institutions. BOM members could effectively make forecast and budget for physical facilities independently. BOM members were versed with the teacher pupil ratio requirements. BOMs were fully aware of the pertinent needs of the staffing deficits in the schools. Individuals serving in BOM had high standards of moral and social probity and could be trusted with incentives by the community. BOMs had autonomy in decision making in determining incentives to provide. The study recommended that:-The ministry of education should ensure that only competent persons sit on the Boards of Management of the public primary schools. This may ensure procurement and provision of teaching and learning materials is done in the requisite manner. The exchequer should make provisions for budgetary allocations to be expended in the procurement of physical facilities for the public primary schools. The Ministry of Education should make sure that the requirements for the teacher pupil ratio are met. In the event of shortfalls, the public primary schools should be empowered through capitation to employ teachers. These may ensure academic performance improvement. The BOMs should be facilitated in terms of making provisions for kitties which should be earmarked for incentive facilitation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In the United States of America, the governance of public primary schools has been streamlined by involvement of parents in management. The parents vote in a management committee which draws the input of knowledgeable persons in the realms of education and management (Rice, 2013). The management committee acts as a link between the school and the parents. It gives the institutions leverage with regard to having the parents given a stake in the leadership and governance of the schools. This has been pivotal in ensuring the effectiveness of governance and administration systems owing to stakeholder involvement. It has equally ensured that there are reduced instances of friction between parents and administration attributed to collective involvement in decision making.

Boards of Management in the public schools within many states in the European Union have been tasked with the mandate of ensuring that physical facilities have been availed (Latham, 2012). The function of overseeing the construction and management of the physical facilities has been delegated to the Boards of Management and funds for facilitation of the operational programs are drawn from the treasuries. This ensures equity in terms of the development of physical infrastructure within the schools and adequate policing and supervision as facilitated by the members of the BOM. The task of delegated management enhances the probity standards and sees to it that physical facilities in the school are availed in an optimal manner (Latham, 2012).

Harmonization of teacher pupil-ratios and defining the requisite numbers has also worked well for the Federal States of America. The agency charged with standards assurance thus enforces similar standards across board and the school Boards of Management are tasked with ensuring that the standards are upheld (Mellar, 2011). This assures effective teaching and learning in the schools owing to the optimal provision of teaching personnel. The schools are charged with the responsibility of seeing to it that situations of deficits are bridged and the Boards of Management do this by way of recruiting additional staff (Mellar, 2011).

Decentralization of education management in Africa has equally played a great role in giving individual schools autonomy and independence in the function of management (Naido, 2012). This has heralded a new promise on the undertaking of management practices and activities. The autonomy has given a big leeway to the schools to independently chart their courses in many African jurisdictions. This has on the other hand exposed the school communities to the risk of failure to get the requisite benefits especially as regards the development of infrastructural facilities in many institutions. This is partly attributed to the caliber of expertise in place within the schools and the focus it has in terms of mobilizing resources to ensure infrastructural facilities development (Naido, 2012).

Provision of teaching and learning materials for public primary schools in the federal republic of Nigeria by Government is limited (Kwame, 2009). The ability of the schools Boards of Management to assure teaching materials provision was curtailed by inadequate resources limiting and impoverishing the pupils as posited by Kwame, (2009). Limited opportunities for stakeholder participation due to lack of ownership

of programs in instructional materials provision heavily exposed the schools to disadvantaged positions and occasioned failure to meet school demands. This caused the pupils to post poor academic performance (Kwame, 2009).

Surveys carried out by Wango and Gatere (2013) showed that there was need for enhanced capacity building to have education managers' work towards the achievement of the Education for All goals. The survey found out that most of the education managers failed to exhibit the requisite leadership skills and provide incentives to learners aimed at spurring their academic achievement. The survey established that in most of the public schools within the republic of Kenya there were rampant cases of misappropriation of resources earmarked for motivational purposes to the detriment of the learners. This had exposed them to the risk of failure to achieve the intended ideals (Wango and Gatere, 2013).

A survey undertaken by Gakure (2013) shows that the ineffectiveness of school Boards of Management was a great contributing factor to poor performance by public primary schools in Murang'a County. The study found that most of the Boards of Management members rarely attended the committee meetings and the situation of vested interests override the greater good of the schools. This was a factor that exposed the schools to losses, especially in the procurement function and lack of regular supply of teaching and learning materials. It is against this background that the study sought to investigate the management practices by the BOMs in Kahuro sub county in Murang'a County with a view of finding out the extent to which they affect public primary schools pupils' academic performance.

Table 1.1 and 1.2 show the academic performance by pupils in Kahuro and Kigumo sub counties respectively

Table 1.1 Kahuro Sub-County KCPE analysis 2009 – 2015

Year	2009	2010	2011	2012	2013	2014	2015	Average
Mean	248.5	248.4	243.3	253.92	252.7	249.38	247.74	249.13
Score out of 500 marks	49.6 %	49.7 %	49.3 %	50.13%	50.4 %	49.87%	49.54%	49.82%

(Source: Kahuro Sub County Director of Education’s Office, 2016)

The analysis of the KCPE results from the sub county showed stagnation in terms of the academic performance for the period of 2009 to 2015. The results were dismal in comparison to other sub counties within the county.

Table 1.2 Kigumo sub - county KCPE analysis 2009 – 2015

Year	2009	2010	2011	2012	2013	2014	2015	Average
Mean	253.3	254.2	254.7	254.92	259.6	261.8	262.4	257.27
Score out of 500 marks	50.6 %	50.8 %	50.9 %	50.98%	51.9 %	52.36%	52.48%	51.43%

(Source: Kigumo Sub County Director of Education’s Office, 2016)

An analysis of the KCPE results from Kigumo sub county within Murang'a County which neighbors Kahuro equally reflected stagnation in the academic performance. However, their results were slightly above average in comparison to those of Kahuro Sub County. There was thus need to find out the reasons for the stagnation evident in Kahuro sub county.

1.2 Statement of the problem

The academic performance of public primary schools in Kahuro sub-county in Murang'a County has been deteriorating over the past six years. This is despite concerted pupil motivational activities by parents and teachers to reverse the situation. Previous studies have focused on the head teachers' instructional supervisory role and its effects on pupils' academic performance (Irungu 2013), the dual relationship of geo-helminthes and jigger infestation on pupil academic performance (Thome, 2015).

The researcher has no knowledge of other documented studies carried out on the management practices of BOM's and their influence on pupils' academic performance in Kahuro Sub County. It is in this light that the study sought to find out the members of Boards of Managements' practices and their influence on pupils' academic performance in Kahuro sub-county, Murang'a County. This was with a view of confirming the extent to which the phenomena affected learners' academic performance.

1.3 Purpose of the study

The purpose of this study was to investigate Boards of Management members' practices on pupils' academic performance in public primary schools in Kahuro sub-county, Murang'a County.

1.4 Objectives of the study

The following objectives guided the study:

To determine how the provision of teaching and learning resources by members of school Boards of Management influence the pupils performance in KCPE in public primary schools in Kahuro sub-county, Murang'a county.

To examine whether provision of physical facilities by members Boards of Management influence KCPE performance by pupils' in public primary schools in Kahuro sub-county, Murang'a County.

To determine whether employment of teachers by members of Boards of Management in public primary schools influence pupils' performance in KCPE in Kahuro sub-county, Murang'a County.

To assess whether provision of incentives by members of Boards of Management in public primary schools influence pupils' performance in KCPE in Kahuro sub-county, Murang'a County.

1.5 Research questions

The study was guided by the following research questions:

How does the provision of teaching and learning resources by members of Boards of Management influence the pupils' performance in KCPE in public primary schools in Kahuro sub-county, Murang'a County?

To what extent does the provision of physical facilities by members of l Boards of Management influence pupils' performance in KCPE in public primary schools in Kahuro sub-county, Murang'a County?

To what extent does the employment of teachers by members of Boards of Management in public primary schools influence pupils' performance in KCPE in Kahuro sub-county, Murang'a County?

How does provision of incentives by members of Boards of Management in public primary schools influence pupils performance in KCPE in Kahuro sub-county, Murang'a County?

1.6 Significance of the Study

The study may be of great importance to primary school head teachers who are charged with the responsibility of running the institutions. They may have greater ease during the constitution of Boards of Management of the public primary schools. The Boards of Management of public primary schools may equally stand to benefit from the study in terms of the ability to understand their roles in a better manner. This may ease operations within the public primary schools in terms of the management practices in place.

The Ministry of Education may also derive benefits in terms of the contribution of information generated by the study. This may positively impact on policy

formulation in future in the realms of management practices carried out by Boards of Management in public primary schools. The study may be of great benefit to future researchers undertaking studies in similar or related fields. This is occasioned by the fact that it may contribute to the body of knowledge in related fields thus conferring benefits to other researchers.

1.7 Limitations of the Study

The researcher had no control over the respondent's attitudes, thoughts and beliefs. This impacted on the data collection exercise especially as regards the aspect of the authenticity of the data collected in the event of arising of bias and allied motivations from the respondents. The researcher overcame the challenge by way of imploring on the respondents to try as much as possible to be honest and truthful in their answers for the authenticity of the study.

The researcher equally encountered the challenge of failure to access official records from the different schools as regards constitution and working of their school Boards of Management. This was motivated by the fact that most of the public primary schools have a lot of bureaucratic red-tape as regards access to information which they consider as sensitive. The researcher overcame the challenge by way of providing an introductory letter from Kahuro Sub-County Director of Education to the schools. This was for the purposes of facilitating access to the required information with ease and affirming that it was for academic purposes only.

1.8 Delimitations of the study

The study was limited to Kahuro Sub-County in Murang'a County. It sought to find out the Boards of Management members practices on pupils' academic performance

in public primary schools. The target respondents were the public primary school head teachers, members of BOM's and the Sub-County Director of Education in Kahuro Sub-County, Murang'a County.

1.9 Assumptions of the study

The study was premised on the assumptions that:

The respondents would provide honest answers for the good of the study

The schools had effectively constituted Boards of Management in line with the requisite statutory provisions.

1.10 Definition of significant terms

The following significant terms were used in the study:

Best Practices refers to envisaged parameters with regard to current industry.

Funding refers to budgetary provisions for achievement of envisaged objectives.

Incentives refers to motivational provisions to spur improved academic performance.

Physical facilities refers to infrastructural provisions put up in the schools to ensure sound learning.

Quality Assurance refers to the capacity to achieve the requisite standards.

School boards refers to bodies charged with the responsibility of overseeing school activities.

Teaching and Learning Materials refers to books and implements used for knowledge impartation.

1.11 Organization of the study

The study was organized into five chapters. Chapter one had the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definition of significant terms. Chapter two had the literature review which encompassed the empirical review drawn from the objectives, the summary and gaps to be filled by the study, the theoretical and conceptual frameworks.

Chapter three had the research design, target population, sample size and sampling techniques, research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four had the data analysis, interpretation and presentation of findings. Chapter five had the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The following chapter encompasses the empirical review of works carried out by other researchers on Boards of Management in public primary schools. The focus is on management practices carried out by the Boards of Management which entails provision of teaching and learning materials, physical facilities, employment of teachers and provision of incentives and their influence on pupils' academic performance. The section equally has the summary and gaps to be filled, the theoretical and conceptual frameworks.

2.2 Boards of Management in public primary schools

The establishment of BOM in the republic of Kenya is anchored in law in the Basic Education Act No.14 of the year 2013 (GoK, 2013). The enactment of the Act was motivated by the need to enhance professionalism and accountability in the management of the public primary schools. This is by way of ensuring the participation of the wider community and pupils' in the management of school affairs. The Act has seen the infusion of greater membership which has allowed more scrutiny into the administration and governance of the schools (GoK, 2013).

Previously the public primary schools were manned by the School Management Committees but the enactment of the Basic Education Act (2013) introduced provisions for the Boards of Management (GoK, 2013). The Boards of Management comprises of membership drawn from the parents, sponsors, county education boards, special interests persons, and representatives of persons with special needs, representatives of teachers and pupils. It also draws its membership from the co-opted members of the parents/ teachers associations (PTA) (GoK, 2013).

2.3 Provision of teaching and learning materials and pupils academic performance

Studies in Uganda showed that the liaison between teachers and the Boards of Management affected the capacity of schools to provide teaching and instructional materials for pupils, (Nabukenya, 2012). The ability of the public primary schools to undertake their functions with due diligence influenced their access to teaching and instructional materials. In some situations some unscrupulous managers misappropriated funds leading to diminished trust and falling out with the school Boards of Management affecting the supply of instructional materials. This disadvantaged the pupils and caused them to post poor academic performance (Nabukenya, 2012).

A study conducted by Gakure, (2013) in Gatanga Sub County showed that lack of support by Boards of Management heavily weighed down on the head teachers in public primary schools, Failure to have good rapport and incidences of mismanagement of school funds heavily antagonized the school managers and caused frosty relations with the Boards of Management. This has caused many public

primary schools to suffer the pain of lack of teaching and instructional materials occasioning poor academic performance (Gakure, 2013).

2.4 Provision of physical facilities and pupils academic performance

A guide book developed by UNESCO emphasized on the constitution of school Boards of Management with knowledgeable persons in the realms of education management and administration. This would effectively assure the institutions capacity to have sound infrastructural facilities development (UNESCO, 2012). The report called for previous track records as a premise for appointment into the schools Boards of Management positions.

The position taken by (UNESCO, 2012) identifies with that fronted by (Halveson & Diamond, 2012) who vouched for reduced theoretical practices in the running and management of public primary schools and other institutions of learning. This was a premise to ensure sound capacity in terms of infrastructural facilities appropriation. These would facilitate the schools in terms of ensuring that the requisite infrastructure was in place as an avenue of enhancing good academic performance (Halverson et al, 2012).

A study carried out in Mwimbi Division in Maara District by (Reche, Bundi, Riungu and Mbugu, 2012) found out that most of the BOM's did not carry out the task of provision of physical facilities in the public schools in the requisite manner. The school administrators affirmed that most of the BOM seldom carried out their tasks

but only turned up in the schools for the periodic meetings. The BOM members were not aware of the tasks that they were expected to execute in terms of ensuring the requisite infrastructure was in place within the respective schools. The report called for sensitization of the BOM's on their rightful roles before their deployment as a measure of ensuring that they executed their tasks effectively (Reche et al, 2012).

Non-effective provision of infrastructural facilities was confirmed to having a negative effect on the pupils' performance in the K.C.P.E examinations in Gatundu District (Ngaruiya, 2013). Most Boards of Management rarely took charge of their mandate of provision of school infrastructural facilities. This was attributed to over-reliance on government subsidy funds for the infrastructural facilities provision. The study called for constitution of school Boards of Management comprising of individuals having backgrounds in education and the ability to effectively carry out fundraising from community mobilization and related activities to supplement government efforts (Ngaruiya, 2013).

2.5 Employment of BOM teachers and pupils academic performance

Assurance of teacher numbers is a critical aspect of achievement of the education goals. The European Union member countries have worked hard to align the teacher-pupil ratio in place with the envisaged standards as regards current best practices (Calvert, 2010). This has only been possible at the advent of having the entities charged with assurance of the envisaged ratios effectively taking charge and exercising their mandates (Calvert, 2010).

In Asian countries the Boards of Management exercised due caution to always cross-check with other schools as regards the capacity to access the requisite number of

teachers (Gale, 2010). This allowed uniformity and parity in the content delivered in schools owing to adequate teacher numbers. It assured replication of best practices and good tidings in terms of output to the concerned schools (Gale, 2010).

A study commissioned by the World Bank found out that most of the public schools suffered deficits in terms of the requisite teacher numbers (Nzomo, Onsume and Obiero 2012). In most instances the schools were helpless in the sense that they relied on government subsidy to finance their activities which entails recruitment of teachers to bridge government shortfalls. The need to have teachers employed by the BOMs is at times overlooked owing to other pressing demands within the schools in form of the recurrent expenditure needs. This exposes the BOMs to the risk of projecting an image of failure due to happenings beyond their control (Nzomo et al 2012).

In the republic of Kenya the need to realize the envisaged teacher-pupil ratio underpins the resolve by the Education Act to empower the school Boards of Management to employ teachers in periods of deficit (GoK, 2013). The requisite teacher- pupil ratio in the republic of Kenya is forty two pupils per teacher while the prevailing national ratio is forty seven pupils per teacher (GoK, 2016). The study sought to find out the extent to which management practices by the BOM's in Kahuro Sub-County have enabled the achievement of the requisite teacher-pupil ratios.

2.6 Provision of incentives and pupils academic performance

Pupil motivation is a key imperative for enhanced academic performance. In the United States of America most of the schools in the federal states rely on the

good will of the alumnae associations and school community for provision of teacher and pupil incentives (Gale, 2010). The larger communities have the responsibility of mobilizing resources geared towards actualization of the greater good of the pupils. The practice has been confirmed to have had a positive effect on the overall academic performance of the pupils going by the motivation provided (Gale, 2010).

The communities around the schools in many Asian countries have an obligation to provide learners with incentives to ensure improved performance (Kumar, 2013). The education system within the jurisdictions is modeled in a way that affirms the involvement of the religious institutions and local business leaders in activities around the schools. The obligation of sponsoring needy learners through the education system and ensuring that their day to day learning requirements are met instills the practice of incentive provision especially within the caste systems (Kumar, 2013).

Many states in Africa have the challenge of deficits in terms of budgetary requirements for the smooth running of the academic programs. This brings along the hardships occasioned to the public schools in terms of limited capacity to provide physical and allied resources for the pupils (Naido, 2012). It is thus incumbent on the local communities to contribute towards infrastructural facilities provision and equally provide teachers and pupils with tokens and other incentives for motivation (Naido, 2012).

Surveys carried out in public primary schools in the republic of Kenya showed that incentive provision geared towards improving pupils' academic performance was at its lowest ebb (Wango and Gatere, 2013). Proposals were made to ensure that the

Boards of Management were sensitized on the essence of making available the requisite incentives to assure academic performance improvement. Mobilization of resources from the local communities and other well-wishers were modes of fundraising earmarked for incentive provision assurance (Wango et al, 2013).

2.7 Summary of literature review

The study sought to find out the influence of Boards of Management practices on the academic performance of pupils in public primary schools in Kahuro Sub-county. A previous study undertaken by (Reche, et al, 2012) found out that the Boards of Management in Mwimbi Division of Maara District were inefficient and caused the schools to perform poorly in K.C.P.E examinations. A study commissioned by the World Bank equally found out that the caliber of the Boards of Management members was wanting in many public institutions nationally and caused them the failure to realize their aspirations (Nzomo, et al, 2012). Unlike the two studies, this study sought to investigate Boards of Management practices and their influence on pupils' academic performance.

2.8 Theoretical framework

The study was premised on the Path Goal Leadership Theory proposed by Martin Evans and Robert House in 1970. The theory places an emphasis on optimal managerial behavior attributed to satisfaction from ones job. The satisfaction spurs increased capacity in terms of the ability to work towards goal attainment. This theory relates well with the study in that the Boards of Management have been charged with the responsibility of providing leadership to the schools. The BOM's

must have a singular focus towards attainment of their goals and achievement of optimal leadership within the institutions.

The management practices carried out by the members of the Boards of Management are mainly motivated by the focus and initiative driving them. The need to ensure adequate teaching and learning resources, physical facilities provision, employment of teachers and incentive provision for motivation purposes are all management practices. This may be a path set towards achievement of the envisaged goals and in this case exemplary academic performance by the pupils.

The study thus sought to find out the extent to which the Boards of Management as presently constituted in the public primary schools within the study area have focus in terms of assuring sound leadership. This was by way of evaluating the managerial practices carried out with an aim of assuring that public primary school pupils' post good academic performance. The findings acted as a measure of the recommendations made.

2.9 Conceptual framework

The following figure is a conceptual framework representing a diagrammatic relationship between the independent variables and the dependent variable.

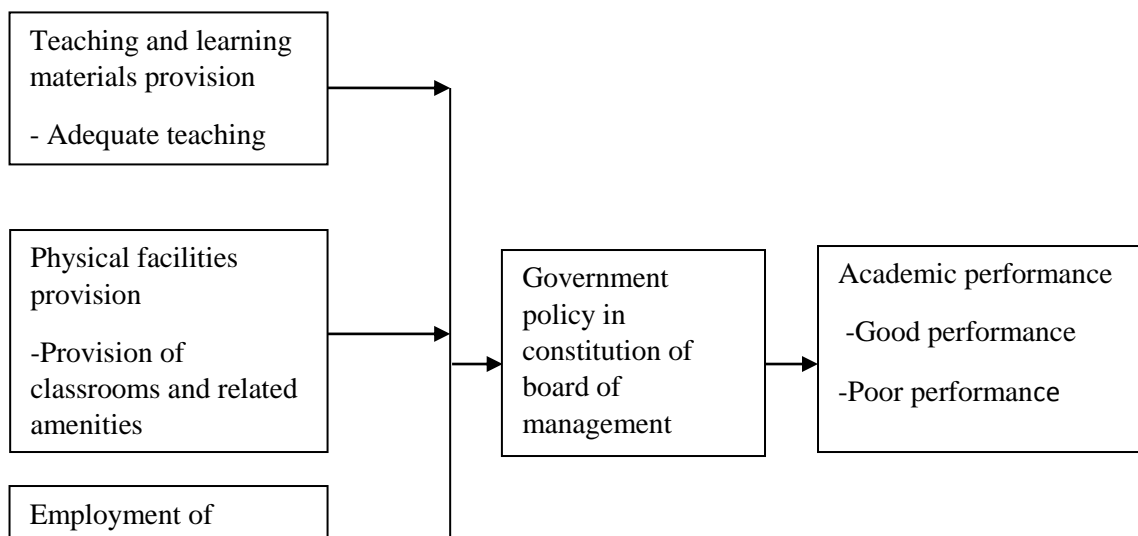


Figure 2.1: Conceptual framework

Provision of teaching and learning resources ensures that the cardinal purpose of the pupils attending school is realized. The pupils benefit from the provided resources and are able to get optimal results. The ability of the BOM's to ensure the provision of adequate teaching and learning resources plays an integral role in influencing their academic performance.

Physical facilities provision gives the learners added advantage in terms of guaranteeing them the capacity to undertake studies in a good environment. It assures the learners' ability to become what the learning processes envisages of them in terms of grasping the content delivered in class owing to favourable learning dispositions. The BOM's should be in a position to ensure optimal physical facilities provision.

Provision of incentives which may be monetary or non-monetary in nature may assure the pupils improved academic performance and enhance their prospects in terms of future outlooks. This may be credited to the sound management practices

employed by the Boards of Management. The BOM's should be in a position to mobilize adequate funds for assured incentive provision.

The government policy has statutory provisions for the education act which provides guidance as regards the constitution of the Boards of Management in the public primary schools. This influences the policy direction and the management structure of the schools. This will in turn determine the ability of the BOM's to execute their mandates in an optimal manner.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, sample size and sampling procedures. It equally has the research instruments, validity of research instruments and reliability of research instruments. It sums up data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The study employed a descriptive survey design to find out the influence of school Boards of Management members practices on pupils in public primary in Kahuro sub county public primary schools academic performance. According to Orodho (2005), a descriptive survey design is a method of collecting information by way of interviewing or administering of a questionnaire from a selected sample. It is mostly used to collect information about people's attitudes, opinions, habits or any variety

of social issues. This design is deemed appropriate for the study because the researcher collected analyzed and reported information as it existed in the field without the manipulation of the variables under study.

3.3 Target population

All people under consideration in any field of inquiry constitute a universe or targeted population (Kombo & Trump, 2006). The target population of this study consisted of all the 63 head teachers in the public primary schools in Kahuro sub county and 1071 BOM members. (records from the sub County Director of Education, Kahuro)

3.4 Sample size and sampling procedures

Stratified random sampling method was used for sampling the head teachers segment. The education zones in the sub county served as the stratum. Kombo, (2006), opined that a representative sample of 10% and above is enough for providing the required information in large populations. The researcher picked 50% of the head teacher’s population as the sample size. Simple random sampling method was used to reach the individual head teachers in the different education zones.

The study picked 10% of the BOM members in every education zone based on the strength of the population.

Table 3.1 Sample size

Zone	No. of H/teachers	No. of BOM members	Sample of Sch. H/teachers	Sample of Pry BOM

Murarandia	17	289	9	29
Weithaga	24	408	12	41
Mugoiri	22	374	11	38
Total	63	1071	32	108

Source: Sub county Director of Education Office Kahuro Sub County (2016)

The research thus had a sample size of 141 respondents inclusive of the Sub County Director of Education, members of BOM and the head teachers from the sub county under study.

3.5 Research instruments

The study employed questionnaires, interview schedules and focus group discussions guide as the instruments for the study. The study had a set of questionnaires which were used to collect data from primary school head teachers. The questionnaires were deemed suitable in that they served a large group of respondents; had the benefit of self administerability, anonymity and the standardization of questions for the purpose of easing the data analysis procedures (Orodho, 2005). The questionnaire encompassed the social demographics section and questions derived from the research objectives. The questionnaires had both closed and open ended questions.

The study equally used the interview schedule for the purpose of having a structured interview with the sub county Director of Education. He was considered a key informant and a resource person of high value to the study. The interview schedule

was considered adequate in facilitating interaction in a structured manner with a view of getting as much information as possible. Focus group discussions were used to reach the Boards of Management members. The focus group discussion questions were structured according to the objectives of the study with a view of allowing generation of adequate responses from the respondents in an unhindered manner.

3.6 Validity of research instruments

Validity is the degree to which a test measures what it purports to measure (Orodho, 2005). The researcher tested the face and content validity of the questionnaire. Face validity is in relation to the misunderstanding or misinterpretation of the question. This was checked by way of employing the pre-testing method. Content validity refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisors, expert opinion and pre-testing of the open-ended questions helped establish the content validity.

Prior to embarking on data collection, the researcher pre-tested the questionnaires using two primary schools in Murang'a East sub county which had similar socio-demographic features with Kahuro sub county. The researcher had a focus on a rural and urban school for the purpose of making comparisons between the two. This was done to improve the validity of the instruments. Changes were made on the questions deemed appropriate after the pre-test.

3.7 Reliability of research instruments

Reliability is a measure of the extent to which an instrument will consistently yield similar results after being administered several times to the same respondents (Orodho, 2005). To establish the reliability of the research instruments, the test re-test method was used. The pre-test respondents were issued with questionnaires to fill two consecutive times to see how the response was. The reliability coefficient was computed using Pearson's Product Co-relation Co-efficient. The formula was considered adequate with regard to conferring a high degree of accuracy.

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{(\sum x^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}}$$

$$\frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{(\sum x^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}}$$

Where r = Pearson co-relation co-efficient

x = results from the first test

y = results from the second test

N = Number of observations

The reliability co-efficient was expected to be 0.7 or higher otherwise the instruments would have to be revised to improve on their quality. This was because in the event of lower scores the reliability of the instruments would be in question.

The reliability of the interview guide was improved by way of subjecting it to the sub county Director of Education in Murang'a East to test its capacity in terms of

generating adequate responses. Similar measures were employed on the focus group discussions guides with two primary schools in Murang'a East Sub County with a view of improving their validity.

3.8 Data collection procedures

Permission to conduct the research was sought from the National Commission of Science, Technology and Innovation. The researcher thereafter visited the Kahuro sub county Director of Education Office and requested for an introductory letter to the target respondents. The researcher hand delivered the questionnaires to the target respondents and collected them after dropping to deter collusion and enhance the response rate.

The researcher visited the sub county Director of Education Office for the conduct of the scheduled interview. He made prior arrangements suitable to the schedule of the officer. The conduct of focus group discussions was facilitated by the school administrators. Prior consultations assured that the members of Boards of Management were available for the focus group discussions.

3.9 Data analysis techniques

After all the data has been collected, data cleaning followed for the purposes of identifying any incomplete, inaccurate or unreasonable data. This entailed physical verification of the questionnaires for the purpose of confirming if all of them had been filled. Coding of the data thereafter followed and the codes were entered into a computer for the purpose of analysis. The codes were used for the purposes of distinguishing the data statistically.

Data analysis involved both quantitative and qualitative procedures. Quantitative data analysis required the use of computer spreadsheets and the Statistical Package for Social Sciences (SPSS) will be used. Martin and Acuna (2002), said that the SPSS package is able to handle a large amount of data and given its wide spectrum in the array of statistical procedures which are purposefully designed for social sciences; it is deemed efficient for the task. The study used Chi-Square and Spearman Rank Order to test the relationship of the variables.

Qualitative data was analyzed by way of understanding the meaning of the information divulged by the respondents and comparing it to documented data from previous research on effectiveness of Boards of Management. It was presented thematically in line with the objectives of the study and thereafter presented by use of frequency distribution tables, percentages and inferential statistics.

3.10 Ethical Considerations

The researcher sought to get the consent of the respondents before administering the research instruments to them. He also assured the respondents of utmost confidentiality as regards their identities. An assurance that the information provided would be used for research purposes only was also proffered to the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The study was carried out in Kahuro sub-county, Murang'a County of the Republic of Kenya. The study sought to find out the management practices of Boards of Management and their influence on pupils' academic performance in public primary schools. All analysis used descriptive statistics and inferential statistics.

The objectives that guided the study were:- to determine how the provision of teaching and learning resources by members of Boards of Management influence the pupils performance in KCPE in public primary schools in Kahuro sub-county, to examine whether provision of physical facilities by members of Boards of

Management influence KCPE performance by pupils' in public primary schools in Kahuro sub-county , to determine whether employment of teachers by members of Boards of Management in public primary schools influence pupils' performance in KCPE in Kahuro sub-county and to assess whether provision of incentives by members of Boards of Management in public primary schools influence pupils' performance in KCPE in Kahuro sub-county.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents. The questionnaire return rate by the head teachers sampled in the study was as indicated in Table 4.1

Table 4.1

Questionnaire return rate

Response	Frequency	Percentage return rate
Number of questionnaires issued	32	100
Number returned	30	94
Total issued out	32	100

The response can be interpreted to mean that the head teachers were willing to participate owing to the fact that 30 (94%) of them filled out and returned the questionnaires.

4.3 Head teachers' demographic data

The study sought to find out the socio-demographic data as regards the head teachers' genders, length of service and academic qualifications with a view of relating it to the thrust of the study. The responses on the socio-demographic information were as indicated in the Table 4.2.

Table 4.2

Headteachers' gender

Gender	Frequency	Percent
Male	20	67.0
Female	10	33.0
Total	30	100.0

The responses as shown in Table 4.2 shows that most of the head teachers 20 (67%) were of the male gender. This reflected the fact that most of the teachers bestowed with the responsibility of leadership in the sampled schools were men. Most of the

male teachers went out of the way to seek the leadership positions in the schools that they served in. It could also be an indication of the community tendencies towards preference for male leadership in society compared to apportioning the same to members of the female gender.

The academic qualifications of the sampled head teachers who participated in the study were as shown in Table 4.3

Table 4.3

Head teachers' academic qualifications

Academic qualifications	Frequency	Percent
Diploma	19	63
Graduate	6	20
Post –graduate	5	17
Total	30	100

The response as shown in Table 4.3 indicates enhanced capacities in terms of academic attainment on the part of the sampled head teachers. This is owing to the fact that the teaching profession has an entry level of the P1 certificate grade and all the sampled head teachers had higher levels. This can be interpreted to mean that it was a requisite for the head teachers to advance their academic proficiency and certification levels.

The length of service of the head teachers who participated in the study was as shown in Table 4.4.

Table 4.4

Length of being a head teacher

Length of service	Frequency	Percent
Less than 1 year	5	17
1-5 years	6	20
6-10 years	13	43
16-20 years	6	20

Total	30	100
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Table 4.4 showed that the head teachers had different lengths of experience thus varied exposure and different periods of appointment. This was good for the study owing to the fact that the different head teachers had varied exposures thus equally diverse positions as regards knowledge on the BOM's managerial practices and their influence on pupils' academic performance.

The most predominant criteria for BOM placement was as shown in Table 4.5.

Table 4.5 Predominant criteria for BOM placement

Criteria	Frequency	Percent
Nomination by parents	14	47
Election	12	40
Nomination by sponsors	4	13
Total	30	100

Table 4.5 showed that the sampled schools had different criteria for placement of the BOM members. The most predominant was nomination by parents 14 (47%). The responses showed that public participation was ingrained in the BOM placement process and stakeholder involvement in the way of allowing the sponsors to have the person's they would want in office appointed.

The responses by the head teachers confirmed the position taken by the BOM members during focus group discussions. They were of the view that parents were given a free hand to nominate members into the BOM going by their preferences while at the same time confirming the position stipulated by the Basic Education Act (2013). The position was also confirmed by the sub- county director of education who attested to the fact that the schools were at liberty to constitute their own Boards of Management and required to adhere to the provisions of the Basic Education Act (2013).

The responses were in conformity with the statutory provisions which state that the establishment of BOM in the republic of Kenya is anchored in law in the Basic Education Act No.14 of the year 2013 (GoK, 2013). The enactment of the Act was motivated by the need to enhance professionalism and accountability in the management of the public primary schools. This is by way of ensuring the participation of the wider community and pupils' in the management of school affairs.

Suitability of the BOM placement criteria was as shown in Table 4.6

Table 4.6

Suitability of the BOM placement criteria

Criteria	Frequency	Percent
To a great extent	14	47
To a fair extent	12	40
To a low extent	4	13
Total	30	100

Table 4.6 showed that most of the respondents 14 (47%) held regard for the suitability of the BOM placement criteria. This was an indication that most of the respondents highly regarded the processes in place to assure the schools of BOM's. It was an indication that the BOM's had the requisite legitimacy owing to the appreciation of the processes of their putting in place. It can thus be interpreted to mean that most of the respondents deemed the BOM placement criterion as suitable.

Reasons for consideration of the criterion of the suitability of the BOM selection criteria advanced by the respondents were that most of the persons selected to join the boards were knowledgeable thus giving credence to the process. Some were however of the view that the persons appointed into the BOM's were people who had influence in the community but the parents did not take into consideration their academic qualifications thus exposing the schools to risk. This was a pointer to the situation of having the schools exposed to the risks of failing to achieve their mandates owing to having incompetent persons in place. There were thus mixed

feelings on the criterion of BOM selection with some respondents giving approval while some decried them.

Most of the BOM members equally confirmed that the provisions put in place to assure the selection of the BOM members were well taken care of during the placement process. This was an indication that the statutory benchmarks put in place were clearly adhered to in the individual schools in the wake of having them play by the rules during constitution of the BOMs. This was also confirmed by the sub - county director of education during the scheduled interview.

Table 4.7

Head teachers' academic qualifications and criteria for BOM selection

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
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Pearson Chi-Square	35.952a	6	.000
Likelihood Ratio	37.767	6	.000
N of Valid Cases	30		

a. 10 cells (83.3%) have expected count less than 5. The minimum expected count is .67.

Table 4.7 shows that there was no significant relationship between head teachers' academic qualifications and the predominant criteria for BOM selection. χ^2 (35.952a, N=30) = 37.767, $p < 0.000$. The calculated statistic $\chi^2 = 35.952a$ was found to be less than the tabled critical value of $\chi^2 = 37.767$. The response by the head teachers reflected a situation that showed that regardless of the head teachers' academic qualifications, the laid down criteria for BOM selection in line with the policy provisions had to be adhered to.

Table 4.8

Length of service and criteria for BOM selection

Chi-Square Tests

	Value	df	Asymp.Sig. (2-sided)
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Pearson Chi-Square	19.850a	2	.000
Likelihood Ratio	24.881	2	.000
N of Valid Cases	30		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 2.33.

Table 4.8 shows that there was no relationship between head teachers' length of service and the consideration of the criteria for BOM selection as having the capacity to serve the school well. Thus (χ^2 (19.850a, N=30) = 24.881, $p < 0.000$ The calculated statistic $\chi^2 = 19.850a$ was found to be less than the tabled critical value of $\chi^2 = 24.88$. The response by the head teachers showed that despite ones length of service the approved criteria for BOM selection had to be adhered to.

4.4 Provision of teaching and learning resources by school Boards of Management

A study conducted by Gakure, (2013) in Gatanga Sub County showed that lack of support by Boards of Management heavily weighed down on the head teachers in public primary schools, Failure to have good rapport and incidences of mismanagement of school funds heavily antagonized the school managers and

caused frosty relations with the Boards of Management. This has caused many public primary schools to suffer the pain of lack of teaching and instructional materials occasioning poor academic performance (Gakure, 2013). The study sought to find out the relationship between the provision of teaching and learning resources by school Boards of Management influence the pupils' performance in KCPE in public primary schools in Kahuro Sub-County. This was with an aim of providing an answer to the research question put forth when the researcher embarked on the study. Table 4.9 presents responses on the BOM involvement in provision of teaching and learning materials

Table 4.9

BOM involvement in provision of teaching and learning materials

Response	Frequency	Percent
Yes	30	100
Total	30	100

The response as shown in Table 4.9 shows that all the respondents considered the BOM's to have been actively involved in the provision of teaching and learning materials within the schools. The responses showed enhanced capacity of the institutions in terms of involving the BOM members in the day to day running of the institutions and the provision of teaching and learning materials. This was a confirmation that the schools had realized the essence of involving the BOM

members in the provision of teaching and learning materials which was an indication that the BOM'S were given the due mandate to carry out their responsibilities.

The BOM members confirmed that they were regularly involved in the procurement of teaching and learning materials in their respective schools. This was by way of authorizing expenditure geared towards the procurement of the teaching and learning materials. The position was equally confirmed by the sub-county Director of Education. He was of the view that the BOM members were mandated by law to authorize all expenditures in the schools. Their involvement played a significant role in the procurement of teaching and learning materials.

4.4. 1 Roles played by BOM's in provision of teaching and learning materials

The respondents confirmed that the BOM members were involved in the provision of teaching and learning materials by way of having constant liaison with the administration. This was in the quest of having the materials delivered to the schools in good time. The responses were an indication that the BOM members were greatly involved in the programs put in place to ensure the procurement of the teaching and learning materials was done in a sound manner.

BOM members were involved in measures to assure the schools of teaching and learning materials supplies. Some of the programs in place entailed seeking out well wishers to donate the teaching and learning materials. The BOMs also motivated parents to provide their children with the teaching and learning materials. Close monitoring to ensure probity of the teaching and learning materials acquisition in terms of the accounting provisions was also a requirement for the BOM's. The

responses showed clearly defined roles and the ability of the BOM's members to have specific responsibilities in the teaching and learning materials provision.

The responses contrasted with the position taken by Gakure, (2013) in Gatanga Sub County where the study showed that lack of support by Boards of Management heavily weighed down on the head teachers in public primary schools. Failure to have good rapport and incidences of mismanagement of school funds heavily antagonized the school managers and caused frosty relations with the Boards of Management. This caused many public primary schools to suffer the pain of lack of teaching and instructional materials occasioning poor academic performance (Gakure, 2013). This was not the situation in Kahuro whereby the BOM showed great support to the school administrators as opposed to the situation in Gatanga.

Respondents' consideration of the effects of the involvement of the BOM members in provision of teaching and learning materials on schools academic performance was as shown in Table 4.10

Table 4.10

Involvement of BOM members in provision of teaching and learning materials on schools academic performance

Response	Frequency	Percent
To a high degree	16	53
To a fair degree	14	47

Total	30	100
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The responses showed that all the respondents considered the involvement of the BOM members as having significant influence on the pupils' academic performance. The responses denoted the fact that all the respondents acknowledged the role played by the BOM in influencing the pupils' academic performance at the advent of the provision of teaching and learning materials.

The responses were reflective of a situation whereby the BOM's were highly appreciated for playing their rightful roles in accessing the requisite teaching and learning materials. It was an indication the BOM's were rightfully involved in teaching and learning materials provision. This had positively impacted on the ability to have the schools posting good academic performance.

The position in the study area identified with studies carried out in Uganda which showed that the liaison between teachers and the Boards of Management affected the capacity of schools to provide teaching and instructional materials for pupils, (Nabukenya, 2012). The ability of the public primary schools to undertake their functions with due diligence influenced their access to teaching and instructional materials. In some situations some unscrupulous managers misappropriated funds leading to diminished trust and falling out with the school Boards of Management affecting the supply of instructional materials. This disadvantaged the pupils and caused them to post poor academic performance (Nabukenya, 2012). This was a positive attribute of the Boards of Management just as in Kahuro sub county.

Table 4.11:

Responses on teaching and learning materials provision

Table 4.11 shows the responses on attributes regarding the teaching and learning materials provision. The ratings were confirmed on a lickert scale of one to five

		Consideration of BOM as up to task of provision of teaching and learning materials in right manner		Total
		Yes	No	
A program of events that is adhered to enables provision of required teaching and learning materials	Agree	13	10	23
	Strongly Agree	7	0	7
Total		20	10	30
Regular interaction between BOM members and teachers enables provision of teaching and learning materials	undecided	0	2	2
	Agree	6	8	14
Total	Strongly Agree	14	0	14
	Agree	20	10	30
A program of events that is adhered to enables provision of required teaching and learning materials	undecided	0	2	2
	Agree	13	8	21
Total	Strongly Agree	7	0	7
	Agree	20	10	30
BOM is tasked with mandate of ensuring regular supply of pedagogy materials	Undecided	6	0	6
	Agree	7	10	17
Total	Strongly Agree	7	0	7
	Agree	20	10	30
School places major emphasis on the previous training and background of BOM members	Agree	20	0	20
	Strongly Agree	3	7	10
Total		23	7	30

Most of the respondents 23 (77%) confirmed that a program of events that is adhered to enables provision of the required teaching and learning materials in their schools. The responses denoted the enhanced ability of the schools to have adequate plans in place to ensure that the teaching and learning materials are adequately

sourced. This was also an indication that the schools had put in place modalities to ensure that they sourced the requisite school supplies in form of teaching and learning materials in an optimal manner. This was evidenced by the way of having programs of events that was adhered to by the institutions.

This gave credence to the situation of the liaison between the school administrators and the members of the BOM's in sourcing the teaching and learning materials. This was an indication of mutual activities which enhanced the synergy between the administrators and the BOM members to the benefit of the learners. It can thus be interpreted to mean that the schools had mutual liaison between the administration and the BOM. This enabled the creation of conducive environments enough to facilitate optimum programs of action in the procurement of teaching and learning materials by the schools.

Most of the respondents 28 (93%) agreed that regular interaction between BOM members and teachers enabled provision of teaching and learning materials. This was confirmation that the schools had put in place provisions for the regular interaction between BOM members and teachers in the quest of determining the teaching and learning materials required in the schools. This was evidence of synergy and mutual relations between the teaching fraternity and the BOM members which had been put in place to ensure that the schools had optimal teaching and learning materials supplied to them. The responses denoted synergy and unity of purpose in the affected schools in the event of procuring teaching and learning materials.

It was also a pointer to the situation of delegated authority in the decision making processes by virtue of the fact that teachers had their input and considerations taken into account by the BOM before the determination of the teaching and learning materials to be procured in their schools. It can thus be interpreted to mean that the head teachers had strived to put in place a collegial environment which allowed mutual relations between the teachers and BOM members and this facilitated ease in the procurement of teaching and learning materials. Some of the schools however had the challenge of mutual relations going by the fact that a negligible percentage of the head teachers were not sure about the situation of the presence of mutual relations between teachers and BOM members. This was indicative of situations whereby some of the head teachers failed to delegate authority as pertains the procurement of teaching and learning materials to the teaching staff in their institutions.

Most of the head teachers confirmed 28 (93%) that their schools had defined program of events that were adhered to enable provision of required teaching and learning materials. The responses were an indication that the schools had put in place systems and structures geared towards sustainable provision of teaching and learning materials. The responses denoted the ability of the schools to have regular follow-up as regards the availability of the requisite teaching and learning materials and plans for requisition by individual subject teachers.

The responses equally denoted the potential of the schools having accounts for the procured teaching and learning materials and systems for the replacements driven by demands. These reflected the potential of the schools in terms of the ability to ensure

wellness and probity in the procurement of teaching and learning materials in terms of having a sequential program of events. This was a pointer to the premium attached to the provision of teaching and learning materials in the affected schools. This was going by the ability to have them dedicate time to the planning for the assurance of sustained teaching and learning materials going by the presence of programs of events to assure the realization of the activity.

The responses confirmed the ability of the primary schools to adhere to the expected current best practices as regards the documentation of the procurement activities they carried out in the quest of provision of teaching and learning materials. It can be interpreted to mean that most of the sampled primary schools had put in place effective procurement plans and programs. This assured them of capacity to acquire teaching and learning materials in the requisite manner.

A very significant percentage 24 (84%) of the respondents were of the view that the BOM were tasked with mandate of ensuring regular supply of pedagogy materials. The responses were an indication that the schools had put in place provisions for the direct involvement of the BOM's in the procurement of the pedagogy materials. This was an indication that most of the schools had adhered to the requisite provisions as regards ensuring the involvement of the BOM in teaching and learning materials acquisition. It was evidence of the fact that they conformed to the provisions of the education act and dutifully carried out their mandates.

Some of the head teachers were of the view that the BOM was not effectively engaged in the procurement of pedagogy materials. This was an indication that in

some of the schools there was lack of synergy between the school administration and the BOM in the procurement of teaching and learning materials. This depicted a situation whereby the administration stifled the BOM members' levels of influence and activities in the procurement of teaching and learning materials. It can be interpreted to mean that in some of the schools the BOM members did not fully undertake their duties in the requisite manner as regards the procurement of teaching and learning materials.

All the respondents confirmed that their schools placed major emphasis on the previous training and background of BOM members. The responses were an indication that caution was exercised to ensure that the schools got the right persons to sit on the Boards of Management. This reflected the great essence that the schools attached to the membership of the boards with regards to individual qualifications of the office bearers. This was with reference to the ability of the members' proficiency to influence their individual dispositions towards the procurement of teaching and learning materials. It can thus be interpreted to mean that the schools had attached a great premium and gave preference to persons who had the requisite qualifications and training biased towards education.

4.5 Provision of physical facilities by members of Boards of Management on pupils performance in KCPE

A guide book developed by UNESCO emphasizes on the constitution of school Boards of Management with knowledgeable persons in the realms of education management and administration. This would effectively assure the institutions capacity to have sound infrastructural facilities development (UNESCO, 2012). The

report called for previous track records as a premise for appointment into the schools Boards of Management positions.

Table 4.12 presents responses on the BOM involvement in provision of physical facilities

Table 4.12

BOM involvement in physical facilities provision

Response	Frequency	Percent
Yes	30	100
Total	30	100

Table 4.12 shows that all the respondents considered the BOM's to have been involved in the provision of physical facilities in the institution. The responses showed that all the head teachers appreciated the role of the BOM in the provision of physical facilities in the schools. This showed that the BOM members had dutifully undertaken their roles with dedication and it had been duly appreciated. It can thus be interpreted to mean that the role of the BOM focus on provision of infrastructural facilities was performed to levels which the schools had positively appreciated and acknowledged.

Most of the BOM members were of the view that they could effectively ensure that their schools were provided with the requisite physical resources. This showed that they were up to the task of physical facilities provision to ensure that the requisite

infrastructure was in place. The sub-county Director of Education had a contrary view. He said that despite the BOMs willingness to assure physical facilities provision, availability of financial resources was a hindrance to actualization

4.5.1 Specific roles played by BOM's in provision of physical facilities

The respondents confirmed that the BOM members were involved in the provision of physical facilities. This was by way of engaging in fundraising activities from donor institutions and well wishers. This was done on their own volition in the quest of bridging shortfalls in the government supply side.

Roles of close monitoring of funds provided by the CDF and other agencies in the wake of making provisions for construction was undertaken by the BOM's. This was done to assure the schools of capacity to grow their physical facilities. Initiatives towards seeking to make funding proposals for physical facilities provision were equally made by the BOM's. The responses can be interpreted to mean that the BOM members had varied dispositions from which they undertook the responsibility of assuring the schools of the requisite physical facilities provision.

The situation in the study area identifies with that fronted by (Halveson & Diamond, 2012) who vouched for reduced theoretical practices in the running and management of public primary schools and other institutions of learning. This was a premise to ensure sound capacity in terms of infrastructural facilities appropriation. These would facilitate the schools in terms of ensuring that the requisite infrastructure was in place as an avenue of enhancing good academic performance (Halverson et al, 2012).

Respondents' consideration of the effects of the involvement of the BOM members in provision of physical facilities on the learners' academic performance

Table 4.13

Provision of physical facilities by BOM on academic performance

Response	Frequency	Percent
To a high degree	13	43
To a fair degree	14	47
To a low degree	3	10
Total	30	100

The responses showed that the head teachers had varied positions about the situation of physical facilities provision as facilitated by the BOM to influence the school's academic performance. Most of the respondents 14 (47%) were of the view that the physical facilities provision highly influenced the academic performance. This was an indication that they had noticed the association between physical facilities provision and improved academic performance.

This was confirmation that in the advent of assured physical facilities provision, learner academic performance was bound to improve. The situation of some of the respondents dissenting to the ability of physical facilities provision to motivate improved academic performance was a pointer to failure to identify with the premise. This can be attributed to the situation of individual learner ability playing a role on

the academic performance. It thus denotes the fact that regardless of the physical facilities available, individual ability at times held major sway as pertains to the academic performance.

The BOM members confirmed that the availability of physical resources motivated by their contribution positively affected the schools ability to post good academic performance. This was an indication that the envisaged results from the improvement of the physical facilities had been realized in many of the schools. The sub-county director of education however had a contrary opinion. He was of the view that most of the BOM members could not effectively relate the ability to provide physical facilities to the academic performance of their institutions. This was an indication that in some instances the BOM members just struggled to ensure that the schools had access to physical facilities but they did not understand its essence in motivating improved academic performance.

The study findings were a contrast to that carried out in Mwimbi Division in Maara District by Reche, Bundi, Riungu and Mbugu, (2012) who found out that most of the BOM's did not carry out the task of provision of physical facilities in the public schools in the requisite manner. The school administrators affirmed that most of the BOM seldom carried out their tasks but only turned up in the schools for periodic meetings.

Table 4.14 Provision of physical facilities influence on Pupils academic performance

Provision of physical facilities influence on pupils academic performance			
	Yes	No	Total
BOM members are involved in evaluation of physical facilities demands of the institution	16	0	16
BOM members have optimal interaction with the school administration	16	0	16
BOM members effectively make forecast and budget for physical facilities independently	16	0	16
BOM members are up to the task of offering oversight in construction works of physical facilities	16	0	16
members of BOM can effectively scrutinize building plans and advice before undertaking construction works	14	0	14
	12	0	12
Total	30	0	30

All of the respondents confirmed that BOM members were involved in evaluation of physical facilities demands of the institutions. The responses depicted a situation

whereby the BOM members worked in concert with the school administrators in determining the physical facilities demands of the schools. It also was an indication that the BOM members were fully aware of the schools physical facilities developments and always monitored the on goings with regard to demands. It can thus be interpreted to mean that the BOM members closely interacted with the schools physical facilities and conducted needs assessments with a view of confirming the actual demands.

All of the head teachers were of the view that BOM members had optimal interaction with the school administration in the wake of determining the physical facilities demands. The responses were reflective of a situation whereby there was good collaboration between the school administrators and the board of management. This collaboration ensured that the boards of management members were well versed with the physical facilities demands of the institutions. They were able to determine instances of deficits and the measures to employ in order to correct the infrastructural shortages. It can thus be interpreted to mean that the Boards of Management had good liaison with the administrators and the mutual association enabled the schools to mitigate situations of inadequate physical facilities.

Most of the respondents 28 (93%) were of the view that BOM members can effectively make forecast and budget for physical facilities independently. The responses confirmed the situation of most of the BOM members being in a knowledgeable position with regard to making financial forecasts and budgeting for physical facilities. The responses were an indication that most of the BOM members had technical insights as regards the requirements for building and construction thus

their knowledge on the budgeting for physical facilities. This placed the institutions on the right pedestal as regards their capacity to plan effectively for any construction works and appropriate monetary expenditure to it.

It can thus be interpreted to mean that most of the BOM members rightfully carried out the task of making forecasts for the physical facilities demands. They could also budget for them thus effectively cushioning the schools from the risks of loss. This was also testament to the ability of the schools to have the right persons in office. Some of the respondents however had a contrary position. This was an indication that in some schools the BOM members were not up to the task of ensuring that they made forecasts and effective budgets for the physical facility demands.

All of the respondents affirmed that the BOM members were up to the task of offering oversight in construction works of physical facilities. The responses were confirmation that the BOM members could effectively supervise the construction works carried out within the schools during the activities undertaken to provide physical infrastructure. The ability to effectively supervise the construction works undertaken brought to the fore enhanced capacity on the part of the BOM members as regards the levels of responsibility. It was also confirmation of their intuitiveness in terms of the ability to appreciate the basic technical provisions requisite for the construction works undertaken within the schools. This was also a reflection of the harmonious interaction between the schools administrations and the BOM members driven by the capacity of undertaking the delegated supervisory function. It can be interpreted to mean that the school administration and the BOM members

appreciated the need to have synergy between them and actively engaged in oversight provision and supervision of ongoing construction works in the schools.

Most of the respondents 26 (87%) equally confirmed that members of BOM could effectively scrutinize building plans and advice before undertaking construction works. The responses mirrored a situation whereby the BOM members in most of the schools could comfortably interact with building plans for the construction activities carried out in their schools. This was evidence of the fact that the schools had BOM members who took upon themselves the responsibility of always seeking to understand the technical aspects of the construction activities undertaken.

It was a pointer to assertive BOM members who were keen to scrutinize the building plans with a view of getting insights as pertains realization of the expected standards. It can be interpreted to mean that most of the schools had BOM members who were well rounded and versed with technical aspects as regards the building and construction industry. Instances of some BOM members not fully aware of the demands associated with interpreting building plans drawn for the physical facilities development were however confirmed in some schools. This was an indication that the affected schools had failed to identify the requisite talent from the community while constituting the Boards of Management.

The situation in Kahuro sub-county contrasted with that in Gatundu where non-effective provision of infrastructural facilities was confirmed to having a negative effect on the pupils' performance in the K.C.P.E examinations in Gatundu District (Ngaruiya, 2013). Most Boards of Management rarely took charge of their mandate

of provision of school infrastructural facilities. This was attributed to over-reliance on government subsidy funds for the infrastructural facilities provision. The study called for constitution of school Boards of Management comprising of individuals having backgrounds in education and the ability to effectively carry out fundraising from community mobilization and related activities to supplement government efforts (Ngaruiya, 2013).

4.6 Employment of teachers by Boards of Management

Assurance of teacher numbers is a critical aspect of achievement of the education goals. The European Union member countries have worked hard to align the teacher-pupil ratio in place with the envisaged standards as regards current best practices (Calvert, 2010). This has only been possible at the advent of having the entities charged with assurance of the envisaged ratios effectively taking charge and exercising their mandates (Calvert, 2010).

Respondents' consideration of the BOMs staffing requirements knowledge were as shown in Table 4.15

Table 4.15

BOM members staffing requirements knowledge

Response	Frequency	Percent
To a high degree	14	47
To a fair degree	16	53
Total	30	100

The responses showed that most of the BOM members were fairly aware 16 (53%) of the demands for teacher staffing. This was an indication that most of the BOM members were not fully conversant with the staffing requirements in the individual schools. This denoted lethargy and lack of close interaction between the school administration and the BOM members as regards the pertinent requirements for staffing within the institutions. It was also an indication that most of the BOM members may not have had regular interaction with the schools to fully understand the teaching programs carried out and the staffing requirements to actualize them.

Some of the schools however had the situation of close interaction between the teaching fraternity, the administration and the BOM. This was evident from the ability of the BOM members to be highly aware of the staffing requirements and demands for their individual schools. It can thus be interpreted to mean that the ability of the BOM members to appreciate the staffing requirements varied from one institution to the other. This may have been motivated by the levels of interaction between the BOM and the school administration in the different institutions.

The BOM members attested to having strived to employ teachers in the event of staffing deficits in the institutions. This was a measure that they applied to ensure improved academic performance. The sub-county director of education however had a contrary opinion. He was of the view that most of the institutions had inadequacies in terms of the financial ability to expend monetary resources to hire teachers to bridge staffing deficits. This was an indication that despite the will, the BOMs may not have had optimal opportunity to assure the requisite teacher numbers realization owing to financial constraints.

Respondents' consideration of the effects of BOM on teacher employment and academic performance were showed in Table 4.16

Table 4.16

Effect of BOM on teacher employment and academic performance

Responses	Frequency	Percent
To a great extent	16	53
To a fair extent	14	47
Total	30	100

Most of the respondents 16 (53%) confirmed that the involvement of BOM members in the employment of teachers affected the school's academic performance highly. There was a co-relation between the ability of the schools to assure the pupils of teachers to handle them in class and the grades that they posted in their academic programs. This showed that requisite staffing levels prevailing within the schools enabled the pupils to post better grades.

Most of the BOM members confirmed that teacher employment facilitated by them to meet staffing deficits. This ensured that the schools posted good academic performance occasioning better prospects for the learners. This was an indication that they had monitored the pupils' academic performance and noticed improvement at the advent of increasing the number of teachers to bridge the shortfalls.

Table 4.17 Attributes of BOMs and teacher employment

	BOM has capacity to assure adequate teacher number		Total
	Yes	No	
BOM members are versed with the teacher pupil ratio requirement	Strongly disagree 0	2	2
	Agree 18	4	22
	Strongly agree 6	0	6
Total	24	6	30
BOM is fully aware of the pertinent needs of the school	Agree 21	6	27
	Strongly Agree 3	0	3
Total	30	6	30
BOM always confirms the skills levels of teachers before offering employment	Agree 15	6	21
	Strongly Agree 9	0	9
Total	24	6	30
BOM evaluates the extent of classroom management before renewing contracts of temporary teachers	Agree 18	6	24
	Strongly Agree 6	0	6
Total	24	6	30
BOM advertises for the teaching positions in time for meeting staffing shortfalls	Agree 15	6	21
	Strongly Agree 9	0	9
Total	24	6	30

Total	30	6	30
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Most of the respondents 28 (93%) confirmed that the BOM members were versed with the teacher pupil ratio requirements. The responses were an indication that the BOM members were well equipped with regard to the procedural policy requirements and provisions pertaining to the teacher-pupil ratios. This was an indication that most of the schools had put in place knowledgeable persons who were adept at learning and understanding the prevailing policy requirements within the environments that they worked in. It was confirmation that the schools had strived to ensure that the BOM members fully understood the pertinent requirements with regard to the staffing levels at the advent of assuming office. This could be a pointer to orientation and induction procedures facilitated by the individual schools. It can thus be interpreted to mean that the schools had strived to ensure optimal orientation of the BOM members with regard to the policy provisions pertaining teacher pupil ratio requirements.

Some of the respondents however had a contrary position when they totally disagreed to the position. This was an indication that in some schools the BOM members were totally in the dark with regard to the policy provisions in place pertaining to the teacher pupil ratios. All the respondents confirmed that the BOMs were fully aware of the pertinent needs of the staffing deficits in the schools. This was an indication that the individual schools had very mutual interaction between the BOM and the administration to the extent of understanding the pertinent staffing needs for the different subject areas.

The responses confirmed that the BOM members were well integrated into the day to day teaching and learning activities carried out in the individual schools thus their understanding of the on goings within them. This was an indication that the BOM members went out of their way to dedicate time to the running and management of the schools thus their full understanding of the staffing deficits within the schools. It can thus be interpreted to mean that the BOM members undertook to understand the dynamics behind teaching and learning in the different subject areas thus their understanding of staffing deficits within the schools.

All the respondents were of the view that the BOM always confirmed the skills levels of teachers before offering employment. The responses were an indication that the BOMs went out of their way to interview the teachers in line with the current best practices before offering employment. It was also an indication that other than interviewing the teachers they tested their skills and competency levels. These were measures to confirm the proficiency of the teachers before offering them employment. It can thus be interpreted to mean that the BOM members were assertive enough to confirm the competency of the teachers seeking employment in the schools before offering to take them in.

All the respondents confirmed that the BOM evaluated the extent of classroom management before renewing contracts of temporary teachers. The responses were an indication that the BOM members undertook classroom observation exercises in the wake of interacting with the temporary teachers undertaking instruction jobs in the schools. This was an indication that the BOM members had been fully inducted

with regard to the key requirements for classroom management which they sort to observe practically in the classes.

This was a pointer to mutual relations between the school administration and the BOM members to the extent of assuring synergy in undertaking teacher management within the schools. It can thus be interpreted to mean that the BOM members fully understood their pertinent roles requisite for determining teacher proficiency as pertains classroom management.

All the respondents confirmed that the BOM advertised for the teaching positions in time for meeting staffing shortfalls. The responses were an indication that the schools worked hard enough to always evaluate and ascertain the staffing requirements within them and expeditiously meet the shortfalls in line with the demands. It was an indication that the BOMs were always keen to ensure that the schools fulfilled their mandate of delivery and instruction to the pupils without hindrances occasioned by staffing deficits.

The responses were an indication that the BOM members strived to ensure that the pupils did not suffer from lack of optimal instruction attributed to failure to access the requisite teacher numbers. It can thus be interpreted to mean that the schools had forged a good working arrangement between the BOM and the administration. This was adequate enough to arrest teacher deficits for the benefit of the learners.

4.7 Provision of incentives by Boards of Management on pupils academic performance

Pupil motivation is a key imperative for enhanced academic performance. In the United States of America most of the schools in the federal states rely on the good will of the alumnae associations and school community for provision of teacher and pupil incentives (Gale, 2010). The larger communities have the responsibility of mobilizing resources geared towards actualization of the greater good of the pupils. The practice has been confirmed to have had a positive effect on the overall academic performance of the pupils going by the motivation provided (Gale, 2010).

Responses on BOM involvement in incentive provision are showed in Table 4.18

Table 4.18

BOM involvement in incentive provision

Responses	Frequency	Percent
To a high degree	6	20
To a fair degree	20	67
To a low degree	4	13
Total	30	100

Most of the respondents 20 (67%) had the view that the BOM members were fairly involved in incentive provision in the institutions. The responses were an indication that the level of involvement of the BOM members in incentive provision was not very highly appreciated. This denoted lack of total involvement by the BOM members in incentive provision in the schools. It was an indication that in most

schools total involvement as regards the aspects of incentive determination and provision for motivational purposes did not entail total participation of the BOM members. Some of the schools however confirmed that the BOM members were highly involved in incentive provision for motivational purposes.

This was a pointer to varied levels of involvement within the different schools. Confirmation of low level of involvement equally sufficed. The response was confirmation that in some schools the BOM members were seldom involved in incentive provision for motivational purposes. It can be interpreted to mean that incentive provision in the different schools was varied and the level of involvement of BOM members equally was dependent on the association between the administration and the membership.

The BOM members confirmed that they were involved in incentive provision geared towards improving learner academic performance. The incentives provided were set aside from the schools financial resources with an aim of motivating the learners to work harder. The use of monetary and non-monetary rewards was confirmed to be in place in the schools. The sub-county director of education confirmed that the schools were allowed to have kitties for motivating learners to work harder and improve their academic performance. This was in place in many schools within the sub-county.

The situation in Kahuro was in line with that in the USA whereby pupil motivation is a key imperative for enhanced academic performance. In the United States of America most of the schools in the federal states rely on the good will of the alumnae associations and school community for provision of teacher and pupil

incentives (Gale, 2010). The larger communities have the responsibility of mobilizing resources geared towards actualization of the greater good of the pupils. The practice has been confirmed to have had a positive effect on the overall academic performance of the pupils going by the motivation provided (Gale, 2010).

4.7.1 Specific incentives that the BOMs are involved in providing

Different responses were given as regards the incentives that the BOMs were involved in providing. In some schools the BOMs made provisions for budgetary appropriation geared towards monetary incentives for teachers who excelled in their individual subject areas. This was a measure to assure competition and enhanced delivery with an aim of improving learner performance.

Non-monetary incentives in terms of retreats and trips facilitated by the BOMs to staff members at the advent of improved academic performance were also cited. Awards given to pupils in form of gifts and related provisions were also cited. This was an indication that the institutions had provisions for monetary and non-monetary incentives geared towards improving academic performance.

Similar situations hold in Asian countries where the communities around the schools have an obligation to provide learners with incentives to ensure improved performance (Kumar, 2013). The education system within the jurisdictions is modeled in a way that affirms the involvement of the religious institutions and local business leaders in activities around the schools. The obligation of sponsoring needy learners through the education system and ensuring that their day to day learning

requirements are met instills the practice of incentive provision especially within the caste systems (Kumar, 2013).

Responses on BOM involvement in incentive provision on school academic performance were showed in Table 4.19

Table 4.19

Involvement of BOM Members in Incentive Provision on School Academic Performance

Responses	Frequency	Percent
To a great extent	21	70
To a fair extent	9	30
Total	30	100

All the respondents confirmed that the involvement of the BOM members in incentive provision positively affected the school's academic performance. This was an indication that the individual schools had benefited from the schemes put in place to assure improved academic performance. It was an indicator that the envisaged results had been realized owing to the incentive provision programs established in the individual schools. It can be interpreted to mean that there was improved academic performance evidenced by the motivational programs put in place by the BOMs.

The findings were in line with research carried out by Naido (2012) who found out that many states in Africa have the challenge of deficits in terms of budgetary requirements for the smooth running of the academic programs. This brings along the hardships occasioned to the public schools in terms of limited capacity to provide physical and allied resources for the pupils (Naido, 2012). It is thus incumbent on the local communities to contribute towards infrastructural facilities provision and equally provide teachers and pupils with tokens and other incentives for motivation (Naido, 2012).

Similarly, surveys carried out in public primary schools in the republic of Kenya showed that incentive provision geared towards improving pupils' academic performance was at its lowest ebb (Wango and Gatere, 2013). Proposals were made to ensure that the Boards of Management were sensitized on the essence of making available the requisite incentives to assure academic performance improvement. Mobilization of resources from the local communities and other well-wishers were modes of fundraising earmarked for incentive provision assurance (Wango et al, 2013).

Table 4.20

Effectiveness of BOM in Motivating Improved Performance through Incentive

Provision

Effectiveness of BOM in motivating improved performance through incentive provision

	Yes	No	Total
individuals serving in BOM	13	4	17
have high standards of moral and social probity and can be trusted with incentives by the community	13	0	13
Total	26	4	30
BOM invokes stakeholder participation in incentive provision	0	3	3
Strongly disagree			
Agree	17	1	18
Strongly agree	9	0	9
Total	30	6	30
BOM has autonomy in decision making in determining incentives to provide	3	4	7
Undecided			
Agree	17	0	17
Strongly agree	6	0	6
Total	24	6	30
exercise of due diligence is a	5	4	9
Undecided			

key requirement for the BOM Agree	15	0	15
when deciding motivational	6	0	6
approaches used in the school Strongly agree			
Total	26	4	30
BOM acts as an effective link Agree	19	4	23
between the school and the Strongly Agree	7	0	7
local community to provide incentives			
Total	30	6	30

All the respondents confirmed that individuals serving in BOM had high standards of moral and social probity and could be trusted with incentives by the community. This was an indication that the local communities evaluated the character and person of the BOM members with regard to moral and social probity before having them put in office. It was a pointer to the local communities attaching heavy premium to integrity of the office holders of the BOMs as a measure of ensuring wellness within the schools.

This led credence to the ability of the BOMs to command respect from the local communities even when soliciting for monetary and non-monetary incentives for academic performance improvement. It can be interpreted to mean that the local communities respected and upheld the character of the individual BOM members. This was a measure that ensured sustainable incentive provision by the local community members.

The position of invoking stakeholder participation by the BOM in incentive provision was confirmed by most of the respondents 27 (90%). This was evidence of the fact that the BOMs strived to ensure that the programs they put in place geared

towards motivation of the learners had the approval of the local community members and other critical stakeholders. It was a pointer to mutual consultations and general approval of the motivational programs in place before they were rolled out.

The responses were a pointer to good relations within the school communities which was a measure of ensuring that the incentive provisions schemes gained the approval of all the critical players. It can be interpreted to mean that there was mutualism in the incentive provision programs and this ensured the participation of the stakeholders for the good of the institutions. Instances of the disapproval of the stakeholder involvement however sufficed in some institutions. This was an indication that in some schools the essence of stakeholder involvement was negated in the incentive provision programs.

Most of the respondents 23 (77%) confirmed that the BOMs had autonomy in decision making in determining incentives to provide. This was an indication that the BOMs had been given discretion and latitude about the incentives that they felt was optimal to be given out as a measure of motivation. This was a pointer to the level of independence and clarity of focus that the BOMs enjoyed in the quest of seeking to carry out the mandate of incentive provision and mobilization as a measure of ensuring improved academic performance. It can be interpreted to mean that most of the schools had strived to ensure that the BOMs enjoyed the requisite good will and independence enough to guarantee them clarity in the wake of decision making as regards the incentives to provide.

A very significant percentage of the respondents were however undecided as regards the ability of the BOMs to enjoy autonomy on incentive provision. This was

reflective of consultative decision making on the incentives to provide. This was an indication that in some schools the discretion of having incentive provision solely as the mandate of the BOM did not suffice.

All the respondents confirmed that exercise of due diligence was a key requirement for the BOM when deciding motivational approaches used in the schools. The responses were an indication that the schools strived to exercise objectivity and sobriety in the decision making of the motivational approaches to use. This was a pointer to the situation of the individual schools working hard to align the requisites for incentive provision to the expected standards as regards social and moral probity. It can be interpreted to mean that the schools strived to ensure that regardless of the incentive provision programs in place, the essence of ensuring that they did not compromise the intended ideals of the objectivity of the academic processes was observed. Instances of indecision about the ability to exercise due diligence in the incentive provision were also observed. This was going by the situation of the respondents attesting to it. It was an indication that in some of the schools, due diligence was not observed in the determination of the motivational approaches used.

All the respondents were of the view that the BOM acted as an effective link between the schools and the local communities to provide incentives. This was an indication that the communities regarded the BOM members and readily availed materials for incentive provision to them on request. This confirmed the fact that the BOM members played an active role in the determination of the incentives to be provided in the schools and readily rallied the local community to participate. The responses denoted enhanced intuition on the part of the BOM's as regards the

capacity to mobilize the community members and influence them to participate in the incentive provisions for the schools. It can thus be interpreted to mean that the BOM's had effectively served the schools by virtue of providing the link to the community as regards availing incentives for motivational purposes.

4.7.2 Ways to enhance effectiveness of BOM's in the public primary schools

The respondents proposed that the BOM members can be capacity built and sensitized on their roles with a view of making them more efficient in discharging their mandate. They were also of the view that provision of remuneration for BOM members would greatly help in ensuring that they effectively undertook their mandates. Enforcing the requirements for the adherence to the stipulated provisions in terms of member proficiency was also proposed as a measure of ensuring that only qualified persons were placed in the BOMs. Creation of committees tasked with various responsibilities was also proposed as a measure of ensuring clarity and singular focus in the BOMs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusions and recommendations drawn from the findings in connection with influence of members of Boards of Management practices on the academic performance of pupils in public primary schools in Kahuro sub-county. The problem at hand which was the inadequacies motivated by the caliber of the persons nominated to sit on the Boards of Management was discussed in the statement of the problem. The purpose of the study entailed the general objective and the specific objectives were captured and research questions derived from them.

5.2 Summary of the study

The study sought to find out the influence of Boards of Management practices on the academic performance of pupils in public primary schools in Kahuro sub-county. The background of the study, presented a global outlook of the situation of members of Boards of Management practices and its influence on academic performance. It narrowed down to the regional and national scene and finally gave out an impression of the prevailing situation in Kahuro sub- county as pertains to the performance in the KCPE examinations.

The objectives that guided the study were: to determine how the provision of teaching and learning resources, to examine whether provision of physical facilities , to assess whether provision of incentives and to determine whether employment of

teachers by members of Boards of Management in public primary schools influence pupils' performance in KCPE in Kahuro sub-county, Murang'a County.

Literature review was guided by objectives of the study. A theoretical framework which entailed the Path Goal Leadership Theory proposed by Martin Evans and Robert House in 1970 was employed. The research methodology covered the design which in this case was descriptive. The target population was the head teachers and BOM members in Kahuro sub county. The stratified random was used for determining the requisite sample. Self administered questionnaires, an interview schedule and a documentary analysis guide were used for data collection. The validity and reliability of the instrument was confirmed by way of a pilot study. Data analysis entailed qualitative and quantitative procedures. The qualitative procedures had a focus on the content analysis while the quantitative procedures involved inferential and descriptive statistics.

Most of the respondents confirmed that a program of events that is adhered to enabled provision of the required teaching and learning materials in their schools. This gave credence to the situation of the liaison between the school administrators and the members of the BOM's in sourcing the teaching and learning materials. This was an indication of mutual activities which enhanced the synergy between the administrators and the BOM members to the benefit of the learners. Most of the respondents agreed that regular interaction between BOM members and teachers enabled provision of teaching and learning materials. This was evidence of synergy and mutual relations between the teaching fraternity and the BOM members which

had been put in place to ensure that the schools had optimal teaching and learning materials supplied to them.

A very significant percentage of the respondents were of the view that the BOM were tasked with mandate of ensuring regular supply of pedagogy materials. All the respondents confirmed that their schools placed major emphasis on the previous training and background of BOM members. Most of the respondents confirmed that BOM members were involved in evaluation of physical facilities demands of the institutions. Most of the head teachers were of the view that BOM members had optimal interaction with the school administration in the wake of determining the physical facilities demands.

Most of the respondents were of the view that BOM members can effectively make forecast and budget for physical facilities independently. Majority of the respondents affirmed that the BOM members were up to the task of offering oversight in construction works of physical facilities. Most of the respondents equally confirmed that members of BOM could effectively scrutinize building plans and advice before undertaking construction works.

Most of the respondents confirmed that the BOM members were versed with the teacher pupil ratio requirements. All the respondents confirmed that the BOMs were fully aware of the pertinent needs of the staffing deficits in the schools. All the respondents were of the view that the BOM always confirmed the skills levels of teachers before offering employment. All the respondents confirmed that the BOM evaluated the extent of classroom management before renewing contracts of

temporary teachers. All the respondents confirmed that the BOM advertised for the teaching positions in time for meeting staffing shortfalls.

All the respondents confirmed that individuals serving in BOM had high standards of moral and social probity and could be trusted with incentives by the community. Most of the respondents confirmed that the BOMs had autonomy in decision making in determining incentives to provide. The respondents confirmed that exercise of due diligence was a key requirement for the BOM when deciding motivational approaches used in the schools. Most of the respondents were of the view that the BOM acted as an effective link between the schools and the local communities to provide incentives.

5.3 Conclusions of the study

The study drew the following conclusions:

The BOM's members were considered to have been involved in the provision of teaching and learning materials within the schools. The BOM members were regularly involved in the procurement of teaching and learning materials. This was by way of authorizing expenditure geared towards the procurement of the teaching and learning materials.

The BOM's were considered to have been involved in the provision of physical facilities in the institutions. The BOM members could effectively ensure that their schools were provided with the requisite physical resources by way of engaging in fundraising activities from donor institutions and well wishers.

Most of the BOM members were fairly aware of the demands for teacher staffing. The BOM members were not fully conversant with the staffing requirements in the individual schools. There was lethargy and lack of close interaction between the school administration and the BOM members as regards the pertinent requirements for staffing within the institutions. The BOM members had strived to employ teachers in the event of staffing deficits in the institutions as a measure that they applied to ensure improved academic performance.

BOM members were involved in incentive provision in the institutions. The BOM members were involved in incentive provision geared towards improving learner academic performance. The incentives provided were set aside from the schools financial resources with an aim of motivating the learners to work harder. The use of monetary and non-monetary rewards was confirmed to be in place in the schools.

5.4 Recommendations of the study

The study made the following recommendations:

The Ministry of Education should put in place measures to ensure that only competent persons sit on the Boards of Management of the public primary schools. Emphasis should be placed on previous exposure with regard to training and proficiency in the education sector to ensure that the BOM members have good interaction with the teaching and learning requirements. This will see to it that the procurement and provision of teaching and learning materials is done in the requisite manner.

Measures should be put in place to ensure that the exchequer makes provisions for budgetary allocations to be expended in the procurement of physical facilities for the

public primary schools. This will ensure that the BOMs realize the requisite capacity to effectively make provisions for all the required infrastructure in the public primary schools. It will ensure that optimal academic performance is posted owing to the capacity to access the required infrastructure.

The Ministry of Education should strive to make sure that the provisions in place for the teacher pupil ratio are met. This is by way of employing the required teacher number in all the public primary schools. In the event of shortfalls, the public primary schools should be empowered through monetary appropriations with an aim of facilitating them to employ teachers to bridge it.

The BOMs should be facilitated in terms of making provisions for kitties which should be earmarked for incentive facilitation. The alumnae associations of the schools, larger communities and all well wishers should be mobilized to contribute to the kitty with an aim of motivating pupils to improve their academic performance. This may portend good tidings to the schools in terms of academic performance improvement.

5.5 Suggestion for further studies

The study suggests that research of a similar nature but with a larger scope like a countywide one should be carried out to find out whether the circumstances in Kahuro Sub-County are similar to other Sub-Counties in Murang'a County.

The study equally suggests that research on the role of the Boards of Management in public secondary schools and its influence on student academic performance should

be carried out. This is with a view of confirming whether the situation in primary schools applies to the secondary schools.

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APPENDICES

APPENDIX 1: LETTER OF TRANSMITAL

Ng'ang'a David Karanja

P. O. BOX 146

Kahuro

Tel: 0723-756-966

To Head Teachers,

Primary Schools,

Kahuro Sub County

Dear Sir / Madam

REF: REQUEST FOR RESEARCH INFORMATION

I am a student undertaking a degree in Master of Education in Corporate Governance in the University of Nairobi. I am carrying out research on “Influence of Boards of Management Members’ Practices on Pupils’ Academic Performance in Public Primary Schools in Kahuro Sub-County, Kenya ”. I kindly request research information from you and give an assurance that your identity will be treated in confidence and all the information provided will be used for academic purposes only.

Regards.

Ng'ang'a David Karanja

APPENDIX 2: QUESTIONNAIRE FOR HEADTEACHERS

The study seeks to find out the management practices of Boards of Management and their influence on pupils' academic performance in public primary schools in Kahuro Sub-county, Murang'a County.

Section A: Socio-demographic Information

What is your gender?

Male

Female

How long have you served as a head teacher?

Less than 1 year

1-5 years

6-10 years

11-15 years

16-20 years

Any other _____

What are your highest academic qualifications?

P1 Certificate

Diploma

Graduate

Post graduate

Any other _____

What is the most predominant criteria that your school uses in putting in place the school management committee?

Appointment from the local community by the DEB

Nomination by the parents

Election

Nomination by the sponsors

Any other _____

a) Do you consider the mode of putting in place the Boards of Managements serving the institution well?

To a great extent

To a fair extent

To a low extent

b) What are your reasons for your answer in question (5a)? Kindly explain

Section B: Provision of teaching and learning materials

a) Are the members of the boards of management involved in the provision of teaching and learning materials?

Yes

No

b) What specific roles do they play in the provision of teaching and learning materials? Please explain

Please confirm your level of agreement with the following attributes on the capacity of the of the school Boards of Management to effectively provide teaching and learning materials

SA – Strongly Agree

A – Agree

U – Undecided

DA – Disagree

SDA – Strongly Disagree

	SA	A	U	DA	SDA
The members of the boards of management are always keen on the curriculum requirements of the school					
My school places a major emphasis on the previous training and background of the boards of management members with regard to exposure to education programmes					
Regular interaction between the members of the boards of management and teachers enables provision of teaching and learning materials					
A programme of events that is adhered to has been put in place to enable the provision of required teaching and learning materials					
The board of management is tasked with the mandate of ensuring regular supply of pedagogy materials.					

Would you consider the boards of management as carrying out the task of provision of teaching and learning materials in the right manner?

Yes

No

Section C: Provision of physical facilities

a) Are the members of your boards of management involved in the provision of physical facilities of the institution?

Yes

No

b) What specific role do they play in the provision of physical facilities? Kindly explain

Kindly confirm your level of agreement with the following attributes on provision of physical facilities as discharged by members of the school Boards of Management in your institution

SA – Strongly Agree

A – Agree

U – Undecided

DA – Disagree

SDA – Strongly Disagree

	SA	A	U	DA	SDA
Members of the boards of management have optimal interaction with the school administration to assure provision of physical facilities					
Members of the boards of management are involved in the evaluation of the physical facilities demands of the institution					
Members of the boards of management effectively make forecasts and budgets for the physical facilities independently					
Members of the boards of management are up to the task of offering oversight in the actual					

construction works in physical facilities provision.					
The boards of management can effectively scrutinize the building plans and advice accordingly before undertaking construction works.					

Would you consider the provision of physical facilities by the boards of management as having capacity to influence pupils academic performance?

Yes

No

Section D: Employment of teachers

Are the members of the boards of management versed with the staffing requirements in your school?

To a high degree

To a fair degree

To a low degree

Kindly rate your level of agreement with the following attributes on the boards of management in teacher employment

SA – Strongly Agree

A – Agree

U – Undecided

DA – Disagree

SDA – Strongly Disagree

	SA	A	U	DA	SDA
The boards of management members are well versed with the teacher-pupil ratio requirement					
The boards of management is fully aware of the pertinent needs of the staffing deficits in the school					
The boards of management always confirms the skills levels of teachers before offering employment					
The boards of management evaluates the extent of teacher classroom management before renewing the contracts of the temporary teachers					
The boards of management advertises for the teaching positions in time for meeting staffing short falls					

Would you consider the boards of management as having capacity to assure adequate teacher numbers in your school and does it affect the academic performance of pupils?

Yes

No

Section E: Incentive provision

a) Is the board of management involved in incentive provision in your institution?

To a high degree

To a fair degree

To a low degree

b) What particular incentive are the Boards of Management involved in providing?

Please explain

Kindly rate your level of agreement with the following attributes pertaining the incentive provision as carried out by the Board of Management

SA – Strongly Agree

A – Agree

U – Undecided

DA – Disagree

SDA – Strongly Disagree

	SA	A	U	DA	SDA
The boards of management acts as an effective link between the school and the local community to provide incentives					
Individuals serving in the boards of management have high standards of moral and social probity and can be trusted with					

incentives by the community					
The boards of management invokes stakeholder participation in incentive provision					
The boards of management has the requisite autonomy of decision making in determining incentives to provide					
Exercise of due diligence is a key requirement for the board of management when deciding on motivational approaches used in the school.					

Would you consider the boards of management as effective in motivating improved performance through incentive provision?

Yes

No

How can the boards of management of your institution be made more effective?

Please explain.

Thank you for participating in this study.

**APPENDIX 3: FOCUS GROUP DISCUSSION QUESTIONS FOR MEMBERS
OF THE BOARD OF MANAGEMENT**

The study seeks to find out the management practices of members of BOMs and their influence on pupils' academic performance in public primary schools in Kahuro sub county, Murang'a County. Kindly provide concise answers to the following questions to facilitate the study.

1. What criterion is used for constituting the board of management?
2. Do you consider the criteria for boards of management constitution as worthwhile?
3. Are the boards of management involved in teaching and learning materials provision?
4. Is the board of management fully aware of the teaching and learning materials requirements?
5. Would you consider the committees as adequately equipped for the physical facilities provision?

6. Have there been instances whereby school Boards of Management have failed to assure optimal physical facilities provision?

7. Would you consider the board of management as effective in teacher employment?

8. Is the board of management fully aware of the staffing needs of the school?

9. Does the board of management play a role in the provision of incentives for pupils?

10. Has the incentive provision affected pupil performance?

11. Would you consider the activities carried out by the board as having affected pupil performance?

12. How can the board be facilitated to improve on its performance?

Thanking you for your participation

APPENDIX 4: INTERVIEW SCHEDULE FOR THE SUB – COUNTY

DIRECTOR OF EDUCATION

The study seeks to find out the management practices of Boards of Management and their influence on pupils' academic performance in public primary schools in Kahuro Sub-county, Murang'a County. Kindly participate in the interview by way of providing concise answers to the following questions.

- 1.How long have you served as the Sub – County Director of Education?
- 2.What are the policy provisions for the constitution of school Boards of Management as stipulated by the Ministry of Education?
- 3.Are all the school Boards of Management involved in the provision of teaching and learning materials?
- 4.Would you consider the boards of management as up to the task of assuring optimal teaching and learning materials provision?

5.Are the boards of management adequately equipped to ensure provision of physical infrastructure?

6.Are the boards of management keen on bridging the staffing deficits within the schools?

7.Would you consider the school Boards of Management as efficient in assuring employment of more teachers?

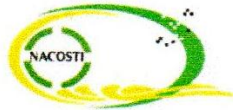
8.Are the members of the school Boards of Management playing the role of providing incentives to the pupils in the required manner?

9.Has the incentive provision affected pupils' academic performance?

10.How can the school Boards of Management be facilitated to be more efficient in discharging their mandates?

Thank you for participating in this study.

APPENDIX 5: LETTER OF AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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when replying please quote

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

Ref: No.

Date:

NACOSTI/P/16/59602/11990

1st July, 2016

David Karanja Nganga
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Boards of Management members’ practices on pupils’ academic performance in public primary schools in Kahuro Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Murang’a County** for the period ending **1st July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Murang’a 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
Murang’a County.

The County Director of Education
Murang’a County.

