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Original Article

Influence of Boards of Management Practices on Teachers Performance in Public Secondary Schools in Kenya: A Case of Manga Sub-County Nyamira County, Kenya

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*Boards of Management,
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School Management*

The purpose of the Basic Education Act No. 14 of 2013 is to increase professionalism in the administration of public elementary schools by establishing Boards of Management. The purpose of this research is to analyse the effect that Boards of Management policies have on student achievement in public primary schools in the Manga sub-county of Kisii County, Kenya. The study set out to answer several questions about the impact of various factors on students' academic success, including the availability of instructional resources, the quality of the school's physical environment, the quality of the teaching staff, and the effectiveness of the school's management's efforts to motivate its employees. The research was based on the open systems theory and the Path Goal Leadership Theory. The study used a variety of research strategies. Concurrent triangulation, a research strategy that blends quantitative and qualitative data, was used for this investigation. Principals, BOM members, and the Sub County Director of Education made up the study population. Sampling was performed using a stratified random sampling technique. Strata were designated as learning environments. Questionnaires and interview scripts were used to compile the data. The researcher piloted the surveys with two elementary schools in Manga Sub County that have certain demographic and social characteristics with the study area. Pearson's Product Coefficient was used to verify reliability. Co-efficient. If the dependability co-efficient was lower than 0.7, then the instruments would need to be improved. The instruments' validity and reliability were established by having them crafted under the watchful eyes of the supervisors and by consulting with subject-matter experts. Both qualitative and quantitative techniques were used to analyse the data. Descriptive and inferential statistics were used in the quantitative approaches. Descriptive statistics included measurements of central tendency and dispersion, such as means and standard deviations. Chi-square tests and spearman rank order correlations were used for inferential statistics. Analysing qualitative data required making sense of the responses and contrasting them with prior research. Frequency tables, percentages, and other numerical were used. Ethical considerations were taken into account during the investigation. The

vast majority of respondents agreed that their schools' ability to provide necessary teaching and learning resources was facilitated by adhering to a schedule of events. The majority of respondents said that BOM members are capable of accurately forecasting and budgeting for physical infrastructure on their own. All respondents said that those working in BOM were trustworthy because of their moral rectitude and upright character. The research concluded that the Ministry of Education should institute safeguards to guarantee that only qualified individuals serve on public elementary school governing boards. It is imperative that steps be taken to guarantee the exchequer allocates sufficient funds for the purchase of physical infrastructure for public elementary schools.

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INTRODUCTION

There is much debate on the procedures that boards of directors should use in order to ensure that their institutions' curricula are effectively implemented, thereby resulting in a good standard of education for their students (Ibrahim & Orodho, 2014). Orodho (2014) claims that this emphasis on achieving high standards in education is shared by both developed and developing nations. Therefore, schools need to create, disseminate, and execute crystal-clear methods if they are to effectively adapt to these tendencies. Ultimately, schools will be hampered in their strategy-making by their governance structure (Kivisto, 2008).

School boards have been responsible for regulating the education of students across the globe for over two hundred years (Kyereboah & Biekpe, 2006). The public's ignorance makes it difficult to understand the difficulties faced by

school boards and to provide solutions to these problems. Given the growing interest in educational leadership and governance, it is surprising how little is known about the organizations responsible for overseeing our nation's public-school systems. Schools in the United Kingdom are mostly overseen by Boards of Management. According to a statement sent by the United Kingdom to the European Schools, the governing body believes that the current system of cost-sharing violates Article 12.4 of the European Schools Convention by placing an undue burden on a minority of member states and must be overhauled. According to this report (UK Delegation, 2013), school boards oversee the allocation of monies.

Early on, school boards' only responsibility was management, or more specifically, monitoring and control. The local control of education was centralized in the late nineteenth century as a

result of changes to the organization of school boards (Bhagat and Black, 2002). The goal of this shift was to give school boards more authority and responsibility, similar to that of corporate boards, so that they could better serve the needs of the whole community. The current public education environment calls for a transition from administration to leadership, with a focus on strategic planning.

To isolate the responsibility over education from other municipal obligations, selectmen in Massachusetts, United States, have appointed local committees (Danzberger, 2008). This model of school administration spread beyond the state of Massachusetts to the rest of the United States and continues to serve as its foundation. As a result of its proven link to improved academic outcomes, corporate governance is gaining popularity in many developing nations. The government of Zambia established a board to oversee secondary education. It is made up of people from the local government, the PTA, and the District Education Office (DEO). They hold emergency gatherings to handle the institution's budget, facilities, and supplies. The South African School Act of 1996 delegated administrative authority to school management teams (SMTS). The principal, together with members chosen by the school's faculty, parents, and students, now make up the school governing body (SGBS).

In Africa, board members have a lot on their plates when it comes to handling funds (World Bank, 2008). This is due to members' vested interests; schools with several sponsors, like as churches, PTAs, or Madrassas, may have competing financial interests. Some Board members were also found to lack the necessary skills for managing the organization's resources. As a result, students' performance on standardized tests suffers. In Nigeria, like in many other emerging nations, a strong Board of Management is essential to the continued success of the educational system. Therefore, it is crucial to comprehend the function of BOM in maintaining proper procedures of government. Even in highly regulated organizations and industries, boards of governance in Kenya are just now receiving

attention. Kenyan schools suffer from severe governance issues. As noted by (Kyereboah and Biekpe, 2006), several of the schools in South Africa have closed due in part to governance issues.

Okumbe's (1998) research shows that many nations' educational systems and policies have evolved to fulfil their requirements. The primary goal of such programs in developing nations is to bring such nations up to the same level of development as their more developed peers. The importance of community involvement in decentralized educational systems has grown as a result of these reforms. The use of community-based governing boards in Kenyan schools is one such method.

Boards of management (BOMs) made up of parents and other community representatives are required by law under the Education Act Cap. 211 (2012). The school's Board of Management is responsible for major decisions including allocating funds, enforcing rules, and appointing and promoting faculty and administrators. In brief, the purpose of school BOMs is to distribute control for managing schools down to the school level from the ministry, county, and sub county levels. By delegating authority over the school's finances, staff, and curriculum to these groups, it encourages administrators, teachers, students, and parents to take an active role in shaping their children's education.

Kihara (2006) states that boards of management are accountable for the following. Implementing a set of policies that are in line with the school's stated purpose, vision, and values. The board is also accountable for creating and frequently evaluating long-term plans to achieve the institution's stated purpose and vision. Its purpose is to track how well principals and their administrations are doing at implementing long-term plans. The board ensures that the school principals hire, retain, reward, and develop the best possible faculty by providing them with guidance, resources, and feedback on their performance. The board is responsible for ensuring that both the school and the board

operate in accordance with Kenyan laws and regulations, establishing and upholding a conflict-of-interest policy that is reviewed annually with individual board members and signed by all members, and widely disseminating its decisions while maintaining the secrecy of its deliberations.

The Kenyan Ministry of Education recognizes the value of school boards and mandates that all new secondary schools in Kenya, including those in Manga Sub County, be managed by one. The Basic Education Act (2013) states that the school board is responsible for the following: promoting the best interests of the institution and ensuring its development; promoting quality education for all learners in accordance with the standards set forth in the Act or any other written law; and overseeing the implementation of school development plans.

There is little widespread knowledge about how good governance might improve an organization's bottom line. Depending on the nature of the company they are tasked with monitoring, boards in the for-profit, non-profit, and public sectors may be more or less involved than boards in other sectors (Hermalin & Weisbach, 2009). Given the constraints on school board activity and the absence of a defined set of specified objectives, as outlined in the previous chapter, there is perhaps even less of an intrinsic relationship between the school board of management and school success. Despite these caveats, there is grounds to believe that school boards do have an effect on student outcomes. Members of the school board do not engage in classroom instruction, but they do have significant oversight and input over the educational experience of children.

Due to its significance and the vast amount of research conducted on the topic, corporate governance has drawn a wide range of definitions. From an investor's point of view, corporate governance is "both the promise to repay a fair return on capital invested and the commitment to operate a firm efficiently given investment," as defined by Metrick and Ishii (2002). In emerging markets with weaker institutions, Metrick and Ishii suggest, company level governance may be more significant since it helps to differentiate

companies. Corporate governance is "the system by which companies are directed and controlled," as defined by the Cadbury Committee in 2002.

To guarantee that local districts are able to provide a quality education, school boards should adopt Frederick Herzberg's "hygiene factors" (Herzberg et al., 2003). The school board has direct control over many of the hygiene elements. Black box internal operations seldom bear significance since the steps required to indirectly influence them vary greatly depending on context. The purpose of this research is to determine how the governing procedures of secondary schools in Manga Sub County affect the academic success of their pupils.

LITERATURE REVIEW

Empirical Literature

The empirical literature is presented below, and it includes studies conducted in the following areas: statutory provisions for Boards of Management constitution; the effects of providing instructional materials on students' academic performance; the effects of providing teaching facilities on students' academic performance; the effects of hiring teachers on students' academic performance; and the effects of motivational strategies employed by BOM on students' academic performance.

Provision of Teaching and Learning Resources on Teacher's Performance

Teachers' communication with school administration has an impact on whether pupils have access to necessary learning resources, according to research conducted in Uganda (Nabukenya, 2012). The availability of resources for education affected the quality with which public secondary schools performed their duties. Some unethical administrators misused monies, resulting in a breakdown of relations between administration and school boards and a resulting shortage of classroom resources. The students suffered as a result, and their grades suffered along with it (Nabukenya, 2012).

According to Gakure (2013), the lack of assistance from Boards of Management was a significant burden on the shoulders of the primary

school principals in Gatanga Sub County. Managers at the schools were quite irritated with the boards of management due to a lack of rapport and instances of misappropriation of school finances. As a result, many public elementary schools have struggled due to a lack of resources, which has translated to lower student achievement (Gakure, 2013).

Provision of Physical Facilities on Teachers Performance

A UNESCO-created manual stresses the need of establishing school Boards of Management comprised of experts in educational management and administration. This would ensure the institution's ability to build dependable infrastructure (UNESCO, 2012). The study recommended that experience be a prerequisite for membership on school boards of management.

This view is in line with that of (Halveson & Diamond, 2012), who advocated for less theoretical procedures in the administration of public elementary schools and other educational establishments. This was the concept that would guarantee enough funding for infrastructure facilities. These would help schools ensure the necessary infrastructure was in place to boost student achievement (Halverson et al, 2012).

According to Reche, Bundi, Riungu, and Mbugu (2012), most Boards of Management in Mwimbi Division of Maara District failed to adequately provide physical amenities in public schools. The school heads confirmed that the Boards of Management seldom accomplish their jobs and instead merely show up for the few meetings. Members of the Boards of Management lacked clarity on their roles in ensuring the schools had enough facilities for teaching and learning. It was recommended in the study (Reche et al., 2012) that boards of management be briefed on their proper responsibilities before being put into action.

Results from the Kenya Certificate of Primary Education exams show that the lack of necessary infrastructure has had a detrimental effect on education achievements in Manga Sub-County (Ngaruiya, 2013). The majority of boards of

directors shirked their responsibility to provide adequate educational infrastructure. The over use of public subsidized monies to build infrastructure was blamed for this. The research recommended establishing school Boards of Management made up of people with relevant educational experience and the means to efficiently raise money via community mobilization and similar initiatives. It has been shown that

Theoretical Framework

Path Goal Leadership Theory

The study is guided by the Path Goal Leadership Theory as envisaged by Martin Evans and Robert House in 1970. The theory places an emphasis on optimal managerial behaviour attributed to satisfaction from one's job. The satisfaction spurs increased capacity in terms of the ability to work towards goal attainment. This theory relates well with the study which seeks to find out the influence of Boards of Management on teachers' performance in public secondary schools. This is because the Boards of Management have been charged with the responsibility of providing leadership to the schools as envisaged in the theory. The Boards of Management 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 strategies put in place by the Boards of Management. This may be a path set towards achievement of the envisaged goals and in this case exemplary academic performance by the pupils. The study aspires confirming the extent to which the phenomenon affects the teacher's performance.

The study envisages assessing the influence of the Boards of Management practices on the teachers' performance in public secondary schools in Manga sub-county in Kisii County, Kenya the

essence of the study is to confirm how the Boards of Management as presently constituted in the public secondary schools within the study area have focus in terms of assuring sound leadership. This will be by way of evaluating the managerial strategies in place with an aim of confirming the extent to which they influence public primary school teachers to post good performance.

The studies by Reche, *et al.*, (2012) and Nzomo, *et al.*, (2012) occasioned a gap in the influence of the board members because cited studies looked at the calibre of the board members and the efficiency of the boards as they were constituted. Unlike the two studies, the present study seeks to carry out an assessment of the influence of the Boards of Management practices on pupils' academic performance in public primary schools in Manga sub-county in Kisii County, Kenya. 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 Boards of Management to ensure the provision of adequate teaching and learning resources plays an integral role in influencing their academic performance.

Physical facilities provision gives 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 Boards of Management should be in a position to ensure optimal physical facilities provision.

Motivational strategies may be monetary or non-monetary in nature with an aim of ensuring pupils improved academic performance and enhancing their prospects in terms of future outlooks. This may be credited to the sound management practices employed by the Boards of Management. The Boards of Management should be able to mobilize adequate funds for assured incentive provision.

The government policy has statutory provisions for the Basic Education Act, 2013 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 Boards of Management to execute their mandates in an optimal manner

RESEARCH METHODOLOGY AND DESIGN

Research Methodology

The research used a mixed methods strategy, combining quantitative and qualitative approaches. To quantify the amounts in terms of frequencies and percentages, a quantitative approach was used during the first data-gathering phase. The academic performance of the various schools in the sub-county was studied using secondary data and a qualitative method was used for the open-ended questions on the questionnaires and in the interview schedule.

Research Design

Public secondary schools in the Manga sub-county of Kisii County, Kenya, were studied in order to determine the effect that Boards of Management procedures have on teacher performance. The study used a triangulation approach, which combines qualitative and quantitative methodologies. Orodho (2005) defines a triangulation research strategy as one that combines quantitative and qualitative approaches to data collection. Primary and secondary data are often gathered using this method. The researcher used both qualitative and quantitative data, and she wanted to combine them in order to get a more complete picture of the phenomenon under investigation.

Location of the Study

This study was conducted in Manga Sub County. Manga Sub County is one of the Sub Counties in Kisii County. The major economic activities of the inhabitants of the Sub County are farming, brick baking, quarrying, and subsistence farming;

activities that constitute their livelihood in all its aspects.

The Sub County was chosen by the researcher as the focus of this study since it was the second largest Sub County in Kisii County in terms of the number of both primary and secondary learning institutions as well as the student enrolment thereby presenting the largest number of principals and BOM members in the County. A similar study covering the relationship between the BOM practices and teachers' performance in this Sub County had not been conducted in the Sub County since its creation in 2008.

Target Population

Mugenda (2003) defined the study's population as the set of things examined because they shared

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where:

n = sample size

X^2 = Chi – square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

The total population of the target group was 15,703, based on Table 1. At a 95% confidence level and 5.0% margin of error, a total sample size of 378 was obtained. The main target in this study was the members of the BOM. The total members

some features or qualities. Fifty-three secondary schools in Kenya's Manga Sub County were surveyed. Therefore, 53 administrators, 391 instructors, 583 Board of Management members, and 14,776 pupils were surveyed.

Information on the connection between Board of Management procedures and teachers' performance in secondary schools in the Manga Sub County of Kenya was sought from the intended sample, which consisted of 15,703 individuals.

Sample Size and Sampling Procedure

This study adopted the formula used by Krejcie & Morgan in determining the sample size.

The formula used for these calculations was:

from the 53 schools were 583. Using the table below at a 95% confidence level and 5.0% margin of error would have given us a total sample size of BOM to be 234.

Table 1: Sample size

Category	Sample size
BOM	234
Principles	44
Teachers	44
Students	56
Total	378

The BOM members were sampled from a list provided by the chairman, who was automatically included as a sample due to their position. The chairman then assisted in identifying the other members to be interviewed. The 44 principals and teachers were randomly selected from the already sampled schools. The teachers and students were randomly sampled with the help of the head

teacher, who provided the register of the Form Four class. These students were considered to have a good understanding of the BOM's work. Approximately one student was sampled per school, along with an additional 12 prefects from 12 sampled schools. The selected teachers had been teaching at the school for at least five years.

Before commencing the research, the researcher obtained permission from the National Commission for Science, Technology, and Innovation (NACOSTI). The term "sample" refers to the selection of a subset of a population or universe that is expected to be a good representation of the whole (Kothari, 2004). Mugenda and Mugenda (2003) suggested a sample size of 10-30%, but a larger sample size

would provide more accurate and representative data. Therefore, a maximum sample size of 30% was chosen for this research. The sample population consisted of 16 principals, 117 instructors, 16 BOM members, and 234 students from secondary schools in Manga Sub County, Kenya. According to Table 2, this resulted in a total sample size of 384 respondents.

Table 2: Target population and sample size of respondents

Category	Target Population	%	Sample
Principals	53	30	16
Teachers	391	30	117
Board of Management	53	30	16
Students	14,776	61	234
Total	15,273		384

In addition, 234 students were interviewed from the sampled schools. These students were randomly selected using the class register. Therefore, a total sample size of 384 respondents was considered.

After determining the required sample size of 384 respondents, the researcher applied three sampling techniques to select the sample: stratified, purposive, and simple random sampling techniques. According to Kombo and Tromp (2006), the stratified sampling technique involves dividing a population into homogeneous subgroups and then taking a simple random sample from each subgroup. The sample is selected in a way that ensures certain characteristics in the subgroups of the population are represented in the sample, proportionate to their numbers in the population. In this study, the sample was subdivided into three categories of respondents: Principals, Teachers, and Board of Management.

On the other hand, simple random sampling from an infinite population technique is a sampling technique where each possible sample combination has an equal probability of being selected, and each item in the entire population has an equal chance of being included in the sample (Kothari, 2004). In applying this

approach, the researcher used pieces of paper written "Yes" for the number of respondents required for the study sample and "No" for the remaining portion. These papers were thoroughly mixed and shuffled in a container for respondents to pick, ensuring that each respondent had an equal chance of being selected. This technique was used to determine the number of teachers to participate in the study, resulting in a total of 117 teachers.

From each of the 16 schools in the sample, between 7 and 8 teachers and between 14 and 15 students were selected for the purpose of administering the teachers' questionnaires.

The purposive sampling technique, a non-probability technique, allows a researcher to select cases that have the required information pertaining to the objectives of the study (Mugenda & Mugenda, 2003). In this study, the researcher selected Principals and Board of Management members to gather the requisite information.

RESEARCH FINDINGS AND DISCUSSIONS

Questionnaire Return Rate

Table 3 displays the percentage of participating principals who responded to the study's questionnaire.

Table 3: Questionnaire return rate

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

Thirty (94%) of the heads of schools who were contacted completed and returned the surveys, suggesting that participation was voluntary.

Principals Demographic Data

To better understand the topic, researchers aimed to collect socio-demographic information on the

principals, including their gender, years of experience, and educational background. *Table 4* displays the demographic and social information answers.

Table 4: Principals' demographic data

		Frequency	Per cent
Gender	Male	20	67.0
	Female	10	33.0
	Total	30	100.0
Academic qualifications	Diploma	19	63
	Graduate	6	20
	Postgraduate	5	17
	Total	30	100
Length of service	Less than 1 year	5	17
	1-5 years	6	20
	6-10 years	13	43
	16-20 years	6	20
	Total	30	100

Based on the replies, *Table 4* demonstrates that most principals are men (67%). This mirrored the reality that most schools' designated leaders were male educators. Most male educators actively sought positions of authority within their institutions of employment. It might also reflect the community's bias toward appointing men to positions of power in society rather than women.

Table 4 responses suggest that the polled principals have become more capable in terms of their student's academic achievements. This is because most principals in the sample group had degrees above the minimum requirement for admission into the teaching profession (a P1

diploma). This may be seen as evidence that principals were obligated to continue pursuing higher degrees of education and professional qualifications.

The table also revealed that most principals' terms in office ranged from one year to more than a decade. This benefited the research since the various principals were in different places regarding their experience and understanding of the BOM's administrative practices and their impact on students' academic outcomes.

BOM Placement

Table 5 displays the most often used criterion for BOM placement.

Table 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 5 shows that the criteria used to assign BOM members varied across the examined institutions. The vast majority, 14, or 47%, were suggested by their parents. The results demonstrated that stakeholder interaction and public participation were crucial to the BOM placement process, enabling the sponsors to designate the people they want to serve.

The results from the questionnaire administration by the BOM members were validated by the replies from the school principals. According to their interpretation of the Basic Education Act of 2013, parents have complete discretion in nominating BOM members according to their choices. That schools may form their own Boards

of Management and must abide by the terms of the Basic Education Act (2013) was also affirmed by the sub-county director of education.

The replies were consistent with the terms of the Basic Education Act No. 14 of 2013 (GoK, 2013), which states that the formation of BOM in the Republic of Kenya is rooted in legislation. The demand for more professionalism and responsibility in the administration of public elementary schools prompted the passage of the Act. This is done so that parents, teachers, and students may all have a voice in how the school is run.

Table 6 displays the requirements for proper BOM placement.

Table 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

As shown in Table 6, 14 respondents (47%) generally agreed that the BOM placement criteria were appropriate. This showed that the majority of respondents thought the procedures put in place to ensure the schools of BOM's were excellent. The recognition of the procedures behind the BOM's establishment was a sign that its members had the necessary legitimacy. This indicates that the majority of responders thought the BOM placement criteria was appropriate.

Respondents said that the BOM selection criteria were appropriate since most of the people chosen to serve on the boards were competent, lending credibility to the selection process as a whole. However, there were many who believed that the parents did not adequately vet the BOM members because they were more concerned with their

political connections than their educational background, putting the schools at danger. Having inept people in charge of schools increased the likelihood that they would fail to fulfil their missions. Some respondents endorsed the criteria used to choose BOMs, while others strongly disapproved.

The vast majority of the BOM members agreed that the safeguards put in place to ensure the selection of the BOM members were adhered to throughout the hiring process. This showed that schools had followed the guidelines while forming their BOMs, proving that the regulatory standards that had been established were being followed. The sub-county education director verified this at the arranged interview.

Table 7: Head teachers' academic qualifications and criteria for BOM selection

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.952 ^a	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.

According to the data in *Table 7*, 2 (35.952a, N=30) = 37.767, $p = 0.000$. The critical value of 2 = 37.767 was found to be lower than the computed statistic, which was 2 = 35.952a. At a significance level of = 0.67, it is possible to infer that the level of education held by school

principals was not a significant factor in determining which candidates were chosen for the BOM. The answer from principals demonstrated the need to pick BOMs in accordance with the policy regulations regardless of the principals' educational backgrounds.

Table 8: Length of service and criteria for BOM selection

	Chi-Square Tests		
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.850 ^a	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.

The results are shown in *Table 8*: 2 (19.850a, N=30) = 24.881, $p = 0.000$. The critical value of the statistic was .24.88, while the computed value was .19.850a. At a significance level of = 2.33, it can be concluded that there was no correlation between the number of years a principal has served as principal and their likelihood of meeting the criteria for BOM selection that would best benefit the school. According to the responses from principals, the established criteria for BOM selection had to be followed regardless of how long an individual had been employed.

Provision of Teaching and Learning Resources by School Boards of Management

The purpose of this research was to investigate how the Boards of Management at public secondary schools in the Manga sub -county affected the performance of its instructors. This was done so that the researcher could provide a response to the research topic that prompted the investigation.

Table 9 shows how respondents felt about the BOM's role in the distribution of instructional resources.

Table 9: BOM involvement in provision of teaching and learning materials

Response	Frequency	Percent
Yes	30	100
Total	30	100

All respondents believed that BOM members have participated in the provision of teaching and learning resources inside schools, as indicated in *Table 9*. Based on the comments, it seems that the institutions have increased their ability to include the BOM members in the day-to-day operations and the supply of teaching and learning resources. This demonstrated that the Board of Trustees had been granted enough authority to carry out its duties, as shown by the schools' recognition of the need of incorporating the BOM members in the provision of instructional resources.

Members of the Board of Trustees attested that they took part in the selection and purchase of classroom supplies on a regular basis. This was done so that funds may be spent on acquiring

instructional resources. The post was also approved by the Director of Education for the sub-county. He believed that the members of the BOM were required by law to approve school budgets. The acquisition of educational resources relied heavily on their participation.

All respondents agreed that the BOM members were in regular contact with the administration, which meant that they were actively participating in the procurement of instructional resources. This was done so that classrooms would get their supplies on schedule. According to the comments, the BOM was actively participating in the procedures designed to guarantee the quality of the educational resources purchased.

Members of the BOM took action to ensure that schools had enough supply of instructional materials. Finding generous individuals to give classroom supplies was a key component of several of the existing initiatives. Parents were encouraged to provide their children with educational resources as a result of the BOMs. The BOMs were also tasked with keeping a close eye on the procurement of educational resources to guarantee their legitimacy in accordance with the relevant accounting regulations. There was evidence from the comments that the BOM members may take on distinct tasks in the supply of instructional resources.

The replies diverged from the stance taken by Gakure, (2013) in Gatanga Sub County, where the research revealed that head teachers in public

primary schools were under significant stress due to a lack of assistance from Boards of Management. Managers at the schools were quite irritated with the boards of management due to a lack of rapport and instances of misappropriation of school finances. This resulted in many public elementary schools' having to make do with inadequate supplies, which negatively impacted student achievement (Gakure, 2013). In contrast to Gatanga, where the BOM exhibited little to no support for school officials, the opposite was true in Kahuro.

Table 10 displays how respondents rated the impact that BOM members' participation in the supply of educational resources had on student achievement in schools.

Table 10: Involvement of BOM members in provision of teaching and learning materials on teachers' performance

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

All of those who participated in the survey said that student achievement was positively affected by BOM member participation. According to the comments, everyone agrees that the BOM has had an impact on students' academic achievement since the introduction of new resources for education.

The results showed that the BOM were well-liked for doing their jobs and providing the schools with the resources they needed to educate their students. This finding suggests that the participation of BOM members in the supply of pedagogical resources has contributed to the schools' success in achieving high test scores. Members of the Board of Trustees expressed similar feelings, validating the schools' efforts to include them in the procurement of instructional resources.

Nabukenya (2012) found that the ability of schools to offer teaching and instructional

resources for students was influenced by the communication between instructors and the Boards of Management. The availability of resources for teaching and learning affected the quality with which public elementary schools performed their duties. Some unethical administrators misused monies, resulting in a breakdown of relations between administration and school boards and a resulting shortage of classroom resources. The students suffered as a result, and their grades suffered along with it (Nabukenya, 2012). The Boards of Management shared this quality with those in Manga Sub County.

In *Table 12*, you will see how respondents rated various features of the provided educational resources. On a Likert scale from 1 to 5, the results were verified.

Table 11: Responses on Teaching and Learning Materials Provision

		Consideration of BOM as up to task of provision of teaching and learning materials in right manner		Total
		Yes	No	
Members of the boards of management are always keen on the curriculum requirements of the school	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
	Strongly Agree	14	0	14
	Total	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
	Strongly Agree	7	0	7
	Total	20	10	30
BOM is tasked with mandate of ensuring regular supply of pedagogy materials	Undecided	6	0	6
	Agree	7	10	17
	Strongly Agree	7	0	7
	Total	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

Twenty-three out of thirty-seven respondents (77%) indicated that school boards of directors have always been concerned with academic standards. The replies indicated an increase in the schools' capability to recruit and retain board members who are vocal and invested in meeting the educational materials needs of their institutions. This was also a sign that the schools had mechanisms in place to recruit people who were well-versed in and enthusiastic about the needs for instructional resources.

This revealed information on the BOM's capabilities in acquiring instructional resources. This showed that the members of the BOM were eager to guarantee advantages for the students. This may be used as evidence that schools have enough personnel in place to provide access to appropriate educational resources.

All the respondents said that the experience and education of BOM members was given considerable weight at their respective institutions. The results showed that care was taken to recruit qualified individuals for the

Boards of Management at each institution. This demonstrated the importance placed by the educational institutions on the credentials of the board members. This was said in terms of the competency of the members and their capacity to affect their own preferences about the purchase of instructional resources. This may be regarded as evidence that institutions are heavily weighted in favour of applicants who already have a strong educational background.

The vast majority of respondents (27/28, or 93%) felt that the supply of educational resources was made possible via frequent communication between the BOM and educators. This proved that the schools had established channels for consistent communication between the BOM and the faculty in order to ascertain which instructional resources were needed. Because of the synergy and cooperative interactions established between the teaching community and the BOM members, schools were provided with high-quality resources for education. It was clear from the comments that the impacted schools

were working together toward a common goal of acquiring necessary educational resources.

The fact that teachers' opinions and concerns were taken into account by the BOM before deciding which school supplies to buy was also indicative of the delegation of power in decision-making processes. If this is the case, it suggests that the school's administration made an effort to foster a collaborative setting in which teachers and BOM members could get along well and work together to get the resources they needed to do their jobs. However, several schools faced the difficulty of reciprocal ties, as shown by the fact that some principals were unsure of the status of relationships between faculty and BOM members. This was an indication that some school administrators were not giving their teachers sufficient autonomy in selecting and purchasing educational resources.

The majority of principals (28 out of 32) said that their schools followed a specified schedule of events that allowed for the delivery of necessary instructional resources. The schools' replies demonstrated the existence of processes and organizations designed to ensure the long-term availability of instructional resources. The replies indicated that schools were able to maintain consistent monitoring of teachers' access to the necessary teaching and learning resources and plans.

The replies also indicated that schools may maintain records of the teaching and learning resources and technologies they have purchased in preparation for demand-driven replacements. These mirrored the schools' potential in terms of their capacity to guarantee health and probity in the acquisition of teaching and learning materials via a well-organized schedule of activities. This highlighted the need of supplying classroom resources to the impacted institutions. This was made possible by the availability of event schedules that allowed them to devote time to preparing for the guarantee of long-term teaching and learning materials.

The replies showed that elementary schools can record their purchase actions in search of

providing educational resources, as is now recommended as best practice. This finding suggests that the majority of the elementary schools in the sample had developed and implemented strategies to ensure they have the resources necessary to buy instructional materials.

A significant amount of data the majority (24/30) agree that the BOM has the responsibility to provide teachers with a steady stream of resources. The replies showed that schools have made plans to include BOM members in the selection and purchase of instructional resources. This showed that most institutions have followed the necessary guidelines for including the BOM in the purchasing of educational resources. This demonstrated that they complied with the education law and did what was required of them.

The BOM was not actively involved in the acquisition of pedagogy materials, according to several of the school principals. This highlighted a disconnect between the school administration and the BOM in the acquisition of instructional resources at certain schools. This was a scenario in which the administration limited the participation and influence of the BOM in the acquisition of educational resources. It may imply that at certain institutions, board members failed to adequately fulfil their responsibilities in acquiring necessary resources for classroom instruction.

The director of education for the sub county and the BOM members used an approach comparable to but somewhat different from that of the school's administration. They confirmed their limited participation, which consisted mostly of aiding in the purchasing procedure.

The information we gathered from principals and members of the BoM was divided into two groups: those who agreed and those who did not. Disagree typically describes the comments that fell between strongly disagree and disagree. In this context, "agree" refers to both "agree" and "strongly agree." Below are the findings of the chi-square test and the Pearson Product Moment correlation test.

Test Statistics

Table 12: Inferential Statistics Analysis on Provision of teaching and learning resources by school Boards of Management

	Agree	Disagree
Chi-Square	.857 ^a	.714 ^b
Df	4	5
Asymp. Sig.	.931	.982

a. 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.4.

b. 6 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.2.

Table 13: Correlations

		Agree	Disagree
Agree	Pearson Correlation	1	-.981 ^{**}
	Sig. (2-tailed)		.000
	N	7	7
Disagree	Pearson Correlation	-.981 ^{**}	1
	Sig. (2-tailed)	.000	
	N	7	7

^{**}. Correlation is significant at the 0.01 level (2-tailed).

The chi-square test was performed, and the results indicated that the value was greater than or equal to .931 calculated to be 0.05. The resulting values for both agree and disagree were more than 0.05, suggesting that the observed frequencies would not deviate much from what would be predicted by chance. Since there was no difference between agreeing and disagreeing responses from principals and BoM members, the researcher drew the inference that school Boards of Management do not routinely provide enough resources for classroom instruction. At the .001 level of significance, the Pearson Product Moment correlation is .000. If .000 is smaller than .0001, then there is statistical significance. This indicates that the variables were significantly different from what would have been predicted by chance alone.

The questioned Sub County Director of Education concurred that school Boards of Management provided inadequate resources for classroom instruction. He did, however, point the finger at the principals, saying that they were at fault since they are the ones on the ground and are responsible for informing the BoM about the accessibility of instructional materials,

“I do not know whether the BoM hears about the availability of classroom materials from

the principals. The BoM should expand and make accessible to everybody the available resources if they want to do so”.

Both qualitative and quantitative analyses were performed on the information gathered on the school boards' provision of teaching and learning materials. It was determined that in both instances there was an inadequate supply of educational materials. The availability of physical resources is an important topic for which principals should update the BoM (Westwood, 2011).

Provision of Physical Facilities by Members of Boards of Management on Teachers Performance

The formation of school Boards of Management comprised of experts in educational management and administration is emphasized in a UNESCO manual. This would ensure the institution's ability to build dependable infrastructure (UNESCO, 2012). The study recommended that experience be a prerequisite for membership on school boards of management.

Table 14 shows how respondents felt about the BOM's role in the supply of infrastructure.

Table 14: BOM Involvement in Physical Facilities Provision

Response	Frequency	Percent
Yes	30	100
Total	30	100

Table 14 reveals that all respondents thought the BOM members had contributed to the institution's physical infrastructure. All of the responding principals said that they valued the BOM's efforts to improve their schools' physical environments. This demonstrated that the BOM members had enthusiastically taken up their responsibilities and that their efforts had been much valued. This may be seen as evidence that the BOM's efforts to improve infrastructure have been successful to a degree that is recognized and appreciated by the educational institutions.

The majority of the BOM agreed that they had the authority to guarantee that their schools had enough material supplies. This demonstrated that they were capable of providing the necessary infrastructure by way of physical means. The Director of Education for the subcounty disagreed. He said that the lack of readily available financial resources was preventing the BOM's desire to guarantee the supply of physical infrastructure.

The answers indicated that the BOM members participated in fundraising operations from donor institutions and well-wishers in order to provide physical amenities. This action was taken voluntarily to make up for deficits on the government's supply side.

The BOMs were responsible for keeping a careful eye on the CDF and other agencies' contributions once they were set aside for building purposes. This was done to ensure that the schools have the means to accommodate future building expansions. At the same time, the BOMs took the initiative to investigate potential financial sources for the supply of physical infrastructure. The comments suggest that the BOM members came at the job of ensuring the schools had adequate physical facilities provided from different perspectives.

The research area's condition is similar to that presented by (Halveson & Diamond, 2012), who advocated for less theoretical procedures in the administration and management of public elementary schools and other educational facilities. This was the concept that would guarantee enough funding for infrastructure facilities. These would help schools ensure the necessary infrastructure was in place to boost student achievement (Halverson et al, 2012).

Table 15 demonstrate how respondents rated the importance of BOM member participation in the provision of physical amenities to students' academic success.

Table 15: 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 replies revealed that principals had divergent views on the potential for the BOM's supply of physical amenities to affect student achievement. The majority of the 14 respondents (47%) said that the availability of appropriate physical facilities had a significant impact on student achievement. This suggested that they had made

the connection between increased academic success and the availability of appropriate physical facilities.

This proved that student academic performance will rise with the arrival of guaranteed supply of physical amenities. Some respondents'

disagreement that better physical facilities would lead to better academic achievement indicates that they do not buy into the notion. This is due to the fact that the aptitude of each individual student matters for their academic success. This indicates that academic success was often more dependent on a student's own abilities than on the quality of the school's physical resources.

Members of the Board of Trustees stated that the school's improved academic performance was influenced by the BOT's provision of more physical resources. This showed that many schools have achieved the desired outcomes after implementing the recommended physical facility upgrades. However, the education director for the subcounty had a different view. According to him,

most BOM members do not understand the connection between their schools' academic success and their capacity to offer adequate physical infrastructure. This demonstrated that in some cases, BOM members only battled to guarantee that schools had enough physical facilities, without grasping the significance of this in inspiring higher levels of academic achievement.

Reche, Bundi, Riungu, and Mbugu, (2012) conducted research in Mwimbi Division of Maara District and discovered that most of the BOM did not adequately provide physical infrastructure in the public schools. Most of the BOM, according to the school administration, merely shows up for meetings and seldom does any actual work.

Table 16: Provision of Physical Facilities Influence on Pupils Academic Performance

				Provision of physical facilities influence on pupils' academic performance		Total
				Yes	No	
BOM members have optimal interaction with the school administration	Agree			16	0	16
	Strongly agree			14	0	14
	Total			30	0	30
Members of the boards of management were involved in the evaluation of the physical facilities demands of the institutions	Agree			16	0	16
	Strongly agree			14	0	14
	Total			30	0	30
BOM members effectively make forecast and budget for physical facilities independently	Undecided			2	0	2
	Agree			16	0	16
	Strongly agree			12	0	12
	Total			30	0	30
BOM members are up to the task of offering oversight in construction works of physical facilities	Agree			16	0	16
	Strongly agree			14	0	14
	Total			30	0	30
members of BOM can effectively scrutinize building plans and advice before undertaking construction works	Disagree			2	0	2
	Undecided			2	0	2
	Agree			14	0	14
	Strongly agree			12	0	12
	Total			30	0	30

The principals all agreed that the BOM members' communication with the school administration was excellent when the needs for physical facilities were identified. The replies demonstrated effective communication between the school's administration and the board of directors. Working together, the boards of management were prepared to meet the needs of

their respective institutions in terms of their physical infrastructure. They discovered areas of weakness and learned how to remedy the underlying structural flaws. The close link between the Boards of Management and the administration suggests that deficient physical facilities at the schools were addressed.

Everyone who was asked agreed that the BOM had some say in determining what kinds of physical space were needed by the schools. The comments painted a picture of a scenario in which the BOM members collaborated with the school administration to identify the needs of the schools' physical infrastructure. It also showed that the BOM members were continually keeping tabs on the school's needs and were aware of any changes made to the school's physical facilities. Therefore, this may be construed as proof that the BOM members had extensive contact with the school's physical infrastructure and performed requirements assessments to verify the real demands.

The vast majority (28/30) agree that BOM members are capable of accurately forecasting and budgeting for physical infrastructure on their own. The majority of the BOM is competent in developing financial projections and planning for physical infrastructure, as shown by the replies. The results showed that most BOM members had technical understanding of building and construction needs, and were thus familiar with physical facility budgeting. This set the foundation for the institutions' ability to successfully plan for building projects and allocate resources.

This may be taken to suggest that the majority of the BOM did a good job of predicting the need for physical resources. They might be planned for in school budgets, thus reducing institutions' vulnerability to financial loss. This was evidence that the schools had competent administration. However, a few of the respondents disagreed. This demonstrated that at certain institutions the BOM members were not competent enough to provide accurate demand projections and enough funding for physical infrastructure needs.

All respondents agreed that the BOM members were competent to provide supervision throughout the physical facility building process. The replies showed that the BOM members were capable of efficiently monitoring the building projects at the schools while they worked to improve the physical facilities. The increased

capability of the BOM members in terms of degrees of responsibility was brought to the fore by their ability to properly oversee the building operations completed. It was also reassuring to see that they had an innate understanding of the essential technical requirements for the school building projects they oversaw. The ability to carry out the assigned supervising job contributed to this amicable connection between school administrations and BOM members. This may be viewed as evidence that the school administration and BOM members are working together to provide for and monitor the safety of the schools' ongoing building projects.

The vast majority (26/30, 87%) of respondents agreed that BOM members were capable of thoroughly examining construction plans and recommendations before beginning construction. According to the comments, most schools' BOM members feel confident using building plans to guide the construction processes at their institutions. This proved that the schools had BOM members who made it their business to learn as much as they could about the technical components of any building work being done.

It was a signal to the more outspoken members of the BOM who were eager to examine the construction designs for clues as to whether the desired standards would be met. This might be seen as evidence that the majority of institutions' BOMs included individuals with a solid grasp of the technical details of the construction sector. However, it was proven that at certain institutions, BOM members were not completely aware of the needs involved with interpreting construction designs produced for the development of physical facilities. This was evidence that the impacted institutions' Boards of Management had not been properly constituted with enough community representation.

The BOM members confirmed that they had participated in the procurement process of the supply of physical facilities, while they acknowledged that they had sometimes felt underused. This was in sharp contrast to the

optimistic outlook presented by the school administrators.

Whereas ineffective supply of infrastructural amenities was verified to have a detrimental influence on the learners' performance in the K.C.P.E exams in Gatundu District, the opposite was true in Manga sub -county (Ngaruiya, 2013). The majority of boards of directors shirked their responsibility to provide adequate educational infrastructure. The over use of public subsidized monies to build infrastructure was blamed for this.

The research recommended establishing school Boards of Management made up of people with relevant educational experience and the means to efficiently raise money via community mobilization and similar initiatives. It has been shown that

Chi-square and Pearson Product Moment tests were run on data provided by principals and BoM members using SPSS version 21. Here are some examples of how the findings were presented:

Table 17: Inferential Statistics Analysis on Provision of Physical Facilities by Members of Boards of Management

	Test statistics	
	Agree	Disagree
Chi-Square	.000 ^a	.000 ^a
Df	3	3
Asymp. Sig.	1.000	1.000

a. 4 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.0.

Table 18: Correlations

		Agree	Disagree
Agree	Pearson Correlation	1	-1.000**
	Sig. (2-tailed)		.000
	N	4	4
Disagree	Pearson Correlation	-1.000**	1
	Sig. (2-tailed)	.000	
	N	4	4

***.* Correlation is significant at the 0.01 level (2-tailed).

The chi-square test was performed using the criteria $\chi^2 = 1.000$. has been calculated to be 0.05. The observed rates of agreement and disagreement were not statistically different from what the researcher would expect to achieve by chance, since all values obtained were more than 0.05. Because of this lack of difference, the study drew the conclusion that the two responses, agree and disagree, are equivalent. At the .001 level of significance, the Pearson Product Moment correlation is .000. Since .000 is smaller than .0001, it indicates that the difference between the two is statistically significant.

Only one of the schools represented by the samples had a BoM allocation for upgrading physical infrastructure. The principals all admitted that they lacked the means to provide

adequate facilities for their students. According to one school principal,

“When my Board of Governors (BoG) gets together, the first thing they do is go around the campus and look for any problems”.

It was determined via the use of questionnaires and scheduled interviews that the administration was inactive insofar as school administration was concerned. Data gathered from interviews and surveys pointed to a difficulty with management and parent involvement in school decision-making, particularly when those involved were unaware of the issue at hand.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary of the study

The purpose of this research was to examine how the policies and procedures of the Boards of Management at public secondary schools in the Manga sub-county affected the teaching and learning of the students there. The study's context provided a worldwide view of the state of Boards of Management procedures and their impact on student achievement. After focusing on the state and national levels, it provided an overview of the situation in Manga Sub County with regards to teachers' overall effectiveness.

The purpose of this research was to learn if and how the KCPE scores of students in public primary schools in Kenya's Manga sub-county (part of Kisii County) are affected by factors such as the availability of teaching and learning resources, the quality of physical facilities, the effectiveness of motivational strategies, and the hiring decisions made by school boards.

The study's goals acted as a road map for the literature review. Martin Evans and Robert House's Path Goal Leadership Theory from 1970 and the open systems theory were used. The study methodology included a discussion of the descriptive research design used. The Manga sub county principals and BOM were the intended audience. The necessary sample was determined using the stratified random method. In order to gather information, we employed questionnaires that respondents filled out on their own time, an interview schedule, and a document analysis guide. A pilot study verified the instrument's validity and reliability. Both qualitative and quantitative methods were used in the study of the data. Content analysis was central to the qualitative processes, while inferential and descriptive statistics constituted the quantitative ones.

The vast majority of respondents agreed that their schools' ability to provide necessary teaching and learning resources was facilitated by adhering to a schedule of events. This lent credibility to the role of the mediator between school administration

and the BOM members in acquiring educational resources.

This was a sign of the administration and BOM members working together to improve the learning environment. Most respondents thought that having BOM members and teachers communicate regularly made it easier to provide resources for classrooms. Because of the synergy and cooperative interactions established between the teaching community and the BOM members, schools were provided with high-quality resources for education.

The vast majority of people who participated in the survey agreed that the BOM should be responsible for guaranteeing a steady stream of instructional resources. All the respondents said that the experience and education of BOM members was given considerable weight at their respective institutions. The majority of respondents agreed that BOM members were engaged in assessing the need for new or upgraded physical infrastructure. After evaluating the need for physical facilities, most principals felt that communication between the BOM and the school administration was at an all-time high.

The majority of respondents said that BOM members are capable of accurately forecasting and budgeting for physical infrastructure on their own. The vast majority of respondents agreed that the BOM members were qualified to provide supervision throughout the building process. The vast majority of those who participated in this survey also acknowledged that members of BOM could examine building plans and counsel properly before beginning construction.

The vast majority of respondents said that BOM members were familiar with the minimum required teacher to student ratio. The vast majority of respondents said that BOMs had a good grasp of the need of addressing teacher shortages. Every single responder agreed that the BOM always double-checks a teacher's credentials before hiring them. All respondents agreed that the BOM looked at how well temporary instructors managed their classrooms before extending their contracts. All respondents agreed that the BOM

put out feelers for teachers in time to fill up any gaps in personnel.

All respondents said that those working in BOM were trustworthy because of their moral rectitude and upright character. The majority of respondents agreed that BOMs had discretion over the incentives to provide. Respondents agreed that the BOM must be careful in its evaluation of various methods of inspiring students to learn. According to the vast majority of respondents, the BOM successfully served as a conduit between the educational institutions and the neighbourhoods.

CONCLUSIONS AND RECOMMENDATIONS

The findings of the research were as follows:

Members of the BOM were assumed to have contributed to the distribution of classroom resources. By routinely sanctioning expenditures for the express purpose of acquiring such instructional resources, the BOM members actively participated in the process of acquiring them.

Members of the Board of Governors were assumed to have contributed to the establishment of institutional infrastructure. To guarantee their schools have the necessary material resources, BOM members may successfully engage in fundraising operations from donor institutions and well-wishers.

The majority of the BOM understood the importance of having enough educators on staff. Members of the BOM were not well-versed in the specific staffing needs of the schools. There was apathy and a lack of communication between the school administration and the board of directors (BOM) members on the essential needs for staffing inside the institutions. In order to assure better academic performance, the BOM members had tried to hire instructors in the case of staffing shortages at the institutions.

Institutional incentive provision was overseen by the Board of Directors. The members of the BOM took part in the distribution of incentives designed to boost students' academic achievement. The

school put aside the funds for the rewards in order to encourage the students to work harder. It was verified that schools indeed utilize both monetary and non-monetary incentives.

Recommendations

The research concluded as follows: The Ministry of Education should implement procedures to guarantee that only qualified individuals serve on public secondary school Governing Boards. For the Board of Governors to be effective in meeting the needs of the educational system, it is crucial that its members have extensive experience and expertise in the field of education. The proper acquisition and distribution of educational resources will be ensured in this way.

It is imperative that steps be taken to guarantee the exchequer allocates sufficient funds for the purchase of physical infrastructure for public elementary schools. As a result, the public elementary school board of directors will have the necessary capability to provide for the necessary infrastructure. It will make sure that students have access to the resources they need to do their best in the classroom.

The Ministry of Education should make every effort to ensure that the ratio of teachers to students is adhered to. This is accomplished by staffing all public elementary schools with the minimum number of qualified educators. Public elementary schools should be fortified by budgetary allocations so that they may hire instructors to make up for funding gaps.

The Board of Directors need to be helped in providing for cats that will be used as incentives. In order to motivate students to do better in the classroom, it is important to raise as much money as possible from school alumnae groups, the greater community, and other well-wishers. In terms of student achievement, this might be excellent news for schools.

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