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## Effectiveness of Board of Management in Enhancement of Students Academic Performance in Public Mixed Day Secondary Schools in Bondo Sub-County, Kenya

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### **Abstract:**

The government of Kenya provides trained teachers, allocates financial resources, establishes Quality Assurance Directorate and facilitates in-service training for principals and teachers. However, with all these measures in place, students' academic performance in Public Mixed Day secondary schools in Kenya Certificate of Secondary Education has remained low for the last five years of 2017 - 2021. The study examined the perceived effectiveness of Board of Management in enhancement of students' academic performance. This study was grounded on the theory of Educational System planning with emphasis on Combs (1970). The study used mixed method approach and specifically concurrent triangulation research design. The study population included 38 principals, 38 Deputy Principals, 38 Director of studies, 38 Board of Management chairmen, 38 Parents Association chairmen, 1 Sub County Quality Assurance and Standards Officer, 1 Sub-County Teachers Service Commission officer and 3 Sponsor church education secretaries giving a total of 195 respondents. Saturated sampling technique was used to select 38 principals, 38 Deputy Principals, 38 Director of studies, 38 Board of Management chairmen, 38 Parents Association chairmen, 1 Sub County Quality Assurance and Standards Officer and 3 Sponsor church education secretaries. Data was collected by administering questionnaires and interview schedules. Validity of the research instruments was ensured by use of experts from the department of Curriculum and educational management who were also consulted and their input incorporated in the final document and it was tested using Amin's formula which gave content validity index of 0.66. Further, piloting the instruments was done on a population of 24 from 3 Public Mixed Day Secondary Schools in the neighboring Rarieda Sub-County. Reliability was tested using both split-half ( $r_{SB} = .808$ ) and Cronbach's Alpha Coefficient formula (average coefficient value = .746) which indicated sufficient external and internal consistence reliability. Quantitative data were analyzed using descriptive statistics and correlation analysis, while qualitative data were analyzed using thematic Analysis. The study found that there was statistically significant positive correlation of ( $r = .624$ ,  $n = 72$ ,  $p < .05$ ) between perceived effectiveness of BoM and enhancement of students' academic performance. This implied that the perceived effective BoM enhanced academic performance in public mixed day secondary schools. In light of the findings the study also made recommendations for further research on influence of other stakeholders, such as students and community, on academic performance, and to replicate this study on boarding secondary schools.

**Keywords:** Effectiveness of board of management in enhancement of students', academic performance

### **1. Introduction**

School based management in Kenya revolved around several strategies with the aim of improving the quality education for the poor, for instance, as a stop gap measure it has led to the improvement of infrastructure and introduction of free basic education through capitation today secondary schools by the government (ROK, 2008). Another strategy adopted worldwide Kenya inclusive as a means of enhancing students' academic performance was devolution of authority and responsibility at school level. In Kenya, the government had set up school boards (BoM) as a way of enhancing students' academic performance through prudent financial and human resource management (Education Act, 2013).

#### *1.1. Reviewed Literature*

Worldwide, education is considered as key element for socio-economic, political and cultural development. Therefore, management of our public educational institutions must be founded on well researched and implemented professional management practices. Several countries world over have developed own systems and policies that address their specific educational goals and aspirations (Okumbe, 2018). According to Mbiti, Foundations of School Administration, Oxford (2007), Administration and management refers to the formalized systems which are geared towards planning, supervising and making decisions. Education is considered a key element for socio-political, economic and cultural development and the different activities that an organization is engaged in, based on established authority. According to Sharma (1982), effective decentralization of management is mainly anchored on

efficient and effective leadership. There have been debates on the management by Boards of Management in schools for effective curriculum implementation and academic achievement in most countries in the Sub-Saharan Africa and especially in Kenya (Oketch & Ngware, 2012; Orodho, 2014). One of the critical roles among others is for the board to have proper management practices that ensured excellent academic performance for the institution. According to Steinmayr R., Meibner A., Weidinger A.F. and Wirthwein L. (2014), the field of academic performance is very wide and covers a broad variety of educational outcomes. The definition of academic performance depends on the indicators used to measure it. Among the many criteria that indicate academic performance are: procedural or declarative knowledge acquired in an educational system, curriculum based criteria such as grades, or performance on an educational achievement test and cumulative indicators of academic achievement such as educational certificates. Singh (2015) defines academic performance as excellence in all academic disciplines; in class as well as extracurricular activities including excellence in sporting, behavior change, confidence, communication skills, punctuality, assertiveness, arts and culture. Williams (2018), observes that grades don't always reflect a person's knowledge or intelligence; that some students don't perform well in classroom setting but are very intelligent and earn high scores on IQ tests. He adds that some of the brightest students don't earn straight As but are extremely well rounded, succeeding at everything.

Educational planning and economics is essentially the art and science of management applied to education. Participation in policy making processes, setting of both short and long term goals, planning on strategies of achieving the set goals, proper management of human and capital resources and carrying out continuous evaluation, all of which are the elements of educational planning and economics. The Ministry of Education or even its Cabinet Secretary cannot promote education without the cooperation of other stakeholders. These include Parents Associations and Boards of Management. It should also not be lost to Kenyans that religious organizations such as church missions played a big role in establishing learning institutions and still continue doing so up to now. For this reason, the Education Act (2013) still recognized their importance and gave provision for them to be represented at various levels of school management.

Henry Fayol (1949), in his classical definition of management stated that Management has to do with forecasting, planning, organizing, commanding, coordinating and controlling. This was further eluted by Okumbe (2018) citing Koontz and O'Donnell who looked at management as an operating process that can primarily be best explained by analyzing, planning, organizing, staffing, directing, leading and controlling. The school handbook on effective management (2008) also states that management of schools involves planning, organizing, directing, coordinating, monitoring and controlling the education process. It involves focusing or planning for all the education resources including financial resources, material resources, time and human resources for the best utilization and interests of the school. In any organization there is need to focus on efficiency, effectiveness and human relations. Clearly spelling out aims and objectives, promotion of division of labor, observing hierarchy of authority, ensuring unity of command and the importance for coordination.

According to the basic education act 2013 in the Republic of Kenya, members of Boards of Management are nominated by a committee comprising County Assembly representative, the Area Chief, the Sponsor Church, the County Education Board representative, the school Principal, Member of the National Assembly. The members so nominated into the Board of Management should be drawn from the three representatives of the sponsor Church, one person representing people with special needs, one person representing the special interest groups, one representative of the County Education Board and six Parents' representatives. The principal of the school is an automatic member and acts as the secretary to the Board. The leader of the students' council is also an ex-officio member of the Board. Members of boards of management should be persons with proven commitment, competence and experience which can be harnessed so as to enhance management and development of learning institutions. A board member should not tender for any Project in the school while in office and should be a person of high morals and integrity. Due to their crucial role, the Kamunge report (1988) emphasized the need to have boards in time and their membership wisely selected so as to ensure that they have high levels of commitment and with complementary talents to enrich management and maintenance of high education standards. However, no clear parameters have been set to evaluate performance and level of achievement of Boards of Management nor are there established indicators on how the Board of management leadership practices influences various school outcomes including academic achievements of their respective schools. According to Bondesio (2000), influence is the ability to cause desirable and measurable actions and outcomes.

In Kenya, the basic education act 2013 stipulated that all basic education institutions be managed by Boards of Management on behalf of the cabinet secretary, Ministry of education. Shared governance of the school is emphasized strongly in education literature world over. It is, therefore, imperative that the concept of decentralization be adequately embraced. Persons entrusted with the responsibility of school leadership must be able to effectively work with others. All should acknowledge that inputs from other stakeholders are necessary to achieve optimum results in performance. In Kenya, education continues to enjoy significant support from other stakeholders including Development Partners, the private sector, civil society and other individuals such as parents.

Landers and Myers (1977) noted that in America the school board is that agency of government created by the state and given the legal power to govern the affairs of the local school on behalf of the government. Smolley (1999) carried out a research about effectiveness of school boards in Delaware United states of America. The intention was to find out the level of effectiveness of the boards and strategies that could improve their performances. Duttweiler and Hord (1989) said that educationists, who are exemplary in their work, would always have a participatory leadership and supervision style. Such leaders have the ability to encourage, motivate and stimulate others in the school set-up so as to participate in school improvement programs. The Functions of the Board of Management include Recruitment of teachers on behalf of Teachers Service Commission, Management of financial resources, Management of physical facilities,

Promotion of school-community relations, Recruitment of support staff, Promotion of quality education and ensuring student/staff welfare.

In discharging the above functions, the board of management works closely with politicians, sponsor churches, local administration, alumni members, business people, NGOs and other stakeholders including government officials. This enhances communication between external education stakeholders which facilitates incorporation of options, ideas, advice and suggestions into the school programs (Okumbe, 2018). To effectively perform their duties, members require certain minimum competences. Magni (2005) noted that after the nomination of members, they were normally not taken through a proper induction so as to prepare them for the huge responsibilities ahead. More often than not, they perform their responsibilities through experimentation, resulting into under-performance and misplaced priorities if proper care is under taken. The same study indicated that members usually lamented that there were no clear guidelines in school policies and objectives. It is, therefore, the aim of this study to examine the effectiveness of Board of management practices that enhances students' academic performance in Kenya certificate of secondary education.

### 1.2. Objectives and Hypothesis

The study was set:

- To determine how the board of management effectiveness enhances students' academic performance in public mixed day secondary schools.
- To examine the extent to which the board of management effectiveness in recruitment of teaching staff enhances students' academic performance.

The research Hypotheses was:

- H01: There was no statistical significant influence of Board of Management effectiveness in enhancement of students' academic performance in public mixed day secondary schools.
- Ha1: There was a statistical significant influence of Board of Management effectiveness in enhancement of students' academic performance in public mixed day secondary schools.

The findings of this study would be of great importance to the following education stakeholders such as the principals, teachers, parents and guardians, Ministry of Education, Parents Association, Board of Management (BOM), School Based Management Committee (SBMC), Government and the community in general.

The study would help to draw the attention of the board of management in realizing the importance of mutual understanding between the school and the community in the administration of schools. It would also help them to solicit assistance and active role of the community in various school programs. The teachers would also benefit from the study as they enjoyed good working relationship with the school board.

The community, which is made up of the parents and guardians of the students, would also find this study significant because it would aid them in understanding and being effective in their responsibilities as education stakeholders.

The Ministry of Education would utilize the result for effective planning and implementation of various educational policies and programs. The study would also facilitate or promote effective school community relationship and be useful to the Board of Management and SBMC. The findings of this study would also provide information to the ministry of education policy makers on the extent to which school boards would be involved in the development of public mixed day secondary schools.

Conclusion, recommendations and concerns for further research were made in light of the findings of the study.

The study covered all public mixed day secondary schools in Bondo Sub-County. The study collected data from Principals, Director of Studies (DoS), Deputy Principals (DP), Sponsor Churches (SC), Sub County Quality Assurance Officers (SCQAO), Sub County Teachers Service Commission Officer (SCTSC) and Board of management chair persons (BoM). The study was only concerned with the effectiveness of board of management on enhancement of students' academic performance in public mixed day secondary schools.

The study was based on Combs (1970) Theory which gave a distinction between social demand and manpower approach. Social demand approach meant the sum total of individual demands for education under prevailing cultural, political and economic circumstances. Manpower approach, on the other hand, emphasized on the development of human resources through the education systems which enhances economic growth in an investment of scarce resources. The theory stressed against wastefulness, imbalanced costs and wrong kind of education. According to Bereday (1977), a proponent of both social demand and manpower approach to education asserted that planning involves preparation of a set of decisions to be approved and executed by other organs. The theory offered ground for the examination of board of management effectiveness in enhancement of students' academic performance in relation to planning, decision making and execution of their mandates for quality results. Wolf's (2008) theory on education planning being a proponent of cost benefit analysis postulated that education, as an investment, must be justified by the accrued benefits to the individual and the general public. The theory also offered ground for the study as it compared the investment to the accrued benefit which was in tandem with the board of management effectiveness and students' academic performance.

Finally, the findings of this study may also serve as a source of information for future researchers in the area. This work could be accessed through publications and seminars.

### 1.3. Research Design

Ogula (2004) described research design as a plan, structure and strategy of investigation in obtaining answers to research questions and control variance. This study used the concurrent triangulation design within a mixed methods

approach. Creswell (2014) defined concurrent triangulation as a case where the researcher utilizes quantitative and qualitative data in order to provide a comprehensive analysis of the research problem. This design was preferred for the present study since it enabled quantitative analysis to be corroborated by qualitative data obtained through the use of questionnaires and interview schedules.

Study area in sociological research refers to various aspects of geographical region and its inhabitants, as natural resources, history, language, institutions or cultural and economic characters (Random, 2016). This study was carried out in public mixed day Secondary Schools in Bondo Sub-County of Siaya County, Kenya. It lies between latitude 0° to 30° South of the Equator and longitude 30° to 34° East. It borders Siaya-Sub County to the North, Kisumu West Sub-County to the North East, Rarieda Sub –County to the East, Lake Victoria of Uganda to the West, Busia County to the North West and Homabay Sub-County to the South. The county's main economic activities were subsistence farming and fishing along Lake Victoria. There was also cash crop farming along river Yala for example Dominion Rice and sugarcane farms. In terms of education, there were institutions of higher learning within the county like Jaramogi Oginga Odinga University of Science and Technology, Ratiya Technical Institute and Bondo TTC. An assessment report at Sub County Quality Assurance Office (SCQASO), Bondo (2020) showed, most students' in public mixed day secondary schools had libraries which were not well stocked for students, classrooms were overcrowded and there was lack of adequate space where students could carry out games activities to keep them fit and alert. The Sub-County had 38 public mixed day secondary schools and 114 public primary schools. According to the Sub-County statistics, Bondo has one of the highest HIV/AIDS prevalence at 25% and poverty index at 70% (Bondo District Development Plan, 2012). The area was suitable for this study because most students were enrolled in public mixed day secondary schools and have been registering low academic performance as compared to other sub-County schools in Siaya County (Sub-County education office, 2020).

Study population comprised 38 principals, 38 Deputy Principals, 38 BoM, 38 PA, 38 DoS, 3 Church Education Secretaries, 1 SCTSCO, and 1 SCQASO. The total study population was 195 respondents. Saturated sampling technique was used to select all the 38 Principals, 38 Deputy Principals, 3 Church Education secretaries, 38 BoM Chairmen, 38 PA Chairmen, 1 SCTSCO, 1 SCQASO and 38 Director of studies. Saturated sampling was applicable in this study due to small number of respondents that were easily reachable and also in order to ensure that the study got a detailed data from most respondents, the technique also allowed the study to offer full participation of government aided public mixed day secondary schools. Saturated sampling was more relevant in the present study as Brag (2011) states that 33% of the population to be studied is an acceptable representation of the study, while in the present study, all 195 respondents were manageable to give a fair representation of the population under study.

Other key informants such as church Education Secretaries from the three main dominant churches (Catholic, Anglican and SDA) sponsoring schools in the sub county, Sub County Teachers Service Commission Officer (SCTSCO) and the Sub County Quality assurance officer (SCQASO) from the sub county were also sampled through purposive sampling technique. These informants were involved in the study as they catered for moral upbringing of the child which was the foundation of enhanced academic performance the study was set to evaluate.

Research instruments are the fact finding strategies which involves the tools for data collection. Such tools include questionnaire, interview, observation and reading documents (Godfred, 2016). Data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions, test hypothesis and evaluate outcomes (Craddick, 2003). These instruments were relevant in this research for data collection. The instruments that were used to collect data were the questionnaires and interview schedules.

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Creswell, 2014). If such data is a true reflection of the variables, then the influences based on such data would be accurate and meaningful. Methodological triangulation was used to reduce the weaknesses and partiality that might emerge from using only one method of data collection, as explained by Cohen (2011). Triangulation is an attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint. Data from different generated methods were woven together, so as to compare and contrast the issues emerging from one source with other sources. Direct quotations were used as evidence to provide a thick description of what was happening in the schools from the participant's knowledge, experiences and feelings (Cohen, 2011).

Member checking was also used so that participants could clarify errors or issues identified in the data and to provide the participants with the opportunity to add missing information. Lietze (2013) affirmed that member checking, also known as respondents' validation, allows participants to review findings from the data analysis in order to confirm or challenge the accuracy of the work.

The researcher also ensured the validity of research instruments; through pilot testing of copies of questionnaire which was carried out in the three schools of Rarieda Sub–County. This helped to assess the language clarity, ability to tap information from respondents, acceptability in terms of length and ethical consideration for clients. Supervisors were also requested to rate the instruments in order to discover their validity. In order to establish content validity, results from the ratings were computed using the following formula, as Adopted from Amin (2011).

Content Validity Index (CVI) =  $\frac{\text{Number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$

This resulted into a Content Validity Index of 0.66(66%) meaning that the instrument was valid.

Further to ensure validity of the research instruments, members of the School of Education at Jaramogi Oginga Odinga University of Science and Technology, who were experts in this area of study, scrutinized the research instruments. Their suggestions were incorporated in the questionnaires before preparing the final copy.

Reliability demonstrates the consistency of the results across constructs (Borg & Gall, 2006). In this study, the reliability coefficient of the *questionnaire* was ascertained using the split-half reliability method and measure of internal consistency by Cronbach's Alpha coefficient.

According to Chakrabarty (2013), split half involves the following stages:

- Single administration of a test to a sample.
- Splitting i.e dividing the items of the test in halves so that the two subtests are properly conducted.

This coefficient value was considered to indicate sufficient reliability. Orodho (2014) observed that a correlation (r) coefficient of 0.7 is high enough to judge the instrument to be sufficient for data collection.

Equally, the study also sought to establish the internal consistency of the questionnaire, as a way of ensuring that the constructs for each sub-scale is adequately measured by ascertaining that each item in the sub-scale hangs up well with each other. It was examined by computing Cronbach's alpha ( $\alpha$ ) coefficient. The Reliability for multi-item opinion items was computed separately for all the Sub scales in the principals and director of Studies questionnaire.

Questionnaires were administered to the respondents and interpretation of responses, alternatives and queries carried out. Pilot study was conducted before the actual administration of the instruments. During the pilot study, the researcher also verified if the questions were comprehensive in the questionnaires as intended and the overall pilot test results discussed with the supervisors and adjustments made appropriately in order to ensure trustworthiness. The study verified the responses to assess the understanding of the questions in the instruments. Changes were made accordingly after discussions with supervisors and peer research students of doctorate and master levels who agreed that the questions were appropriate for the information intended. Corrections were made on the documents before they were finally used to collect data.

Trustworthiness was ensured by members' check which implied that the data analysis, data interpretation and conclusion were tested with members of the same group from which the data was originally collected. Errors that arose were corrected; participants provided additional information which was stimulated through review.

Researcher also ensured that data given was dependable. Guda (2008) also asserted that dependability is the assessment of quality of the integrated process of data collection, data analysis and generation of theories. External auditing ensured dependability of the information given. An independent researcher was involved (one who was not involved in the research process) who examined both the research process and outcome. That guaranteed accuracy of the findings, analysis, interpretation and conclusions. The independent researcher did not challenge the outcome of the study. Data collection procedure involves an on-going process where data is continuously collected and analyzed almost simultaneously (Cohen, 2011). In this process the research permit was sought from the National Commission for Science, Technology and Innovation through the Director of School of post Graduate Studies, Jaramogi Oginga Odinga University of Science and Technology. Letters notifying the principals of the intended research were dispatched two weeks before the researcher visited the schools. This enabled the respondents to prepare and set aside time for the researcher to collect data. The researcher personally visited all the schools in three phases. Phase one was for familiarization and delivering letters of introduction for the intended study. During phase two, the researcher visited the school after two weeks to collect the filled questionnaires and booked dates for conducting interviews. During phase three, the researcher conducted interviews with the Deputy Principal, Chairmen BoM and PA. Each interview lasted for a maximum period of one hour and was conducted within the school or at a convenient site chosen by the interviewee. The total period of data collection was six months.

The study used both quantitative and qualitative data analysis methods. James and Busher (2009) asserted that a combination of both techniques makes it possible to arrive at a richer and complete description covering fairly all aspects of the phenomena under investigation. The study used both quantitative and qualitative data in an attempt to confirm, cross-validate and corroborate findings within the study. In this study quantitative data was analysed using both descriptive and inferential statistics. The information for each item on the questionnaire was processed and a report made through descriptive narrative (Mumo, Kadenyi and Kiboss, 2014). The descriptive statistics was used to describe and summarize the data in form of tables, frequencies and percentages (Saunders, 2012). The percentages and frequencies were used as they easily communicated the research findings to majority of readers (Musungu and Nasongo, 2008). The inferential statistics in form of correlation coefficients, frequency counts and averages were used to make inferences and draw conclusions.

Inferential statistics focused on the correlation analysis and it was used to establish the relationship between the students' academic performance and input of stakeholders in various variables towards students' academic performance in public mixed day secondary schools. The Statistical Package for Social Sciences, (SPSS) version 22 was used to analyse the data.

For the first hypothesis as: There is no statistically significant influence of board of management effectiveness on enhanced students' academic performance in public mixed day secondary schools. The independent variable here was board of management effectiveness and the dependent variable was students' academic performance, while the methods of data analysis were frequencies, percentages, Pearson product moment correlation coefficient, simple regression Analysis and scatter plot Analysis.

Qualitative data from in-depth interviews and documentary analysis was analysed thematically in line with the research objectives and reported in narrative and direct quotations of respondents. Creswell (2014) and Braun and Clarke (2006) indicated that thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data. Thereafter, the data was interpreted as per the themes that emerged.

In the current study, coding was done by identifying similar categories and placing similar answers under similar codes. Once coding was completed, the responses from interviews were transcribed. Producing the final report involved detailed analysis of each theme in relation to interview questions, emerging themes and literature review. The transcribed data was then organized in themes and sub/themes that emerged. Information on stakeholders' effectiveness from the records given by the Principals and director of studies was used to complement and cross check data collected using the instruments.

Ethical considerations in research are usually taken care of as explained by Denzin & Lin (2011) and Oso & Onen (2011) who observed that fundamental ethical issues arise from the problems scientist investigate and the method they use which range from confidentiality, cultural diversity, disclosure, informed consent, risk assessment or the impact the research would have on the lives of participants and problems of potential deception and negligence during research. Before data collection, an introductory letter was written to the secondary schools' administration to participate in the study. The letter explained caution to be taken to protect the respondents' privacy and their physical and psychological needs. The respondents' confidentiality of any information given during the process of data collection (APA, 2010), was ensured by not using the names of the participants and schools where data was taken. In conducting the study, therefore, explanations about its aims were made to the respondents, so as to obtain their informed consent.

Anonymity of the respondents was also assured and the data they provided was treated with utmost confidentiality. As such, the respondents, who participated in the study voluntarily, their names were not mentioned. To mitigate the above, permission was also sought from National Commission for Science, Technology and Innovation (NACOSTI). On informed consent, each participant signed a consent form as suggested by Cohen and Braun (2013) for freely accepting or declining to participate in the interview. The researcher also indicated to the participants to be free to include their names or not or to use other names to ensure confidentiality as suggested by Maree (2012).

#### 1.4. Findings

The study measured the perceived effectiveness of BoM in enhancement of students' academic performance in Public mixed day secondary schools. This was investigated by use of descriptive and inferential statistics, where the descriptive statistics was used to explore the views of the respondents on the perceived effectiveness of BoM in enhancement of students' academic performance and inferential statistics helped to investigate the magnitude of influence of BoM's perceived effectiveness on academic performance. The respondents' views on the level of BoM perceived effectiveness in enhancement of students' academic performance investigated by the use of Likert-scaled itemized questionnaire. The respondents rated the extent to which they thought the BoM perceived effectiveness enhanced academic performance of students in secondary schools in Bondo Sub-County. As per the table below the ratings were: strongly disagree=1, disagree=2, undecided=3, agree=4 and strongly agree=5, based on to what extent they believed that the BoM contributed. The table represents the views of the respondents, in percentage frequencies, on BoM's perceived effectiveness in enhancement of academic performance of students in schools.

Statement	Respondents	Scores				
		SA	A	UD	D	SD
BOM contributes on the appointment or removal of principals in their schools. The BOM always appraises the performance of principals.	DOS	9 (23.7%)	8 (21.1%)	8 (21.1%)	10 (26.3%)	3 (7.9%)
	P	6 (17.6%)	13 (38.2%)	3 (8.8%)	9 (26.5%)	3 (8.8%)
The BOM always appraises the performance of principals.	DOS	1 (1.1%)	1 (1.1%)	1 (1.0%)	16 (43.8%)	19(54.3%)
	P	3 (8.8%)	2 (5.9%)	1 (2.9%)	11(32.4%)	17(50.0%)
The newly appointed principals are normally inducted into their new responsibility by the BoM.	DOS	1 (1.8%)	1 (1.4%)	13 (34.2%)	12 (33.2%)	11(30.6%)
	P	1 (1.1%)	1 (1.4%)	4 (11.8%)	20 (60.8%)	8 (25.4%)
The BOM always recommends hard working teachers for promotion.	DOS	8 (21.1%)	8 (21.1%)	11	6 (15.8%)	5 (13.2%)
	P	5 (14.7%)	14 (41.2%)	3 (8.8%)	8 (23.5%)	4 (11.8%)
BOM encourages the principals to raise the morale of the staff	DOS	10(26.3%)	6 (15.8%)	9 (23.7%)	6 (15.8%)	7 (18.4%)
	P	5 (14.7%)	12 (35.3%)	4 (11.8%)	9 (26.5%)	4 (11.8%)

Statement	Respondents	Scores				
		SA	A	UD	D	SD
Adapt to the distinctive characteristics of an academic environment and act in a way that exemplifies and reinforces the institution's core values and ethos.	DOS	6 (15.8%)	9 (23.7%)	9 (23.7%)	10 (26.3%)	4 (10.5%)
	P	3 (8.8%)	12 (35.3%)	5 (14.7%)	11 (32.4%)	3 (8.8%)
Ensure that most of the teachers are housed within the school.	DOS	11(28.9%)	8 (21.1%)	9 (23.7%)	6 (15.8%)	7 (18.4%)
	P	4 (11.8%)	15 (44.1%)	2 (5.9%)	9 (26.5%)	4 (11.8%)
Give provisions of adequate and suitable classrooms that contribute to academic achievement.	DOS	12(31.6%)	9 (23.7%)	8 (23.7%)	6 (26.3%)	4 (10.5%)
	P	5 (14.7%)	12 (35.3%)	4 (11.8%)	10 (29.4%)	3 (8.8%)
Give provision of electricity, water and adequate sanitation facilities.	DOS	10(26.3%)	7 (18.4%)	10 (26.3%)	7 (18.4%)	4 (10.5%)
	P	3 (8.8%)	14 (41.2%)	4 (11.8%)	8 (23.5%)	5 (14.7%)
The BoM provides teaching and learning resources such as	DOS	10(26.3%)	6 (15.8%)	10 (26.3%)	5 (13.2%)	7 (5.3%)
	P	3 (8.8%)	11 (32.4%)	1 (2.9%)	9 (26.5%)	10(29.4%)
The BoM always approves learning materials parents are to supplement.	DOS	14(36.8%)	6 (15.8%)	11	5 (13.2%)	2 (5.3%)
	P	11(32.4%)	8 (23.5%)	4 (11.8%)	9 (26.5%)	2 (5.9%)
The BoM oversees the effective use of the available teaching and learning resources.	DOS	8 (21.1%)	10 (26.3%)	13 (34.2%)	5 (13.2%)	2 (5.3%)
	P	8 (23.5%)	14 (41.2%)	5 (14.7%)	6 (17.6%)	1 (2.9%)
Ensuring that proper standards of conduct are maintained in the school.	DOS	8 (21.1%)	10 (26.3%)	9 (23.7%)	7 (18.4%)	4 (10.5%)
	P	5 (14.7%)	12 (35.3%)	3 (8.8%)	9 (26.5%)	5 (14.7%)
Ensuring good discipline in school is maintained, for example, the board always decides on the suspension of indiscipline student, subordinate staff members and recommend for action to MoE.	DOS	11(28.9%)	10 (26.3%)	10 (26.3%)	3 (7.9%)	4 (10.5%)
	P	7 (20.6%)	13 (38.2%)	3 (8.8%)	8 (23.5%)	3 (8.8%)
The BoM recommends exercising disciplinary control over teachers and support staff.	DOS	11(28.9%)	10 (26.3%)	7 (18.4%)	6 (15.8%)	4 (10.5%)
	P	8 (23.5%)	12 (35.3%)	2 (5.9%)	10 (29.4%)	2 (5.9%)

Table 1: Views of the Principals and Director of Studies on the Perceived Effectiveness of  
Key: SA-Strongly Disagree, D-Disagree, UD-Undecided, A-Agree and SA-Strongly Agree  
Source: Survey Data (2020)

The finding of this study revealed that effective Board of Management played a key role in enhancing students' academic performance in public mixed day secondary schools. The results of the survey showed that BoM in most public mixed day secondary schools contributed in shaping school's academic performance by promoting proactive leadership, performance of teachers, development of school infrastructure, provision of teaching and learning resources, help in management of discipline and involvement in appointment or removal of principals in their schools.

For example, on their bid to promote proactive leadership, the findings of the survey confirmed that most Board of Management contributed to the appointment or removal of principals in their schools through TSC, as was revealed by a

half 36 (50.0%) of all the principals and Director of Studies who took part in the survey. According to results from interviews with BoM Chairpersons, the study further established that the BoM had powers to recommend removal of Principals of schools whenever they felt the principal was not serving their schools well, as a BoM chairman maintained that

*We are the representative of the Education Secretary in school and whenever a principal is unable to discharge his/her duties with diligence. We also monitor how the principals promote academic achievements through the implementation of policies which we create for academic achievements. In this case our position in schools is important and we have the powers to influence posting and transfers of principals through TSC (BoM 19).*

Further, it emerged that the BoM's role was not limited to appointment and removal of principal through TSC, but the finding of the study showed that they also received and recommended as BoM secretary the newly appointed principals. This fact was confirmed by a sizeable proportion of the principals and the deputy principals who took part in the survey. For instance, although more than a third 13 (34.2%) of the Director of Studies only agreed to some extent, a half 17 (50.0%) of the principals observed that the newly appointed principals were normally received into their new responsibility by the BoM. Equally, it emerged that some BoM regularly recommended the performance of their principals.

This was confirmed that majority 20 (58.8%) of the principals, who participated in the survey, despite the fact that a few 9 (23.7%) of the Director of Studies did not fully agree that principals were recommended by the BoM.

On the performance of teachers, the result of the survey had established that BoM always recommended hard working teachers for promotions. This point was rated at 55.9% by the principals and at 42.2% by the Director of Studies. This finding was further maintained by the BoM Chairpersons during interviews when one maintained that

*We always recommend teachers to be promoted to senior teachers after monitoring the work performance of such teachers. We also do sermon teachers who are not working as per the school policy and work ethics and at times recommend interdiction when such teachers violet code of regulations for teachers while discharging their duties (BoM 30).*

In line with the functions of the BoM to promote quality education for all students, it emerged from the results of the survey that Board of Managements of most schools in Bondo had strived to adapt to the distinctive characteristics of an academic environment and acted in a way that exemplified and reinforced the institution's core values and ethos, as was indicated by 30 (41.6%) of all the sampled principals and director of studies. In addition, it emerged that most of the BoM encouraged the principals to raise the morale of their staff through cash and other awards, a point confirmed by 31(43.1%) of all the Principals and Director of Studies who participated in the study. This was further elaborated by the BoM Chairpersons during interviews when they noted they were always approving funds for staff motivation as one puts it thus:

*Every year we do approve in the school budget some amount of money for teacher motivation which includes money for trips and bonding. We also do commend teachers who have performed exemplary during parents' day. In some instances we do write commendation letters and certificates for extraordinary performance (BoM 16).*

This finding concurred with the results of a study in South Africa by Matshe (2014) who established that school governing board (SGB) members were allocated certain functions as stipulated in the South African school act where parents were empowered to influence fundamental issues such as school budget, language policy, discipline, appointment and promotion of teaching and administrative staff.

On teaching and learning resources, the findings of the study revealed that although most of the BoM lacked the capacity to provide adequate teaching and learning resources, a respectable proportion 30 (41.6%) of the administrators indicated that their school BoM strived to provide some teaching and learning resources such as books and furniture. Further revelations during interviews revealed that Board of Management Members did networking with their friends to get donor funding for school buildings and facilities, as one BoM Chairperson explained:

*Most of our members do use their influence to attract funding for school buildings such as laboratories, classrooms, libraries and administration blocks. We also attract funds for buying equipment and other school facilities. Our members do organize funds drive for schools so as to help improve general infrastructure of the schools (BoM 17).*

The BoM worked closely with the principals and approved learning materials parents needed to provide. This was confirmed by 19 (55.9%) of the principals who agreed that their BoM were involved in the approval of teaching and learning materials the school requested parents to provide. In addition, it was established from the findings of the study that some BoM got to the extent of overseeing the use of these resources. A majority of 22 translating to 63.7% of the principals, who took part in the survey, confirmed that their school BoM indeed monitored the effective use of the available teaching and learning resources.

This finding was supported by Olendo (2008) that students' performance was affected by the quality and quantity of teaching and learning resources, hence schools with adequate facilities such as laboratories and text books stood a better chance in performing well in examinations than those with poor resources.

As regards the development of school infrastructure, it clearly emerged that although many of the Principals and their Director of Studies were in agreement that their BoM in collaboration with PA provide school infrastructure, some others held a contrary opinion, for instance, only 4 (11.8%) of the Principals and 11 (28.9%) of the Director of Studies confirmed that their BoM ensure that most of the teachers were housed within the school compound. Similarly, whereas the majority 38 (52.8%) of the respondents indicated that their BoM in liaison with PA gave provisions of adequate and



suitable classrooms which contributed to a positive academic achievement, another 23 (31.9%) of them refuted the claim that provisions given in terms of classroom by BoM was adequate. This finding failed to establish the effectiveness of BoM in ensuring and assuring the enhancement of students' academic performance. However, almost similar proportion (43.0%/44.7%) of the principals and the Director of Studies, respectively, were in general agreement that their BoM were effective in providing electricity, water and sanitation facilities. All these were done to ensure that there was conducive environment for teaching and learning to enhance academic performance.

On the management of discipline, the results of the survey indicated that most of the BoM ensured that good discipline in school was maintained. For example, a significant majority 41 (56.9%) of the principals and Director of Studies, who took part in the survey, confirmed that their board always decided on the suspension of indisciplined students, subordinate staff and recommended for action to TSC on indisciplined teachers.

This finding was supported with the assertion of 20 (58.8%) of the principals and 21 (55.2%) of the Director of Studies that BoM in their schools were effective in exercising disciplinary control over teachers and support staff.

During interviews with the BoM Chairpersons, the study established that the Board of Management did play a very pivotal role in ensuring general school discipline on both staff and students as one chair person maintained:

*Our mandate is to ensure that everyone in the school is disciplined and respect rules and regulations which govern their relationship in the school. We do recommend interdiction of teachers to the Teachers Service Commission and also recommend further suspension or expulsion of students to the cabinet Secretary of Education (BoM 6).*

In general, the finding of the study had shown that majority of BoM worked with principals to ensure that proper standards of conduct were maintained in their schools as prerequisite condition for excellent academic performance.

Hypothesis testing: Objective 4

- $H_04$ : *There is no statistical significant influence of perceived effectiveness of Board of Management in enhancement of students' academic performance in public mixed day secondary schools.*

To investigate whether there was any statistical significant influence of perceived effectiveness of Board of Management in enhancement of students' academic performance in Public mixed day secondary schools, the null hypothesis was tested. This was done using a Pearson Product Moment Correlation Coefficient, with scores of rating on perceived effectiveness of Board of Management as independent variable and student academic performance as dependent variable.

The rating scores of the independent variables were computed from a frequency of responses and converted into continuous scaled data by computing mean responses per respondents, where high scale ratings implied high perceived effectiveness of BoM in enhancement of academic performance. However, the dependent variable was computed from 2017 – 2021 KSCSE school mean scores for the schools that were sampled for the study. The p-value was set at .05, the null hypothesis was rejected when the p-value was less than .05, but it was accepted when the p-value obtained was greater than .05. Table 2 shows the correlation analysis results in SPSS output.

		Board of Management	Academic Performance
Board of Management	Pearson Correlation	1	.624**
	Sig. (2-tailed)		.000
	N	72	72
Academic Performance	Pearson Correlation	.624**	1
	Sig. (2-tailed)	.000	
	N	72	72

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

Table 2: Relationship of Perceived Effectiveness of Board of Management in Enhancement of Students' Academic Performance

From Table 2, it is evident that there was statistically significant positive correlation ( $r=.624$ ,  $n=72$ ,  $p<.05$ ) between perceived effectiveness of school BoM and Students' academic performance. This implied that there was direct statistically significant positive influence of perceived effectiveness of school BoM in enhancement of students' academic performance in public mixed day secondary schools. Given that the relationship was statistically significant, the hypothesis that '*there is no statistical significant influence between perceived effectiveness of school Board of Management in enhancement of academic performance*' was rejected because there was sufficient evidence to do so.

It was, therefore, concluded that the perceived effectiveness of school BoM on schools had significant influence on enhanced academic performance among the public mixed day secondary school students; with more effectiveness of the school BoM resulting in enhanced academic performance and vice-versa.

In addition, to demonstrate this relationship, a scatter plot was drawn as shown in Figure below indicating diagrammatic look of the relationship between the two variables.

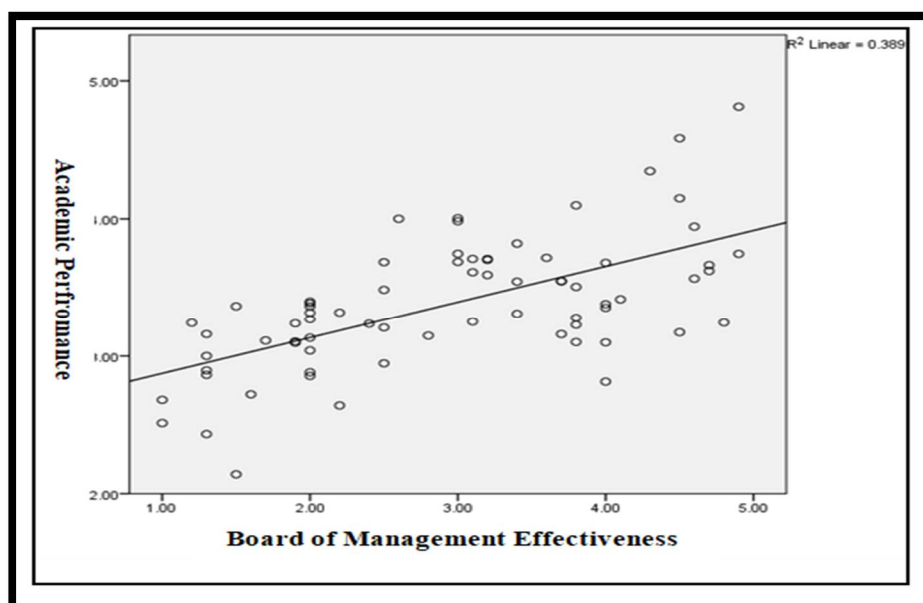


Figure 1: Shows Relationship of Perceived Effectiveness of School Bom in Enhancement of Students' Academic Performance

From the Figure above, it is clear that there was a strong evidence of a positive correlation between the perceived effectiveness of school Board of Management and enhanced academic performance. The pattern of dots slopping from lower left to upper right is clear sign of a positive correlation between the two variables. In addition, the line of best fit (trend line) further revealed that there was indeed correlation between the two variables; the line is seemly rising from lower left to the top right.

Given that there was a statistical significant positive influence established, a coefficient of determination was further computed to estimate the level of influence of the perceived effectiveness of school BoM in enhancement of students' academic performance. The table below shows the results of regression analysis which estimated the influence of the perceived effectiveness of school BoM in the enhancement of students' academic performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.624 <sup>a</sup>	.389	.380	.37189

a. Predictors: (Constant), Board of Management

Table 3: Model Summary on Regression Analysis of Influence of the Perceived Effectiveness of School BoM in Enhancement of Students' Academic Performance

The findings of the study, as indicated in the model, established that the perceived effectiveness of school BoM alone accounted for 38.0% (Coefficient of Determination,  $R^2$  Adjusted = .380) of the variation in academic achievement in public mixed day secondary schools. This was fairly a large amount of variation caused on the dependent variable by one independent variable. However, to determine whether the perceived effectiveness of school BoM was a significant predictor of enhanced academic performance, Analysis of Variance (ANOVA) was computed as shown in the table below.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.159	1	6.159	44.532	.000 <sup>b</sup>
	Residual	9.681	70	.138		
	Total	15.840	71			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Board of Management

Table 4: ANOVA –Influence of Perceived Effectiveness of School Bom in Enhancement of Students' Academic Performance

It is evident from the ANOVA table that the perceived effectiveness of school Board of Management was statistically a significant predictor of enhanced academic performance among the secondary students [ $F(1, 70) = 44.532$ ,  $p < .05$ ]. This further confirmed that the perceived effectiveness of school Board of Management significantly influenced academic performance positively, meaning improvement in the effectiveness of the Board of Management increased academic performance.

## 2. Summary

The finding of this study had revealed that Board of Management played a key role in enhancing students' academic performance in public mixed day secondary schools. The results of the survey showed that BoM in most secondary schools contributed in shaping school's academic performance by promoting proactive leadership, performance of teachers, development of school infrastructure, provision of teaching and learning resources, management of discipline and involvement in appointment or removal of principals in their schools through TSC.

The study established that (BoM) on their bid to promote proactive leadership, influenced the appointment or removal of principals in their schools, as was revealed by a half 36 (50.0%) of all the principals and Director of Studies who took part in the survey. According to results from interviews with BoM Chairpersons, the study further established that the BoM had powers to recommend to TSC removal of Principals of schools whenever they felt the principal was not offering the best service to the school.

Further, it emerged that the BoM's role was not limited to recommendation of appointment and removal of principal, but the finding of the study showed that they also receive and recommend as BoM Secretary the newly appointed principals. Equally, it emerged that some BoM regularly recommended the promotion of their principals to TSC. On the performance of teachers, the result of the survey established that BoM regularly recommended hard working teachers for promotions.

In line with the functions of the BoM to promote school efficiency towards enhancement of academic performance for all students, it emerged from the results of the survey that Board of Managements of most schools strived to adapt to the distinctive characteristics of an academic environment and acted in a way that exemplified and reinforced the institution's core values and ethos towards enhancement of students' academic performance.

In addition, it emerged that most of the BoM encouraged the principals to raise the morale of their staff through cash and other awards. This was further elaborated by the BoM Chairpersons during interviews when they noted that they often approved funds for staff motivation.

On teaching and learning resources, the findings of the study revealed that although most of the BoM lacked the capacity to provide adequate teaching and learning resources, further revelations during interviews revealed that Board of Management Members did networking with other bodies and got donor funding for school buildings and facilities.

The BoM worked closely with the principals and approved learning materials parents needed to provide. This was confirmed by respondents who agreed that their BoM were involved in the approval of teaching and learning materials, the school requested parents to provide. In addition, it was established from the findings of the study that some BoM went to the extent of overseeing the use of school resources.

As regards the development of school infrastructure, it clearly emerged that although many of the Principals and their Director of studies were in agreement that their BoM in collaboration with PA provided school infrastructure, some of them held a contrary opinion. Similarly, whereas the majority of the respondents indicated that their BoM in liaison with PA gave provisions of adequate and suitable classrooms which contributed to a positive academic performance, a few of them refuted the claim that provisions given in terms of classroom by BoM was adequate.

On the management of discipline, the results of the survey indicated that most of the BoM were effective in ensuring that better discipline in school was maintained. The survey also established that their board effectively decided to suspend indisciplined students, subordinate staff and recommend for action on indisciplined teachers to TSC.

To investigate whether there was any statistical significant influence of effectiveness of Board of Management in enhancement of students' academic performance in Public mixed day secondary schools, the null hypothesis was tested. It was evident that there was statistically significant positive correlation of ( $r=.624$ ,  $n=72$ ,  $p<.05$ ) between perceived effectiveness of BoM and enhancement of students' academic performance. This implied that the perceived effective BoM enhanced academic performance in public mixed day secondary schools.

## 3. Conclusion

In light of the findings of the perceived effectiveness of BoM in enhancement of students' academic performance, the study concluded that Board of Management played a key role in enhancing students' academic performance. The results of the survey showed that the BoM were promoting proactive leadership, performance of teachers, development of school infrastructure, and provision of teaching and learning resources. They also helped in management of discipline and involvement in appointment or removal of principals through TSC in their schools.

On the performance of teachers, the result of the survey had established that BoM often recommended to TSC hard working teachers for promotions.

In addition, the study concluded that the BoM were instrumental in motivating teachers. The findings revealed that most of the BoM encouraged the principals to raise the morale of their staff through cash and other awards.

The study also revealed that the BoM were instrumental in improving teaching/learning materials as well as developing infrastructure. This was as a result of the findings that Board of Management Members did networking with other bodies to get donor funding for school buildings and facilities.

The study further concluded that BoM ensured that discipline in school was maintained. The study revealed that the School Boards always decided to suspend indisciplined students, subordinate staff and recommend for action on indisciplined teachers to TSC.

#### 4. Recommendations

From the above conclusion, this study made the following recommendations:

- In light of the findings in the perceived effectiveness of the BoM in enhancement of students' academic achievement, the Schools should appoint informed BoM who understand school leadership in order to enhance students' academic achievement. BoM should work hand in hand with teachers so as to motivate the teachers and students other than using monetary influence on teachers.
- BoM should enhance their networking in order to improve on the provision of teaching/learning materials as well as infrastructure since the study revealed that most effective stakeholders, that enhanced academic performance, were MoE and TSC.

#### 5. Suggestion for Further Studies

From the above recommendations, this study proposed that a further research should be conducted in the following areas:

- A comparative study should be conducted to determine the difference between the effectiveness of boards in public mixed day secondary schools and single sex boarding secondary schools.
- A comparative study should be conducted to compare effectiveness of various boards in enhancing students' academic performance in National and public day secondary schools.

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