

The Role of Boards of Management as a Determinant of Pupils' Academic Performance in Public Primary Schools in Marani Sub-County, Kenya.

John Ogamba King'oina¹, Boniface N. Ngaruiya² and Florence O. Mobegi³

¹Doctoral candidate, Department of Curriculum Instruction & Educational Management, Maasai Mara University, Kenya.

²Senior Lecturer, School of Education, University of Nairobi, Kenya.

³Chairperson, Department of Curriculum Instruction & Educational Management, Maasai Mara University, Kenya.

Abstract

The purpose of this study was to explore on the role of boards of management (BoM) as a determinant of pupils' academic performance in public primary schools in Marani Sub-County, Kenya. The objectives of this study were to find out the role played by BoM and establish influence of role of BoM on pupils' academic performance in public primary schools in Marani Sub-County. The study used descriptive survey design. The target population was 317 Standard Eight teachers, 64 head teachers and 64 Boards of Management chairpersons in 64 public primary schools. Simple random sampling technique was used to select schools and categories of respondents. The sample size was 95 Standard Eight teachers, 19 head teachers, and 19 BoM chairpersons which represented 30% of the target population. Questionnaire and interview schedule were used to collect data from the teachers, head teachers and BoM chairpersons. Document analysis was to help in extracting KCPE examination mean scores of pupils. Quantitative data was analyzed using frequencies, percentages and means while qualitative data was analysed and interpreted based on themes derived from the study objectives. The study established that majority of schools' BoM did not participate in matters of discipline, promote a culture of dialogue and democratic governance, undertake guidance and counseling. The study as well found out that inadequate execution of BoM role by the members negatively influenced pupils' academic performance. The study therefore recommended that BoM should be fully involved in matters of discipline, guidance and counseling, and strive to instill a culture of dialogue and democratic governance in schools. BoM should also be encouraged undertake resource mobilization from various stakeholders in order to erect adequate physical facilities in schools.

Keywords: Role of BoM, Determinant, Pupils' Academic Performance, and Public Primary School

1.0 Introduction

Internationally, basic education level is perceived to be the foundation of development of any nation (Rout, 2014). This is due to the fact that the growth of any country both socially and economically is largely connected with pupils' academic performance at this level (Mushtaq& Khan, 2012). Merit in academic performance is more often than not associated with quality life and opportunity for career development of an individual (Mpiluka, 2014). Consequently, pupils who perform well are capable of transiting from primary to secondary and tertiary institutions for further training in various career fields that are critical for development of a nation (Quadri, 2001). According to Mishra (2008) pupils' academic performance is the quality of knowledge, skills, attitudes and values acquired by pupils at the end of elementary level of schooling for their necessary self-reliance and ability to cope with challenges of life. In many countries pupils' academic performance is as well defined as the pupils' results obtained at end of the basic education cycle examination (Global Education Center, 2010). Odeh, Oguche and Ivagher (2015) assert that pupils' academic performance is measured through examination or continuous assessment. In other words, dependence is grounded on pupils' scores in a test or examination as an essential measure of performance.

Despite the fact that reviewed studies have not shown the link between pupils' academic performance and the role of schools' boards of management (BoM), Ford (2013) postulates that in the USA school boards are much more than elected bodies that set the tone of an organization. They make strategic decisions, serve as mouth piece for the schools, mobilize for resources and advocate for the pupils. However, Covington (2011) contends that pupils' academic achievement was declining in the USA due to pupils' indiscipline, low salary for teachers and inadequate administration support. In Nigeria, Jaiyeoba (2011) asserts that reading, writing and numeracy skills that are expected to be acquired at the primary school level are deteriorating and this has left stakeholders in education concerned. Education International Survey Report (2007) also revealed that in East African countries, teachers had low morale due to low salaries, heavy teaching loads and poor conditions of service which had impacted negatively on pupils' academic performance.

In Kenya, according to National Education Sector Support Programme (NESSP)-Kenya (Department of Education, Republic of Kenya, 2013) dismal performance in schools has been caused partly by high pupils' enrolment with low staffing norm thus limiting effective teaching, dearth of teacher professional growth opportunities, irregular supervision of teaching and learning competencies at various levels. Notwithstanding the foregoing, NESSP policy did not show whether the role of schools' BoM had a bearing on pupils' academic performance. Marani Sub-County as shown in Table 1, from the year 2011 up to 2015, pupils' performance in Kenya Certificate of Primary Education (KCPE) examination has been poor with accumulated mean standard score of 225.76 marks out of 500 marks (County Director of Education Office, Kisii County, 2015). A study conducted by Ogamba (2011) on the role of quality assurance and standards officers (QASOs) in enhancing primary school teachers' effectiveness in Marani division, Kenya found out that teachers' heavy work load due to understaffing, inadequate capacity building programmes and irregular supervision were some of the factors that impeded teachers' effectiveness in the division. Getange and Onsombi (2016) in their study on economic factors affecting students' retention in public secondary schools in Marani Sub-County established that lack of school fees, inadequate sanitary towels, child labour and inadequate learning resources affected students' retention in schools.

Based on the background of this study literature, it is clear that the issue of pupils’ academic performance is global. Pupils are faced with many challenges as they progress with studies in school which in the long run affect their academic performance. In this regard, it is important to underscore the fact that where there is minimal attention to pupils’ academic welfare, their academic performance may certainly decline. The reviewed studies have focused on the teachers and how factors such as supervision, compensation, teaching and learning resources influence their work performance and morale. However, the role of BoMas a determinant pupils’ academic performance could not be found out without carrying out a research study given that no similar study had been conducted in Marani Sub-County.

Table 1
Summary of Kenya National Examinations Council KCPE Results from years 2011 – 2015 for Kisii County

S/No.	Name of Sub-County	2011	2012	2013	2014	2015
1.	Kisii Central	246.48	248.73	246.89	250.88	253.24
2.	Gucha	240.92	243.45	241.94	243.83	252.87
3.	Masaba South	245.79	247.36	244.83	252.49	250.68
4.	Kisii South	242.56	239.18	240.88	240.99	249.07
5.	Nyamache	235.71	233.90	237.57	245.51	247.36
6.	Gucha South	241.68	244.20	243.57	242.03	247.09
7.	Kenyanya	226.06	225.96	223.18	234.62	238.48
8.	Sameta	228.89	231.52	236.45	237.34	237.05
9.	Marani	221.61	224.01	231.78	226.03	225.39

Source: County Director of Education Office, Kisii County, 2016

2.0 Statement of the Problem

Despite some of the progressive steps the Government of Kenya has taken such as enhancing access to education by providing free primary education and waiving of national examination registration fees for all pupils undertaking basic education, dismal performance in KCPE examination has persisted for the last five years from 2011-2015 in Marani Sub-County as indicated in Table 1. The pupils’ academic performance in KCPE in primary schools in the Sub-County is low as compared to other Sub-Counties in Kisii County and it has been consistently ranked last among the nine Sub-Counties. From the literature reviewed, it was revealed that no study had been carried out on determinants of pupils’ academic performance in the Sub-County and particularly to investigate the role of BoM as a determinant of pupils’ academic performance.

3.0 Objectives of the Study

The study was guided by the following objectives:

- (i) To find out the role played by BoM in public primary schools in Marani Sub-County
- (ii) To determine influence of role of BoM on pupils’ academic performance in public primary schools in Marani Sub-County

4.0 Role of Boards of Management and Pupils' Academic Performance

The Washington State School Directors' Association, USA (2015) asserts that school boards perform roles such as setting vision, establishing goals, developing policies, allocating resources and assuring accountability. According to The Republic of Kenya's Basic Education Act No. 14 of 2013, the schools' BoM are empowered to promote quality education for all pupils in accordance with the standards set under the Act or any other written law; ensure and assure the provision of proper and adequate physical facilities for the institution; determine cases of pupils' discipline and make reports to the County Education Board; facilitate and ensure the provision of guidance and counseling to all learners; provide for the welfare and observe the human rights and ensure safety of the pupils, teachers and non-teaching staff at the institution; encourage a culture of dialogue and participatory democratic governance at the institution; and administer and manage the resources of the institution.

Khama (2014) carried out a study on views of board members on management of schools: A case of Caprivi educational region of Namibia. The study revealed that board members were faced with challenges such as; inadequate knowledge and understand of educational act, low education qualification hence unable to understand fully their roles, inadequate resources to assist in managing schools, lack of capacity building programmes for board members and unclear understanding between governance and management of schools. However, the current study focused on schools board of management from a perspective of understanding the influence of their role on pupils' academic performance. Yau and Cheng (2011) also carried out a study on principals and teachers' perceptions of school policy as a key element of school-based management in Hong Kong primary schools and established that a clearly defined school policy should be developed in order to achieve the successful implementation of school-based management in primary schools. However, the schools' board committees were found to make all staff understand the school mission and goals so that it could help them decide easily the annual goals and plan. The current study tackled role board of management, school climate and teacher morale as determinants of pupils' academic performance.

Osei-Owusu and Sam (2012) conducted a study on assessing the role of school management committees in improving quality teaching and learning in Ashanti Mampong Municipal basic schools, Ghana-West Africa. The findings of the study indicated that school management committees were ineffective in the monitoring and supervising head teachers, teachers and pupils' attendance. This study tackled school management committee role of ensuring quality teaching and learning while the current study focused on the influence the role of BoM, school climate, and teacher's morale on pupils' academic performance. A study by Opande (2013) investigated on influence of school management committees' motivational practices on Kenya Certificate of Primary Education (KCPE) performance in public primary schools of Suba-West division, Migori district, Kenya. The results indicated that the school management committees motivated teachers through rewards to boost KCPE performance in their schools. It was also established that schools where school management had good relations with teachers posted better results than those with bad relations. The present study focused on influence of board of management role, school climate and teacher morale on pupils' academic performance.

Rout (2014) carried out a study on functioning of school management committee in rural elementary school in Balasore District, India. The results of the study showed that school management committee carried out its

role actively in order to achieve universal enrollment by checking the attendance and absenteeism of the learners, developing school infrastructure and utilizing allocated funds prudently for school development. The current study investigated influence of board of management role, school climate and teacher's morale on pupils' academic performance. Mabonga (2009) in his study on head teachers' self-perception of their role in management of school based change in Western Kenya, revealed that head teachers perceived themselves positively on the accounts of team building, personal motivation and initiative, leadership management and effective communication in the initiation and implementation of school-based educational change. Whereas Mabonga focused on head teachers' perception roles in school management, the current study examined influence of board of management role, school climate and teacher's morale on pupils' academic performance.

A study by Nkundabanyanga, Tauringana and Muhwezi (2015) on governing boards and perceived performance of secondary schools in Uganda: Preliminary evidence from a developing country had indicated that board role performance, finance committee role performance, frequency of meetings and finance expertise of governing boards had significant effect on schools' performance. Apparently, the study focused on role performance of secondary school governing boards in Uganda. However, the current study focused on primary school board of management and attempted to establish the influence of board of management role, school climate and teacher's morale on pupils' academic performance. A study by Kabiari (2013) on analysis of the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani, District, Kenya also established that school management committees' role of facilitating procurement of teaching and learning resources and promoting interpersonal relationship among parents, teachers and pupils influenced implementation of inclusive education. However, the present study focused on the role of board of management, school climate, teacher's morale and pupils' academic performance. Gichohi (2015) conducted a study on stakeholder involvement in schools in 21st Century for academic excellence in public primary schools in Nakuru Municipality, Kenya. The results of the study revealed that school management committees' participation in decision making process in regard to school management contributed positively to academic achievement. The current study tackled board of management role and its influence on pupils' academic performance and not school management committees' involvement in decision making.

5.0 Methodology

The study utilized descriptive survey research design. The design was used because it enabled the researcher to obtain information from sampled census about their perceptions, attitudes, behaviours and values in regard to the study variables (Orodho, 2009). The target population was 317 Standard Eight teachers, 64 Head teachers and 64 BoM Chairpersons in 64 public primary schools. Simple random sampling technique was employed to select the schools and categories of respondents. In this case, a list of names of schools was serialized and a table of random numbers was used to select the units for analysis. The sample size for this study consisted of 95 teachers out of 317 teachers, 19 head teachers out of 64 head teachers, and 19 BoM chairpersons out of 64 BoM chairpersons drawn from the total population. The sample size of 30% of target population was drawn for the study. According to Babbie (2005) as cited in Kimondo (2008), a sample size of 10% - 30% in Social Science is acceptable. Questionnaires, interview schedule and document analysis for KCPE examination results were used as the data collecting instruments. Content validity was used to ensure that a representative sample of content to be covered in the study was achieved (Orodho, 2009). Internal

consistency technique was used to establish reliability of teachers and head teachers’ questionnaires whereas reliability of interview schedule was evaluated by restating interview questions in slightly different form at a later time in the interview sessions (Best & Kahn, 1989). Quantitative data were analyzed using frequencies, percentages, and means whereas qualitative data was analyzed by organizing data into themes and sub-themes in an on-going process, after which meanings were generated according to the objectives of the study.

6.0 Results and Discussion

The purpose of this study was to find out the role of BoM and establish influence of the role of BoM on pupils’ academic performance in public primary schools Marani Sub-County. To achieve these objectives, the study examined first the role of BoM and then established the influence of role of BoM on pupils’ academic performance in the Sub-County.

6.1 Role of BoM in Public Primary Schools in Marani Sub-County.

To achieve the objective, the role BoM items were designed in form of statements. The respondents were required to tick against statements which best described the role of BoM in their schools. Frequencies and percentages were also calculated according to the members’ responses. The results have been presented in Table 2.

Table 2
Teachers and Head Teachers Responses on the Role of BoM

Role of BoM	Responses							
	n=95				n=19			
	Teachers		Disagree		Head teachers		Disagree	
	Agree		Agree		Agree		Disagree	
	f	%	f	%	f	%	f	%
Manage discipline	41	43.1	54	56.9	6	31.6	13	68.4
Promote culture of dialogue and democratic governance	38	40.0	57	60.0	8	42.1	11	57.9
Ensure provision of quality education	88	92.6	7	7.4	14	73.7	5	26.3
Promote guidance and counseling programmes	17	17.9	78	82.1	3	15.8	16	84.2
Provide adequate physical facilities	35	36.8	60	63.2	2	10.6	17	89.4
Manage school resources	42	44.2	53	55.8	5	26.3	14	73.7

6.1.1 Management of Discipline

Results in Table 2, revealed that majority of the respondents 54 (56.9%) of Teachers and of 13 (68.4%) Head teachers were of the opinion that BoM did not participated in management of pupils' discipline in schools. From interviews with the Chairpersons of BoM, it was indicated that majority of them did not participate in matters of discipline. This was reported by one of the respondent that: "We are rarely in schools, our coming to schools has set dates save for emergencies. Our role in discipline is to approve pupils' suspension and teachers' interdiction". While another Chairperson remarked that: "Indiscipline in this school is one of the causes of poor academic performance. There is an element of sabotage for instance parents do not supervise homework given to their children by teachers. Most teachers in this school come from the surrounding and they feel that parents do not respect them. This has resulted pupils becoming rude because they do not even complete assignments given by teachers leave alone chronic absenteeism committed by them. We have tasked the head teacher to liaise with Parents Teachers Association and come up with strategies to mitigate this issue". On the same note another Chairperson further said: "As a board, we require training workshops to equip us with knowledge on how to deal with teachers and pupils' disciplinary issues. We need to clearly understand rules and regulations concerning discipline in order to enable us handle this important function. In most cases we rely on the Secretary of the Board for guidance regardless of the consequences thereafter". This implied that much of the disciplinary issues were left on the hands of the head teachers. The issue could be that BoM members did not understand their role as pertaining to pupils' discipline. When work of discipline is left to head teachers alone, it may become difficult to control pupils and give a leeway to rampant indiscipline in schools which finally affect academic performance. This finding is similar to the view reported by Perumal (2011) who indicated that students' indiscipline, lack of enthusiasm for work, disregard of teachers and school regulations, and absenteeism negatively influenced academic performance in schools. Equally, Ong'enge (2016), Machumu and Killugwe (2013), and Karanja and Bowen (2012), reported students' indiscipline negatively affected their academic performance. Nonetheless, The Washington State School Directors' Association, USA (2015) reported as well that school boards were rarely involved in management of disciplinary matters in their respective schools.

6.1.2 Promotion of Culture of Dialogue and Democratic Governance

Table 2 indicates that majority of the respondents 57 (60.0%) of Teachers and 11 (57.9%) of Head teachers were of the view that BoM did not promoted the culture of dialogue and democratic governance in schools. Responses from the BoM Chairpersons' interviews also showed that BoM in majority of schools did not promote a culture of dialogue and democratic governance in schools. One interviewee had asserted that: "As we speak, our board of management is not united because there seems to be division due to internal wrangles arising from management of this school. We need to speak as one voice so that all other staff and pupils share our vision. Otherwise the performance of this school will continue to be poor if we do not change our attitude." Another Chairperson retorted: "There has been blame games and misunderstanding in the school due to lack of dialogue and effective communication. We have commenced talking with teachers, pupils and other stakeholders on how we can boost performance. We are as well advocating for collaborative teaching and team work among teachers". It became apparent from the finding that BoM in majority of schools had not embraced promotion of a culture of dialogue and democratic governance in schools. Promotion of the culture of dialogue and democratic governance creates harmony in school administration and improves the learning climate in schools. The maintenance of peace is a determinant factor to improved academic performance. The

absence of dialogue would mean that pupils, teachers and administration worked as independent factors hence affecting academic performance negatively. This situation was also a threat to good academic performance as it would weaken the schools' management, interfere with smooth connection between BoM, teachers and pupils and affect self-esteem of all the stakeholders. This finding disagreed with The Republic of Kenya's Basic Education Act No. 14 of 2013 which stipulated that the BoM should encourage a culture of dialogue and participatory democratic governance in schools. Similarly, Obama, Eunice and Orodho (2015) asserted that schools that embraced more democratic and participatory leadership that encouraged team work performed better than those that utilized autocratic leadership.

6.1.3 Ensure Provision of Quality Education

Results in table 2 shows that 88 (92.6%) of teachers and 14 (73.7%) of head teacher agreed that BoM ensured provision of quality education in schools. However, 7 (7.4%) of teachers and 5 (26.3%) of head teachers disagreed that BoM ensured provision of quality education in schools. From interviews with the Chairpersons of BoM, it was indicated that BoM in majority of the schools ensured provision of quality education. In one of the interviews, a BoM Chairperson stated that: "The Board ensures that there is good or quality education in school by availing necessary resources such as classrooms, pit latrines, offices and staffroom, teaching and learning materials". Another Chairperson commented: "As the highest organ of the school management, we ensure that there is adequate teaching and learning materials. We have encouraged departmental committees or subject panels to assist teachers learn from one another". Further, another Chairperson had this to say: "We motivate teachers and pupils by giving them prizes/ awards when they have performed well. Rewards boosts performance. We have seen it working very well. That is why in this school we have many pupils joining national schools. Secondly, we provide a token of appreciation to teachers for carrying out remedial teaching and provide break tea and lunch to teachers. It motivates teachers. Third, we provide housing to teachers who do not hail from the community. It really motivates teachers to work hard". This was an indication that the BoM ensured that there was quality of education by providing resources in schools to improve the quality of education. However, in a number of schools, 26 % of the Head teachers indicated that the BoM members were not involved in the provision of quality education. This implied that the school administration could mismanage the resources since the watchdog of the Government which is the BoM was not functioning. This had a negative influence on academic performance since the resources were not used for the intended purposes. This finding is similar to Rout (2014) who opined that school management committees' performed the role of checking learners' attendance and absenteeism, developing school infrastructure, utilization of finance prudently. Opande (2013) as well concurred with the study finding by asserting that school management committees' performed the role of motivating teachers through recognition and rewards and fostering good relationship among school stakeholders.

6.1.4 Promotion of Guidance and Counseling Programmes

In regard to promotion of guidance and counseling programmes, Table 2 shows that majority of the respondents 78 (82.1%) of teachers and 16 (84.2%) of head teachers were of the opinion that BoM did not promote guidance and counseling programmes in schools. The finding implies that the BoM did not have the requisite capacity to undertake guidance and counseling function. In respect to this, one Chairperson said that: "One of the huge tasks is to interpret the BoM role as indicated in the Basic Education Act 2013. We need also some short course to be trained on how to handle some of our functions or an induction on how to discharge

our mandate. We have a problem to perform some of the functions for example how to conduct counseling to pupils and teachers, ensure school finances and other resources are managed well”. Similarly, another Chairperson quipped: “As a board, we require regular workshops to equip us with knowledge on how to govern this school. We need some funds for this professional training. There is need for funds to sponsor teachers to attend professional development courses too and take pupils out for academic trips. Low performance of pupils and teachers in various subjects hinder us from soliciting for more funds from stakeholders”. On the same perspective, another Chairperson stated: “The board needs training on how to conduct its duties particularly those ones that are protected by the law”. From the BoM chairpersons’ interviews it was revealed from excerpts that majority of BoM were constrained with resources hence were not able to attend to capacity building on the issues such as guidance and counseling thus hampering their role performance. Participation of BoM in schools’ guidance and counseling programmes was health as they would be able to address challenges the pupils and teachers faced thus improvement of academic performance. The finding concurred with the views of Ose-Owusu and Sam (2012) whose study findings had revealed that school management boards were ineffective in monitoring, guiding and supervising head teachers, teachers and pupils and this resulted to dismal performance in academic work. Similarly, Ndirangu (2007) reported that guidance and counseling programme was not strengthened in schools and this led to poor academic performance among students.

6.1.5 Provision of Adequate Physical Facilities

On the issue of provision of adequate physical facilities, results on Table 2 revealed that majority of the respondents 60 (63.2%) of teachers and 17 (89.4%) of head teachers had the opinion that BoM did not provide adequate physical facilities in schools. During interviews, one of the BoM Chairpersons remarked that: “In this school, learning facilities are not enough due to inadequate funds. However, we participate in managing a few resources by ensuring that repairs and maintenances are done for buildings and other facilities in the school.”. While another Chairperson had this to comment: “One of the mandate of the board of management is to approve construction of physical facilities in the school. Although the Free Primary Education money we receive is not sufficient to help us build more facilities for learning”. This implied that BoM in majority of the schools did not have the capacity to facilitate construction of adequate physical facilities. The schools depended on Free Primary Education capitation which was not sufficient to put up more physical facilities for learning. Sufficient physical resources is critical in teaching and learning process as it will motivate the pupils and teachers to excel in their academic work. The dearth of the physical resources in schools will definitely hamper execution of academic activities optimally and lower productivity. The finding is similar to a study conducted by Khama (2014) on views of board members on management of schools. The findings of the study indicated that schools were constrained with physical facilities however, the board members were found to have knowledge and understanding of Education Act and sponsorship of teachers for capacity building programmes. Iwu and Iwu (2013) as well agreed with the finding by asserting that high enrolment of pupils in schools put pressure on a few facilities within the schools thus head teachers, teachers and pupils were affected by inadequate facilities. In some schools due to overcrowding of pupils in classrooms, the teachers were forced to conduct lessons outside classrooms. Similarly, Mutinda (2015) agreed with the finding by reporting that inadequate physical facilities and material resources was the cause of low students’ performance in the national examinations.

6.1.6 Management of School Resources

As indicated in Table 2, the responses from 53 (55.8%) of teachers and 14 (73.7%) of head teachers were of the view that BoM did not manage schools resources. One of the interviewed BoM Chairpersons reported: “The school has a shortage of material resources particularly teaching and learning material. This makes it difficult for us to carry out our duties effectively. We are forced by this circumstance to solicit for funds from the parents to buy the resources for pupils and teachers. Sometimes parents are not happy as they give the money since they know that the government provides free primary education for their children”. From the interview another Chairperson reported that: “Management of school resources is a challenge to the BoM. This is because still many pupils share textbooks thus making it hard for teachers to give enough assignments and homework. The classrooms are overcrowded and staffing for teachers is low”. While another Chairperson had stated that: “In our school, we are faced with a challenge of inadequate teaching and learning facilities such as library and classrooms. We need also to construct an ablution block to cater for high enrolment. The inadequacy of the facilities interferes with our role of managing resources”. The finding suggested that inadequate teaching and learning facilities hampered BoM role of managing resources in schools. The overstretched resources interfere with education standards. This is because the intended objectives would not be achieved in situations where resources are not enough to facilitate proper management of the same. This finding agreed with a study carried out by Nzoka and Orodho (2014) on school management and students’ academic performance: How effective are strategies being employed by school managers in secondary schools had revealed that most schools had inadequate teaching and learning resources and the BoM members had inadequate skills on management of school resources. This consequently inhibited their ability to perform the statutory roles properly.

6.2 Influence of Role of BoM on Pupils’ Academic Performance in Public Primary Schools in Marani Sub-County

To understand the influence of role of BoM on Standard Eight pupils’ academic performance, mean scores of role of BoM and pupils’ academic performance were compared. Table 3 presents the results.

Table 3

Overall Mean Scores of Role of BoM and Standard Eight Pupils’ Academic Performance by School

School	Role of BoM Mean Scores	Standard Deviation	Pupils’ Academic Performance Mean Scores
School A	3.13	.519	336.09
School B	2.20	.579	233.65
School C	2.03	.486	203.47
School D	1.80	.563	207.37
School E	1.73	.562	210.22
School F	3.50	.414	333.41
School G	1.53	.449	184.18
School H	1.57	.588	208.76
School I	1.60	.555	210.02
School J	3.10	.348	234.53
School K	3.47	.389	257.83
School L	3.00	.606	224.74
School M	2.23	.476	209.40
School N	1.93	.497	197.03
School O	1.90	.675	225.06
School P	2.03	.108	201.54
School Q	1.90	.606	191.19
School R	3.50	.389	276.48
School S	3.50	.348	258.50
Total	2.40	.482	231.76

Table 3 shows that when the mean of role of BoM was high per school, the mean score of pupils’ academic performance was also high, and vice versa. However, the total overall mean of role of BoM and pupils’ academic performance was a score of 2.40 and 231.76 marks respectively. This implied that majority of BoM did not perform their role in schools and pupils’ academic performance was as well low. During interviews, one of the Chairpersons said that: “The challenge we are confronted with is poor results from pupils. This has been affected by our work performance. For example, our supervisory role as a Board has been irregular but we have resolved to improve on our work. I wish we improved on the learners outcomes. Imagine, we have not managed to send any of our pupils to a national school in the last four years. It is really demotivating!” The finding therefore suggested that inadequate execution of BoM’s role negatively influenced Standard Eight pupils’ academic performance. This finding agreed with Nkundabanyanga, et al. (2015) who found out that school management boards role performance in areas such as financial management and conducting of quality regular meetings had significant influence on students’ academic performance. However, the finding as well disagreed with a study by Ford (2013) on the impact of school board governance on academic achievement which established that the role of schools’ board of governors do not have influence on students’ academic performance. Similarly, Shoher and Hartney (2014) in their study entitled ‘Does school board leadership

matter?’ had established that board members demonstrated well versed with management of school finance, teacher pay, collective bargaining and class size as their role. However, there was little consensus that their role influenced students’ performance.

7.0 Conclusion

The study established that majority of schools’ BoM did not participate in matters of discipline, promote a culture of dialogue and democratic governance, undertake guidance and counseling. It was also revealed from the study that inadequate teaching and learning facilities hampered BoM role of managing resources in schools. This situation negatively affected pupils’ academic performance. Majority of BoM further indicated that they ensured provision of quality education but pupils’ academic performance was found to be dismal. The study as well found out that when the mean of role of BoM was high by school, the mean score of pupils’ academic achievement was also high, and vice versa. However, the total overall mean of role of BoM and pupils’ academic performance was a score of 2.40 and 231.76 marks respectively. This implied that majority of BoM did not perform their role in schools and pupils’ academic performance was also low.

8.0 Recommendations

Based on the findings of the study, researchers recommended the following:-

- (i) BoM should be fully involved in matters of discipline, guidance and counseling, and strive to instill and a culture of dialogue and democratic governance in schools.
- (ii) BoM should be encouraged undertake resource mobilization from various stakeholders in order to erect adequate physical facilities in schools.

9.0 Suggestions for Further Research

In regard to further study, the researchers recommend that a study be carried out on influence of BoM members’ demographic characteristics such as age, gender, academic and professional qualifications on pupils’ academic performance. It is important also that a study be carried out to find out influence of schools’ inspection/ assessment feedback in respect to BoM’s role on pupils’ academic performance.

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