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**Influence of Board of Management Governance Practices on Students' Performance in  
Kenya Certificate of Secondary Education in Athi River Sub-County, Kenya**

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## **Influence of Board of Management Governance Practices on Students' Performance in Kenya Certificate of Secondary Education in Athi River Sub-County, Kenya**

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### **Abstract**

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

**Methodology:** The research used descriptive survey design. The study targeted 13 public secondary schools in Athi-River Sub-county. The target population was 208 Board of Management members, 13 Board of management chairpersons, 13 principals and 260 teachers in Athi-River Sub-county secondary schools. Stratified random sampling technique was used to select 13 schools to ensure that all the schools were well represented according to the various regions. Census technique was used to select all the 13 principals and 13 Board of management chairpersons. Simple random sampling was used to select 97 other Board of management members and 132 teachers. The sample size of this study was therefore 255 respondents. The Statistical Package for Social Sciences (SPSS) software version 20.0 was used to carry data analysis.

**Results:** The findings revealed that provision of incentives to teachers, provision of rewards to students, involving teachers in target setting and provision of learning resources were found to be satisfactory variables in explaining students performance. This was supported by coefficient of determination also known as the R square of 48%. Regression of coefficients results showed that provision of enough learning resources and students' performance was highly correlated, positively and significantly related. Provision of incentives, rewards, target setting and students' performance were also positively and significantly.

**Unique contribution to theory, practice and policy:** The study recommended that the training institutes like KEMI should organize tailor made courses for BOM members to equip them with the right knowledge on best governance practices in schools.

**Keywords:** *governance practices, students' performance, incentives, rewards, target setting, learning resources*

## **1.0 INTRODUCTION**

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

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

In the United States, Board of management (BOM) is the central policy-making organ of all education institutions. For instance, local school boards (LSBs) manage secondary schools and report to the state (Kirst & Buckley, 2001). They are the state agents at school level charged with the responsibility of generating revenue; maintaining schools; provision of monetary and non monetary incentives to performing teachers and students, materials and supplies; organizing and promoting programs of study; employing staff. These initiatives enhance performance. The school boards therefore provide direction and oversight for the professionals to manage the day to day running of the schools.

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

Basic Education Act (2013) of Kenya has provision for establishing board members to manage public schools on behalf of the government including overall management, promoting best interest of the institutional development, ensuring the provision of learning resources, motivation of teachers and students, follow-up of performance targets, ensuring involvement of teachers in decision-making (Oduor, 2010). In secondary schools, governance practices describe the framework that guides the school Board in fulfilling its mandate in the management of the school that include promoting best interests of the institution, promoting quality education for all, provision of adequate learning resources, manage and administer resources (Education Act, 2013).

## 1.2 Problem Statement

In Athi-river sub-county, according to a report from the Sub-County Director of Education (SCDE) office there has been an outcry due to dismal performance of students in national examinations in secondary schools compared to neighboring sub-county of Machakos and Kathiani. The public secondary schools in Athi-river sub-county have performed poorly in KCSE over the years as showed in table 1.

**Table1: KCSE performance comparison: Athi-river, Machakos and Kathiani Sub-counties.**

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

**Source: SCDEs', 2015**

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

on the students' performance in Kenya Certificate of Secondary Education in Athi River subcounty Kenya.

## 1.3 Research Objective

- i) To establish the influence of incentives by Board of Management (BOM) to teachers on students' performance in Kenya Certificate of Secondary Education in Athi River Subcounty, Kenya. ii) To examine the influence of provision of rewards by Board of Management to students on students' performance in Kenya Certificate of Secondary Education in Athi River Subcounty, Kenya. iii) To investigate the influence of teachers involvement in target setting by Board of

Management on students' performance in Kenya Certificate of Secondary Education in AthiRiver Sub County, Kenya. iv) To establish the influence of provision of learning resources by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi River subcounty, Kenya.

## 2.0 LITERATURE REVIEW

### 2.1 Theoretical Review

#### 2.1.1 Expectancy theory

Expectancy theory, as first developed by Victor Vroom, is a process theory of motivation. It has held a major position in the study of work motivation (van Eerde& Thierry, 1996) and has served

as a rich source for theoretical innovations in various domains, such as organizational behavior and compensation (George & Jones 2005; Rollinson, 2005).

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

## **2.2 Empirical Review**

According to Emenika (2010) institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. The rationale for monetary rewards for teachers programs is the notion that teachers may be motivated by incentive pay to work harder. A bonus payment to teachers, according to other researchers can improve student academic performance.

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

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

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

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

Recent educational policies in Kenya have focused on measurable targets set by government for the performance in most sectors including the education sector (Griffin, 2004). The targets are mostly based on the average number of passes in Kenyan certificate of secondary examinations.



With the targets properly laid down, secondary school teachers now concentrated on meeting the targets. They are also evaluated based on their efforts towards meeting the set targets, the student are not left behind in target setting. They are also given both collective and individual targets to work against. During target setting respective school board of governors makes sure that their schools set targets for their performance that are consistent with steady progress towards national objectives (Earley, 2003).

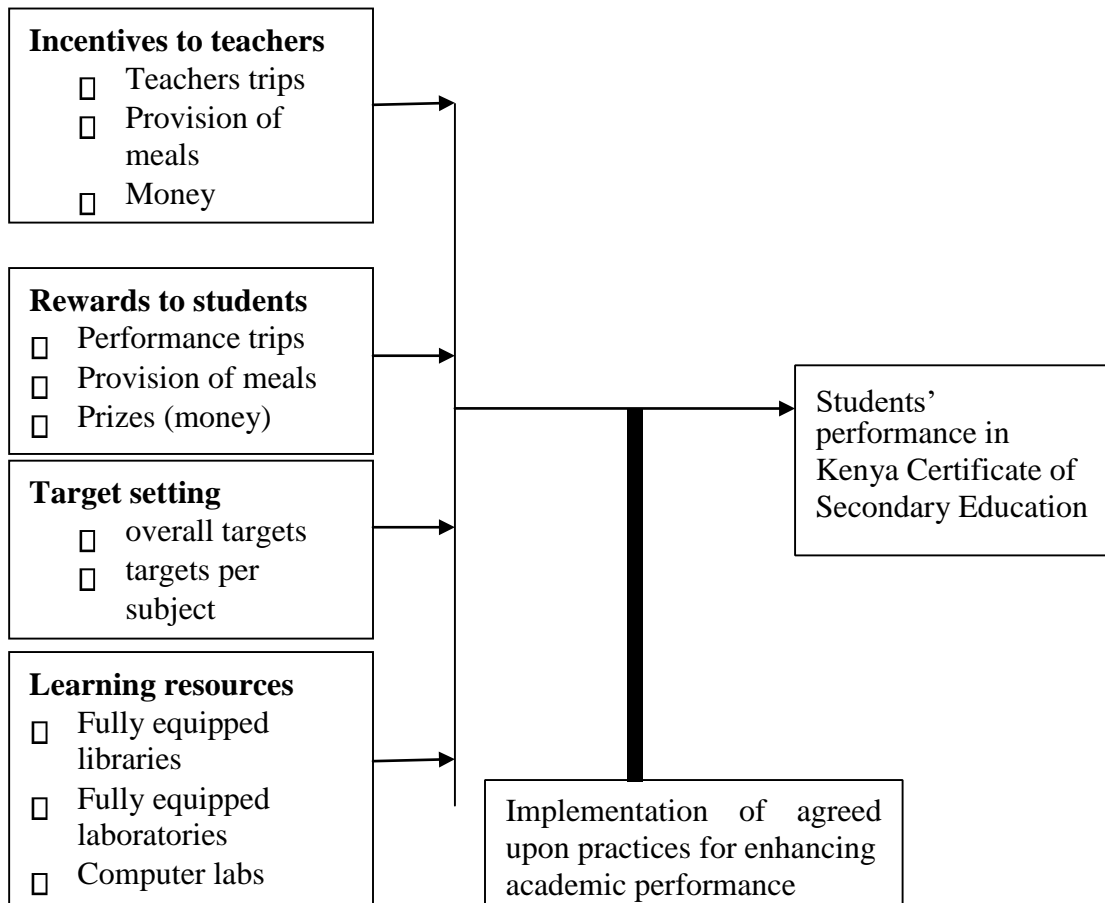
Pam and Livingston (2012) conducted a study on Teacher Development Toolkit for the Marzano Teacher Evaluation Model and concluded that for a teacher to develop action steps and explicit timelines that include, support the teacher has, identified as integral to reaching a desired performance level for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

Arnove (2001) conducted a study on goal setting. The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The level at which targets are set would be used to induce more effort from teachers and schools, provided that incentives were sufficient. The target benchmark would be set either on the basis of the achievements of the average or the most 'successful' school or teacher. Targets assist the teachers with a basis for improvement. They could now monitor progress based on how much point above or off target they are.

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

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

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



**Figure 1: BOM practices and students' performance**  
**2.3 Conceptual Framework**

### 3.0 RESEARCH METHODOLOGY

The research used descriptive survey design to study the influence of BOMs' governance practices on students' performance in Kenya Certificate of Secondary Education in Athi-River Sub County. The target population was 208 Board of management members, 13 Board of management chairpersons, 13 principals and 260 teachers in Athi-River sub-county secondary schools. The sample size of this study was 255 respondents. The main instrument for the study was the questionnaires that were administered to school heads, teachers, and members of BOM. The study adopted descriptive and inferential statistics. Content analysis was also used to analyze challenges facing Board of management governance practices. Descriptive statistics involved means and standard deviations while inferential statistics involved correlations and multiple regressions.

## 4.0 RESULTS AND DISCUSSIONS

### 4.1 Response Rate

The number of questionnaires that were administered was 255. A total of 252 questionnaires were properly filled and returned. The results for the response rate are as presented in Table 2. **Table 2: Response Rate**

Response	Frequency	Percentage
Returned	252	98.8%
Unreturned	3	1.2%
<b>Total</b>	<b>255</b>	<b>100%</b>

### 4.2 Demographic Characteristics

#### 4.2.1 Distribution of respondents by gender

Findings in table 3 on gender imply that there is still gender disparity among board compositions in schools. Overall, the study revealed that school management BOM and Principals had more males while for teachers females were slightly more. This further implies that even though women are given minimal chances to be members of the board there was compliance to the basic education Act on gender representation in BoM

**Table 3: Distribution of respondents by gender**

Demographic characteristics	BOM		Principals		Teachers		Freq	Percentage
	Freq	Percentage	Freq	Percentage	Freq	Percentage		
<b>Gender</b>								
Male	64		58		7	54	53	40
Female	46		42		6	46	79	60
<b>Total</b>	<u>110</u>		<u>100</u>		<u>13</u>	<u>100</u>	<u>132</u>	<u>100</u>

#### 4.2.2 Distribution of respondents by age

Table 4 indicates that majority of Board of management members are 40years of age. From the study findings most public schools in Athi schools are scattered and meeting the minimum number of BOM members can be hard and so most schools opt to recruit old members and even former BOM to fill these positions. The finding meant that the given members of the Board were highly experienced and thus suited for the management role in secondary schools. Further, results indicated that a majority of principals were in the age brackets of over 50 years The age of principals and BOM members indicate that they have good experience, knowledge and understanding when it comes to teacher development in the school, forecasting and planning, organizing, commanding, coordinating and controlling other resources to enhance smooth learning and teaching for better performance of students. On the other hand, a majority of teachers were aged between 30-



40years. This indicates that most have been newly employed teachers full energy and new ideas that can add to improving students' performance. This is in line with Okumbe (1998) that young employees have higher expectations.

**Table 4: Distribution of respondents by age**

Demographic characteristics	BOM		Principals		Teachers		<u>Freq</u>	<u>Percentage</u>
	<u>Freq</u>	<u>Percentage</u>	<u>Freq</u>	<u>Percentage</u>				
<hr/>								
Age								
Below 30 years							20	15
30-39years	29		26	1	9.2		40	30.4
40-49years	48		44	5	40.8		53	40.1
Above 50years	33		30	7	50		19	14.5
<b>Total</b>	<b>110</b>		<b>100</b>	<b>13</b>	<b>100</b>		<b>132</b>	<b>100</b>

#### 4.2.3 Distribution of respondents by levels of education

Results in Table 5 indicate that majority of the BOM members had college education as their highest level of education. The majority of the teachers had university as their highest level similar to principals. Other BOM members (22) had primary level of education but these represented other community interest such as religion and local administration but these were not a focus of the study. The level of education can dictate the type of board of management governance practices on teachers, principals and students. The level of education implies that management skills and necessary knowledge are acquired for quality school management.

**Table 5: Distribution of respondents by levels of education**

Demographic characteristics	BOM	Principals	Teachers			
	<u>Freq</u>	<u>percentage</u>	<u>Freq</u>	<u>Percentage</u>	<u>Freq</u>	<u>Percentage</u>
Education						
Primary	22	20				
Secondary	29	26				
College	33	30			33	25
University	26	24	8	62	70	53
Post Graduate			5	38	29	22
<b>Total</b>	<b>110</b>	<b>100</b>	<b>13</b>	<b>100</b>	<b>132</b>	<b>100</b>

#### 4.2.4 Period of service of the respondents

The table 6. results indicated that majority of BOM and principals had worked for more than 12years. Too much overstay of board members and principals in the same schools undermining the acceptance of new ideas and change including strategies on students and teachers to up their game to improve students' performance. Contrary, long service duration also enables Board members have certain characteristics such as promptness, adequate command of instructional materials and confidence. This is expected to translate to better academic performance.

**Table 6: Period of service of the respondents**

<b>Demographic Characteristics</b>		<b>BOM</b>		<b>Principals</b>		<b>Teachers</b>	
<b>Freq</b>	<b>Percentage</b>	<b>Freq</b>	<b>Percentage</b>	<b>Freq</b>	<b>Percentage</b>	<b>Freq</b>	<b>Percentage</b>
<b>Work Duration</b>							
0-5years	11		10	1	6.2	17	12.9
6-11years	21		18.8	5	40.3	43	32.5
12-17years	24		22.4	3	26.2	47	35.8
Over 18years	54		48.8	4	27.3	25	18.9
<b>Total</b>	<b>110</b>		<b>100</b>	<b>13</b>	<b>100</b>	<b>132</b>	<b>100</b>

#### 4.3 Descriptive Statistics

##### 4.3.1 Teachers' response on provisions of monetary incentives

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

**Table 7: Teachers' response on provisions of monetary**

<b>Statement</b>	<b>SD</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>SA</b>	<b>Mean</b>	<b>StdDev</b>
There is provision of housing facilities We are provided incentives in terms of	33.30%	33.30%	12.80%	11.10%	9.50%	2	1

monies	28.80%	39.50%	10.70%	10.30%	10.70%	2	1
We have							
organized trips	25.10%	42.80%	8.60%	14.00%	9.50%	2	1
We are							
provided free							
meals	22.60%	47.30%	9.50%	9.10%	11.50%	2	1

**Average** **2** **1**

The respondents were asked to respond on statements provision of incentives to teachers. The responses were rated on a five Likert scale. Results in table 7 revealed that majority of the respondents who were 66.6 percent disagreed that there is provision of housing facilities. The results also showed that majority of the respondents who were 68.3 percent of the respondents disagreed that they are provided incentives in terms of monies. The results also showed that majority of the respondents who were 67.9 percent of the respondents disagreed with the statement that trips were organized to motivate and boost the morale of teachers. The results also revealed that majority of the respondents who were 69.9 percent of the respondents disagreed that they were provided non monetary incentives such as free meals. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

#### 4.3.2 Provision of rewards by board of management

The second objective was to establish the influence of provision of rewards by Board of Management to students on students' performance in Kenya Certificate of Secondary Education in Athi River Sub-county, Kenya. The responses were rated on a five Likert scale. Results findings were presented in table 8.

**Table 8: Provision of rewards to students**

<b><u>Statements</u></b>	<b><u>SD</u></b>	<b><u>Disagree</u></b>	<b><u>Neutral</u></b>	<b><u>Agree</u></b>	<b><u>SA</u></b>	<b><u>Mean</u></b>	<b><u>Std Dev</u></b>
There are trips for outstanding students	28.80%	45.30%	11.90%	7.40%	6.60%	2	1
Performing students are given prizes in terms of cash free meals are organized to	32.90%	45.30%	6.60%	10.70%	4.50%	2	1

motivate students	28.40%	53.90%	7.80%	4.10%	5.80%	2	1
Learning tools like							
sets are given to							
performing							
students	35.00%	50.60%	4.90%	3.70%	5.80%	2	1
<b>Average</b>						<b>2</b>	<b>1</b>

Table 8 result findings indicated that majority of the respondents who were 74.1 percent disagreed that trips are organized for outstanding students. The results also showed that majority of the respondents who were 78.2 percent of the respondents disagreed that there was provision of prizes for best performing students. The results also showed that majority of the respondents who were 82.3 percent of the respondents disagreed with the statement that the school provides non monetary incentives such as free meals to motivate students. The results also revealed that majority of the respondents who were 85.6 percent of the respondents disagreed that learning materials were issued as presents for outstanding students. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

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

#### 4.3.3 Involvement of teachers in target setting and students' performance

The third objective was to establish the influence of teachers' involvement in target setting by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi-River Sub County, Kenya. Results findings were presented in table 9.

**Table 9: Involvement of teachers in target setting and students' performance**

Statement	SD	Disagree	Neutral	Agree	SA	Mean	Std Dev
We set target for each subject	29.20%	44.40%	7.80%	12.80%	5.80%	2	1
We have overall target for the school	30.90%	49.80%	8.60%	5.30%	5.30%	2	1
I am conscious of time							

management I monitor students' progress through frequent evaluations	30.00%	35.00%	18.90%	7.40%	8.60%	2	1
<b><u>Average</u></b>						<b><u>2</u></b>	<b><u>1</u></b>

In table 9 majority of the respondents who were 73.6 percent disagreed that there was any established set targets for each subject. The results also showed that majority of the respondents who were 80.7 percent of the respondents disagreed that there is overall target for the school that is reviewed every year. The results also showed that majority of the respondents who were 65 percent of the respondents disagreed with the statement that time management is upheld by all teachers to achieve targets. The results also revealed that majority of the respondents who were 73.3 percent of the respondents disagreed that the school frequently monitors students' progress through frequent evaluations. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

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

#### 4.8.4 Adequacy of learning resources and students' performance

The forth objective was to establish the influence of provision of learning resources by Board of Management on students' performance in Kenya Certificate of Secondary Education in Athi River sub-county, Kenya. Results findings were presented in table 10.

**Table 10: Adequacy of learning resources and students' performance**

<b><u>Statement</u></b>	<b><u>SD</u></b>	<b><u>Disagree</u></b>	<b><u>Neutral</u></b>	<b><u>Agree</u></b>	<b><u>SA</u></b>	<b><u>Mean</u></b>	<b><u>Std Dev</u></b>
Our school have experienced and skilled language teachers Our school has fully equipped science	32.90%	45.30%	6.60%	10.70%	4.50%	2	1



laboratories We	28.40%	54.30%	7.40%	4.10%	5.80%	2	1
have a fully							
equipped library	30.50%	46.10%	5.80%	9.90%	7.80%	2	1
Our school has							
sufficient							
teaching aids	21.40%	42.40%	13.60%	11.50%	11.10%	2	1

**Average** **2** **1**

Table 10 results showed that majority of the respondents who were 78.2 percent disagreed the school had experienced and skilled language teachers. The results also showed that majority of the respondents who were 82.7 percent of the respondents disagreed that their school have fully equipped science laboratories. The results also showed that majority of the respondents who were 76.6 percent of the respondents disagreed with the statement that schools have fully equipped libraries. The results also revealed that majority of the respondents who were 63.8 percent of the respondents disagreed the schools had sufficient learning aids for students. On a five point scale, the average mean of the responses was 2.0 which means that majority of the respondents were disagreeing to the statements in the questionnaire. The standard deviation was 1.0 meaning that the responses were clustered around the mean response.

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

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

#### **4.3.5 Students performance: A comparison of the three sub counties**

The study sought to compare the mean scores and mean grades for the three sub counties of Athi River, Machakos and Kathiani. Results for the four years were presented in table 11.

**Table 11: Mean scores and mean grades for three sub counties**

Mean score	Athi River	Machakos	Kathiani
2015	5.61	6.57	6.43
2014	5.25	6.12	6.05
2013	4.88	6.03	6.12
2012	4.95	5.87	5.54
<b>Average</b>	5.1725	6.1475	6.035

Grade Comment	D+ Poor	C Fair	C Fair
Table 11 result findings shown that Athi River had an overall mean score of 5.1725, graded at D+, Machakos overall mean score of 6.1475 graded at C- while Kathiani had overall mean score for the four years of 6.035 graded at C-. These results therefore imply that Athi-River SubCounty is still underperforming as compared to the neighboring Machakos and Kathiani Sub counties. Comments rating also agree with those in the questionnaire (check teachers questionnaire in the appendices). The poor performance will deny a student transition to these institutions, be denied employment opportunities and finally participation in development of national economy. <b>4.4 Inferential Statistics</b>			

#### 4.4.1 Regression Analysis

Table 12 provides the results on the analysis of the variance (ANOVA). This was to establish whether there was any significant difference among the variables means. Independent variables were explored to determine whether there existed any significance difference with the dependent variable (students' performance). It was necessary to use ANOVA to compare the means of variables for statistical significance.

**Table 12: Analysis of variance and students' performance**

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

Table 12 results indicate that the overall model was statistically significant. Further, the results imply that the independent variables which include provision incentives to teachers, provision of rewards to students, involvement of teachers in target setting and provision of learning resources are good predictors of students' performance. This was supported by an F statistic of 54.818 and the reported p value (0.000) which was less than 0.05 level of significance. Therefore, the result findings from the ANOVA showed that there exist a significant difference between the independent variables and the dependent variable. This is supported by Eberts, Hollenbeck & Stone (2002) study who found that provision of incentives to teachers and students improves overall students' performance.

A model summary of the combined influence of independent variables on the dependent variable was presented. The results presented in table 13 present the fitness of model used in the regression model in explaining the study phenomena.

**Table 13: Model summary of the relationship between variables**

Indicator	Coefficient
R	0.692

R Square      0.480

Table 13 presents provision of incentives, rewards, achievable target setting and provision of learning resources were found to be satisfactory variables in explaining students' performance. This is supported by coefficient of determination also known as the R square of 48 percent. This means that incentives, rewards, achievable target setting and provision of learning resources explain 48 percent of the variations in the dependent variable which is students' performance in Athi River Sub County. This therefore shows that there are other factors that affect the performance of students which are not included in the model. This results further means that the model applied to link the relationship of the variables was satisfactory.

**Table 14: Regression analysis of independent variables and dependent variable**

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

Table 14 on regression of coefficients results shows that provision of incentives and students' performance are positively and significantly related ( $r=0.291$ ,  $p=0.000$ ). The table further indicates that provision of rewards and students performance are positively and significantly related ( $r=0.262$ ,  $p=0.000$ ). It was further established that target setting and students' performance were positively and significantly related ( $r=0.228$ ,  $p=0.000$ ) while provision of enough learning resources and students performance were also positively and significantly related ( $r=0.340$ ,  $p=0.000$ ). This multiple regression model links the relationship between the independent variables (provision of incentives, provision of rewards, involvement of teachers in target setting and provision of sufficient learning resources) and dependent variable (students' performance). This therefore means that provision of incentives to teachers and rewarding students induces renewed morale to work hard in order to be rewarded or given incentive. This in turn improves the performance of students. Target setting enables both students and teachers to remain focused to the core objective of improving performance. Thus, the optimal model for the study is;

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

## 5.0 DISCUSSION CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Discussion

The first objective was to establish the influence of provision of learning resources by Board of

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

The second objective was to establish the influence of incentives by Board of Management (BOM) to teachers on students' performance. Provision of incentives and students' performance was also positively and significantly related. Provision of incentives was found to be satisfactory variables in explaining students' performance. Regression of coefficients results showed that provision of incentives and students' performance are positively and significantly related. Institutions that had embraced a culture of giving incentives by rewarding teachers with financial rewards were found to perform exemplarily well. The rationale for monetary rewards for teachers programs is the notion that teachers may be motivated by incentive pay to work harder. A bonus payment to teachers, according to other researchers can improve student academic performance.

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

The forth objective was to investigate the influence of teachers' involvement in target setting by Board of Management on students' performance. It was established that target setting and students' performance were positively and significantly related. Established target setting was found to be satisfactory variables in explaining students' performance. Regression of coefficients indicated that established target setting and students' performance were positively and significantly related. The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The level at which targets are set would be used to induce more effort from teachers and schools, provided that incentives were sufficient. The target benchmark would be set either on the basis of the achievements of the average or the most 'successful' school or teacher. Targets assist the teachers with a basis for improvement. They could now monitor progress based on how much point above or off target they are.

## 5.2 Conclusions

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

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

Based on the findings the study also concluded that target setting influences students' performance. The main aim of target setting is to raise educational standards. Target setting is also a key tool for raising expectations and standards. The level at which targets are set would be used to induce more effort from teachers and schools, provided that incentives were sufficient. The target benchmark would be set either on the basis of the achievements of the average or the most 'successful' school or teacher. Targets assist the teachers with a basis for improvement. They could now monitor progress based on how much point above or off target they are. Based on the findings the study further concluded that sufficient learning resources influence students' performance. Availability of learning resources therefore enhances the effectiveness of schools as they are the basic resources that bring about good academic performance in the students. The necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

## 5.3 Recommendations

The BOM members should be sensitized on the importance of good governance practices since it was found that provision of incentives, sufficient learning resources do influences students' performance. They can therefore impalement them in their respective schools as initiatives to improve students' performance

Every school should be mandated to have BOM members appointed after gaining the required professional qualification in governance practices in secondary schools. The school management should be advised on the need to include checking the BOM members' professional qualification in financial management. This will ensure that boards of management are able to manage school funds effectively, use them to purchase school learning resources, reward teachers and students. These practices in the long run will improve overall students' performance.

The training institutes like KEMI should organize tailor made courses for BOM members to equip them with the right knowledge on best governance practices in schools. This will help them identify the best ways to manage schools; reward teachers as a step to encourage them work hard and boost students' performance.

Principals and teachers should also devise various ways to reward their students as an encouragement for those who have shown exemplary performance.

The respondents also pointed out various suggestions to improve on performance in schools. The suggestions included; provide adequate teaching and learning resources, encourage BOM



undertake management courses, provision of rewards and incentives among students and teachers and hold consultative meetings to discuss school progress.

#### **5.4 Areas for Further Studies**

Since the study was carried out in one county only, more studies should be replicated in other counties in Kenya to establish whether the same results still hold.

There is need for further research on other governance practices that influence students' performance other than the four identified in this research.

Studies may also be done on the Boards of management governance practices using other research instruments other than a questionnaire and interview to establish whether the same results will be obtained.

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