

**BOARD OF MANAGEMENT STRATEGIES AND THEIR INFLUENCE ON
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION IN NAROK COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Student

This research project is my original work and has not been presented for a degree in any other University or for any other award.

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Date...30th October 2024.....

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Approval by the Supervisor

I confirm that the work in this research project has been prepared by the candidate under my supervision.

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DEDICATION

I dedicate this work to my wife, Alice Bosibori and children, Benard Wesa, Justine Wesa and Timothy Wesa, for their support during my studies.



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I am greatly indebted to my supervisor, Prof. Pamela Ochieng', for her necessary corrections and invaluable input in compiling this document. I also wish to thank Almighty God for having provided me with an opportunity to pursue my studies to this level. Much appreciation also goes to my friends and several individuals who have been actively involved in the discussions which have ended up in the development of this research project. I also owe much gratitude to the many authors and researchers whose articles, journals and theses have formed the basis for my study. For my lecturers and colleagues at Mount Kenya University, I owe all of you a lot of gratitude.



ABSTRACT

Strategies adopted by the school Board of Management (BoM) play an important role in ensuring that students register impressive academic grades in the Kenya Certificate of Secondary Education (KCSE). However, in public secondary schools in Trans Mara East Sub-county, performance in KCSE is low. Thus, the purpose of this study was to examine the influence of board of management strategies on performance in KCSE in Trans Mara East Sub-county, Narok County, Kenya. The objectives were; assessing the influence of school BOM's teacher recruitment, motivation, supervision of curriculum implementation and provision of curriculum support materials on performance in KCSE. The study was guided by the management systems theory and academic achievement theory. The study adopted a mixed methodology and concurrent triangulation design. Target population totaled 785 respondents comprising 32 principals, 208 teachers, 544 members of school BOM and the Sub-county QASO from which a sample of 265 respondents was obtained using Yamane's Formula. Stratified sampling was applied to create four strata based on the number of zones in Trans Mara East Sub-county. From each zone, three principals and 30 members of school BOM were sampled using purposive sampling and the SCQASO. However, from each zone, simple random sampling was applied to select 33 teachers. This sampling procedure realized a sample size of 12 principals, 120 BoM members, the SCQASO and 132 teachers. A questionnaire was applied to gather data from teachers whereas interview guides for principals, members of school BoM and SCQASO. Piloting was conducted among 27 respondents from a sample of secondary schools in Trans Mara East sub-county to test the validity, reliability, credibility and dependability. Validity was established using expert judgement. Reliability was established using test re-test method and a reliability index, $r = 0.725$, was obtained using Cronbach Alpha Method, which indicated high internal reliability. Credibility was ascertained by data triangulation through multiple analyses and dependability through detailed reporting of the data collection process. Data analysis began by identifying common themes. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences (SPSS Version 23) and presented using tables. The study found that students' performance in KCSE in Trans Mara East Sub-county has been low for the last five years (2019-2023). This has been attributed to management strategies adopted by school BoM in terms of ineffective teacher recruitment, teacher motivation, supervision of curriculum implementation and inadequate provision of curriculum support materials. Thus, the study recommends that school BoM should ensure that staff hired are qualified with relevant educational level, pre-requisite experience and have an understanding of the nature of their work. School BoM should prioritize and facilitate continuous professional development for teachers. This may include workshops, training sessions, monetary incentives and opportunities to pursue further education. School BoM should implement a robust system to monitor and evaluate students' performance. School BoM should partner with other stakeholders such as Public Benefits Organizations and donors to ensure that public secondary schools have adequate curriculum support materials.

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LIST OF ABBREVIATIONS AND ACRONYMS

APEL	Assessment of Prior experiential learning
BEFA	Basic Education For All
BOM	Board of Management
CCAs	Co-curricular Activities
IEBC	Independent Electoral and Boundaries Commission
IIEP	International Institute of Education Programme
KCSE	Kenya Certificate of secondary Education
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
RoK	Republic of Kenya
SPSS	Statistical Package for Social Sciences
SCQASO	Sub-county Quality Assurance and Standards Officer
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
VET	Vocational Education Training

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter highlights the background to the study, statement of the problem, the purpose of the study, objectives, research questions, rationale, significance, scope, delimitations, limitations and assumptions of the study. It also provides operational definitions of terms.

1.1 Background to the Study

Board of management strategies play an important role in school management worldwide. According to Hermalin and Weisbach (2013), School Boards of Management refers to a set of elected and appointed members who are stakeholders in schools whose mandate is to oversee the implementation of education policies and curriculum objectives. In India, for example, Baysinger and Butler (2014) posit that school Boards of Management (BOMs) are tasked with the responsibilities of coordinating and monitoring school activities, managing the school resources economically, efficiently and effectively for the school. However, to achieve these objectives, school BOM adopts a multiplicity of management strategies.

Cotton (2013) opines that school BOMs strategies are a set of approaches adopted to achieve their objectives. According to Cotton (2013), such strategies include, but are not limited to, teacher recruitment strategies, teacher motivation strategies, supervision of curriculum implementation and above all, provision of curriculum support materials. In the same token, in Kuala Lumpur, Deborah (2014) notes that school BOM is tasked with the responsibilities of developing a school culture conducive to teaching and learning through shared leadership and decision-making, risk-taking, management of students' discipline and co-curricular activities.

However, the extent to which such strategies adopted by school BOM influence the academic performance of students in public secondary schools is yet to be fully established. According to Reusen (2013), academic performance entails the achievement of students in internal and national examinations. For example, in Yemeni, any learner in secondary school who scores a mean grade of 75% and above is considered to manifest excellent academic performance (Agran, 2012). Such is the case in countries such as the Netherlands, Germany and United Kingdom (Agran, 2012). Despite these postulations, many students still register low grades in their internal and national examinations.

In the Netherlands, Taylor and Francis (2010) opine that school BoM recognizes the fact that a teacher is an agent in the implementation of the secondary school education curriculum. Taylor and Francis (2010) further argue that the importance of the teacher, as a central change agent, is primarily responsible for the successful students' achievement in internal and national examinations. Thus, Taylor and Francis (2010) assert that teacher management strategies such as recruitment, motivation and supervision are key to the improvement of academic performance in secondary schools. However, the extent to which such practices contribute to academic performance in public secondary schools remains fully unexplored.

In Venezuela, for example, the performance of students in internal, joint and national examinations is still low at 36.1% although school BOM undertakes teacher management activities such as motivation and remuneration. In many countries in Sub-Saharan Africa, there is recognition that board of management strategies adopted as key to the improvement of students' academic grades. For example, in Botswana, Chapman and Burchfield (2011) posit that educational experts consider the board of management as the driving force and main source of the organizational development and academic

growth of students. In Nigeria, Enueme (2010) posits that school Boards of Management are tasked to train and supervise teachers, participate in curriculum implementation and coordinate collaboration among stakeholders in secondary school. Besides, the officers are also tasked to inspect secondary schools, but in the process, make secondary school teachers feel relaxed that they benefit from the inspection experience (Enueme, 2010). According to Akyyeampong (2011), this supervision should be based on understanding and respect of the judgments that emerge from the officers' reports to have positive results towards the quality development of a more inclusive environment for all secondary school students. This information is aimed at benefiting parents and members of the countries who have a right to know about the students' academic performance provided by secondary schools since concerned parties have a right to see education standards and get satisfaction.

In Botswana, where academic performance in secondary schools has been characterized by low and dismal academic grades in internal and national examinations, the role of school Boards of Management has been brought into focus (Adayemi, 2012). However, much is yet to be done to enumerate how activities that school Boards of Management undertake determine enrollments, attendance, state of work environments and parents' knowledge of the secondary school. Furthermore, school BoM plays a role in identifying secondary schools where the students' academic achievement provided is not satisfying and makes provision for additional support.

In Kenya, despite all the benefits that may accrue from secondary school as stated above and the commitments made by the government to achieve Basic Education for All (BEFA) through secondary school, there is still a poor performance of secondary schools (Abenga, 2010). This calls into question the practices adopted by school BOM. In Trans Mara East Sub-county, Tobiko (2014) posits that the board of management

strategies is regarded as key to the academic success of students in public secondary schools. However, in public secondary schools in Trans Mara East Sub-county, the situation is different with many students registering low academic grades in KCSE (Ministry of Education, 2019). For example, a report by the Ministry of Education (2019) shows that Trans Mara East Sub-county registered 30.6% in 2016, 29.4% in 2017, 32.2% in 2018 and 34.3% in 2019 which paints a picture of low academic performance compared to the national aggregate. Despite these statistics, many empirical studies had not interrogated the extent to which board of management strategies influences academic performance in public secondary schools, hence the need for this study.

1.2 Statement of the Problem

School boards of management play an important role in ensuring that students register impressive academic grades in national examinations by adopting myriad management strategies. However, in public secondary schools in Trans Mara East Sub-county, the situation is quite different with academic performance being low. As noted earlier in the background, the Ministry of Education (2019) reports that Trans Mara East Sub-county registered 30.6% in 2016, 29.4% in 2017, 32.2% in 2018 and 34.3% in 2019 which paints a picture of low academic performance compared to the national aggregate. Efforts to mitigate these challenges have not yielded much remarkable progress and have compromised the quality of education offered in public secondary schools. Despite these findings, many empirical studies had not exhaustively interrogated the extent to which the board of management influences performance in KCSE in public secondary schools.

1.3 Purpose of the Study

The purpose of this study was to examine the board of management strategies and their influence on performance in Kenya Certificate of Secondary Education in Trans Mara East Sub-county, Narok County, Kenya.

1.4 Objectives of the Study

This study was guided by the following research objectives:

- i. To examine how BoMs' teacher recruitment strategies influence performance in KCSE in Trans Mara East Sub-County,
- ii. To establish the influence of BoMs' teacher motivation strategies on performance in KCSE in Trans Mara East Sub-County,
- iii. To examine how BoMs' supervision of curriculum implementation influences performance in KCSE in Trans Mara East Sub-County,
- iv. To assess the influence of BoMs' provision of curriculum support materials on performance in KCSE in Trans Mara East Sub -County.

1.5 Research Questions

This study was guided by the following research questions:

- i. How do BoMs' teacher recruitment strategies influence performance in KCSE in Trans Mara East Sub-County?
- ii. To what extent do BoMs' teacher motivation strategies influence performance in KCSE in Trans Mara East Sub-County?
- iii. What is the influence of BoMs' supervision of curriculum implementation on performance in KCSE in Trans Mara East Sub-County?
- iv. To what extent do BoMs' provision of curriculum support materials influence performance in KCSE in Trans Mara East Sub -County?

1.6 Rationale of the Study

As noted earlier, public secondary schools in Trans Mara East Sub-county register low performance in KCSE. MoE (2019) noted that, in KCSE, Trans Mara East Sub-county registered 30.6% in 2016, 29.4% in 2017, 32.2% in 2018 and 34.3% in 2019 which paints a picture of low academic performance compared to the national aggregate. However, few studies had interrogated the influence of school BOM strategies on performance in KCSE.

1.7 Significance of the Study

Teachers may benefit from this study since the study may give recommendations that might be used to ensure adequate preparation of the secondary school teachers to acquire adequate content and pedagogical skills to ensure efficiency and quality in teaching and learning in secondary schools. Curriculum developers and policy makers may benefit from these findings in updating the secondary school curriculum, further it may shed light on the traditional concurrent programme in teacher education and suggest ways forward for improving students' academic achievement. This may enable policy-makers to evaluate and review the operations of institutions for better service delivery.

The study may also provide a database and add knowledge on the factors influencing the delivery of students' academic achievement in Trans Mara East Sub-county. Since such a study has not been instituted before, it may fill the gap in this very important area. Further, the report may serve as a source of reference to the general public and interested bodies in secondary school education. Finally, the findings of the study may stimulate interest and further research in the area for educators to improve students' academic achievement.

1.8 Scope of the Study

This study was carried out in public secondary schools in Trans Mara East Sub-county only. The study focused on the influence of Board of Management strategies on performance in KCSE in public secondary schools. The study adopted a mixed methodology and thus, concurrent triangulation research design. In this study, questionnaires were used to collect quantitative data from teachers whereas interview guides were used to collect qualitative data from principals and members of school BOM. The study was conducted between May and July 2023.

1.9 Limitations of the Study

The study encountered the following limitations:

- i. The area of study has a poor road network with many sampled secondary schools in the rural areas being inaccessible. To overcome this, the researcher used motorbikes to access the sampled public secondary schools in such remote areas.
- ii. Some of the respondents were unwilling to volunteer correct information on academic performance for fear of victimization. In this case, the researcher explained to them that they would not be victimized, but rather, the study aimed at complementing their efforts in improving the academic performance of students in KCSE.
- iii. Accessing critical documents such as records of academic performance of public secondary schools may be difficult for fear of victimization. In this case, the researcher explained to them that the data were purely for academic purposes and that the study aimed at complementing their efforts in improving KCSE performance in their secondary schools.

1.10 Delimitations of the Study

The study was anchored on the following delimitations:

- i. In this study, quantitative data will be collected from teachers whereas qualitative data will be gathered from principals and members of school BOM in public secondary schools in Trans Mara East Sub-county.
- ii. The study will focus on school BOM involvement in teacher recruitment, teacher motivation, supervision of curriculum implementation and provision of curriculum support materials as the main strategies which influence students' performance in KCSE in public secondary schools.

1.1.1 Assumptions of the Study

The study made the following assumptions:

- i. That BoMs' teacher recruitment strategies influences performance in KCSE in Trans Mara East Sub-County,
- ii. That BoMs' teacher motivation strategies influence performance in KCSE in Trans Mara East Sub-County,
- iii. That BoMs' supervision of curriculum implementation strategies influences performance in KCSE in Trans Mara East Sub-County,
- iv. That BoMs' provision of curriculum support materials influence performance in KCSE in Trans Mara East Sub -County.
- v. That the respondents would be competent and cooperative during the study and give correct information.

1.12 Operational Definitions of Key Terms

Board of Management Strategies: refers to ways and means adopted by school BOM to ensure that public secondary schools register good grades in KCSE.

Performance in KCSE: refers to the learning outcomes of students in public secondary schools. This will be measured using KCSE results.

Provision of Curriculum Support Materials: refers to the act of ensuring that teaching and learning materials are available in secondary schools. This entails availing of stationery, teaching and learning aids.

Supervision of Curriculum Implementation: are activities undertaken by school BOM to assess the extent to which secondary school teachers implement secondary school curriculum witnessed through improved academic achievement.

Teacher Motivation Practices: refer to a set of approaches developed by school BOM to encourage teachers to register improved performance.

Teacher Recruitment Practices: these are the approaches that school BOM engages in to analyze the requirements of a job, attracting teachers to that job, screening and selecting applicants, hiring, and integrating the new employee into the organization.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter highlights the literature of the previous studies related to this study. The study provides a variety of views from different studies related to the issues being investigated. The review is based on the concept of academic performance, the concept of school Board of Management Strategies and the influence of BOM's teacher recruitment, teacher motivation, teacher supervision and provision of curriculum support materials on performance in Kenya Certificate of Secondary Education. It also provides theoretical and conceptual frameworks and a summary of the literature review citing research gaps identified.

2.1 Empirical Literature Review

Empirical literature is reviewed based on the concept of academic performance, the concept of school Board of Management Strategies and the influence of BOM's teacher recruitment, teacher motivation, teacher supervision and provision of curriculum support materials on performance in Kenya Certificate of Secondary Education.

2.1.1 The Concept of Performance in Kenya Certificate of Secondary Education

Academic performance of secondary school students has achieved an exalted status bolstered by the several numbers of references to them in conferences, official documents and communiqués. According to Smilansky and Shefatya (2010), this is in total contrast to the poor level of understanding associated with them and their relatively rare practical implementation across the entire world. Detailed experience of academic performance is limited to just a few countries at both the institutional and national levels.

Academic performance represents one of the essential building blocks for transparent higher education systems and qualifications (Rubin, Kenneth & Coplan, 2010). They have a reputation as rather wide tools, yet it is this basic underpinning function that makes them so significant. Academic performance and outcomes-based approaches have implications for curriculum design, teaching, learning and assessment, as well as quality assurance. Smith, Dalglish and Herzmark (2011) assert that academic performance is likely to form an important part of twenty-first-century approaches to higher education and the reconsideration of such vital questions as to what, who, how, where and when we teach and assess.

The very nature and role of education are being questioned, now more than ever before, and academic performance are important tools in clarifying the results of learning for secondary school students, citizens, employers and educators. In terms of curriculum design and development, academic performance is at the forefront of educational change in secondary school programmes. They represent a change in emphasis from teaching to learning typified by what is known as the adoption of a learner-centered approach in contrast to a traditional teacher-centered viewpoint. According to Smith et al (2011), learner-centered learning produces a focus on the teaching and learning an assessment relationship and the fundamental links between the design, delivery and measurement of learning.

Academic performance is not an isolated tool at the secondary school level of curriculum design but also represent an approach that plays a significant role in a much wider context that includes: the integration of academic and vocational education and training (VET), the assessment of prior experiential learning (APEL), the development of lifelong learning qualifications frameworks, the development of credit transfers and accumulation systems.

Bandura (2007) emphasized the clear identification and measurement of learning and the need to produce observable and measurable outcomes. The academic performance approach among secondary school students was subsequently further developed by educational authorities in Australia, New Zealand, South Africa, the United Kingdom and more recently by Denmark, Sweden, Ireland and other parts of Europe. From these beginnings, the emphasis on academic performance has evolved to encompass all subject areas and has moved from the vocational education and training fields through to higher education.

Academic performance is a statement of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning, that is, the results of learning. They are usually defined in terms of a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences. The academic performance approach reflects a conceptual shift towards making learning more meaningful and effective. For a variety of understandable reasons many secondary school students approach education as alienated intellectual labor rather than something good for them, learning that enhances their lives (Smith et al, 2011).

Making education more meaningful for these secondary school students requires that they acquire a sense of the educational project as enabling them to lead a richer and more empowered life rather than a task done primarily to satisfy the demands of others. By explicitly building educational experiences based on what secondary school students should be able to do with their knowledge, the academic performance approach helps the educational community understand the point of the activity.

2.1.2 The Concept of School Board of Management Strategies

A great deal of literature exists on the school Board of Management, much of which has its roots in organization theory and development (Robertson, 2008). One of the more important concepts is the idea that schools operate as social systems and are part of larger social systems. Individuals (teachers, students), organizations (schools), and larger environments (communities, towns, and cities) interact with one another through social processes. One way of describing and understanding organizations is to understand that social processes provide the foundation for how groups operate. Coombs (2002) asserted that, in applying the social process model, four common elements are identified as important to effective school Board of Management.

Management needs to be comprehensive, collaborative and continuous. In addition, it needs to commit all involved: administrators, teachers, parents, and other community representatives. A seminal study conducted in Australia by Talbot and Glenda (2005) indicated that the goal of the school Board of Management is to develop, clarify or review the educational mission, vision, philosophy, curriculum, and instructional delivery. School Board of Management involves a variety of school and community workshops and surveys to identify and clarify needs and sharpen the vision of the district.

Long-range management activities, such as demographic studies, financing options, site acquisitions, and community partnering opportunities are often initiated by the local administration as a response to the results of the school Board of Management (Talbot & Glenda, 2005). An outcome of long-range management is the development of a comprehensive capital improvement program to address unmet facility needs. Seen from the UNESCO (2012) point of view, the concept of school Board of Management involves a succession of interdependent actions namely: clarification of educational

objectives, diagnosis of present conditions and recent trends, assessment of alternatives, translation of plans into action and evaluation and adjustment. To corroborate these views, Uemura (2009), in an assessment study conducted in the Czech Republic, indicated that UNESCO's (2013) point of view is the analytical approach to the functions of the school Board of Management which entails preparing and subsequently evaluating a set of decisions or future action aimed at achieving a specific set of educational goals.

Uemura (2009) underscored the fact that educational planners in any given situation must take into account the state of the society, its educational needs, the nature of the students within the system, their needs and aspirations, critical reexamination of the system of education for improvement and the ability of the economy to support the programmes for education. In other words, the school Board of Management, therefore, proceeds from “what was to what is and what should be in the overall interest of progress and development”. Uemura (2009) suggested that there must be forecasting as a prerequisite for management and the planner must know what is likely to happen if the present trends. In the same vein, the planner ought to put up a programme for action, a blueprint for translating policy into practical needs and utility.

In most countries in Sub-Saharan Africa, the school Board of Management has not been without its fair share of challenges (Lasker et al, 2011). Ghana Education Service (2004), in a study carried out in Kumasi Town in Ghana, noted that the setting of bold targets, the making of large promises, and the very expansion of education fired an increase in popular expectations and educational demand that fed on itself and soon got out of hand. The widening gap between educational demand and capacity was compounded by a youth population explosion which turned the original expansion targets into moving targets (Ghana Education Service, 2004).

While children clamoring to go to school is a joyous sight, it has also been an unnerving sight for school authorities who must turn a large number of them away. Ghana Education Service (2004) further noted that such enormous popular demand was an effective political pressure for boosting education budgets, the budgets could not possibly keep pace with the rising costs and student numbers. Besides, the school Board of Management in developing countries must take into account the volume and nature of international resources available for the education sector. These, among others, depending on the views held by the international development community on the role of education in the development process.

In countries such as Lesotho, Zimbabwe and Botswana, the economic feasibility of the targets had never been tested and was rested on blind faith that somehow the necessary means for achieving the educational goals would arrive (Hope & Timmel, 2004). In instances where testing had been done, the costs had typically been under-estimated and prospective income over-estimated. In Kenya, over time, various forecasting techniques and simulation models have been developed which aimed at orienting the educational investments either according to the needs of the labour market (manpower approach), or to the social demand for education (social demand approach), or the needs of education sub-sectors with the best rate of return (cost-benefit approach), or a more-or-less harmonious combination of these three approaches (Makabila, 2011).

In a study carried out in Kisumu East District, Omollo (2012) noted that, at the beginning of the 1960s, the school Board of Management was seen as a 'must' for the newly independent countries for them to move ahead quickly and systematically with their human resource development. Management units were set up in ministries of education but were highly dependent on external expertise. The International Institute for Education Programme (IIEP) was created to train national management experts at

UNESCO headquarters in Paris and the field. Several relatively sophisticated educational plans were prepared. However, Omollo (2012) reported that in many instances the results did not live up to the expectations and disenchantment with the classical management approach, which was already underway in the 1970s, became more vigorous in the 1980s. Omollo (2012) further notes that the International Institute for Education Programme (IIEP) embarked on a series of case studies designed to shed light upon several major problems confronting educational planners in developing countries.

Omollo (2012) enumerates these problems as the integration of educational and economic management, the costing and financing of educational development, the supply of and demand for teachers, the effect of rapid expansion on the quality of education, the management of adult education, the bearing of education management upon external aid, and the administrative aspects of management, including implementation. However, such education plans have been criticized in the current discourse. In a seminal analysis of the Kenya Education Systems, Amutabi (2011) has intimated that the educational plans have too much focus on plan preparation and not enough on plan implementation. Amutabi (2011) notes that it was assumed too quickly that once a good educational plan had been prepared the implementation would follow almost automatically.

Hence very few mechanisms were set up for systematic monitoring of plan implementations. In other words, the fact that many plans were prepared by external technical assistants, did not facilitate national ownership without which implementation is likely to fail. Such challenges have percolated downwards to counties and Trans Mara East Sub-county is not an exception. Amutabi (2011) posits that educational plans are being prepared by the management units and their technical assistants in a top-down,

technocratic way with little or no involvement from the rest of the ministry staff, not to mention the staff at decentralized levels of management and civil society partners. In Trans Mara East Sub-county, education management has always been inadequate in line with the enormous challenges facing the educational system. The lack of effective management poses a significant obstacle to the advancement of education. The success of any educational system hinges on proper management. RoK (2005) indicates that management of human and material resources has evolved to guide the allocation and utilization of educational resources in the school systems. Such management is required to arrest areas of wasted resources and to make educational production more successful.

Consequently, for any educational system to truly develop, effective management is indispensable as education and management are essential characteristics for effective education. The consequence has been a severe lack of identification with or even knowledge of the educational objectives of the plan and priority actions by those responsible for implementing it (Amutabi, 2011). This situation calls for further interrogation and thus the study.

2.1.3 School BOM's Teacher Recruitment Strategies and Students' Performance in KCSE

Teacher recruitment as a human resource management function is one of the activities undertaken by school BoM that impact critically on the students' performance in national examinations in any school. Anderson and Cunningham-Snell (2011) assert that, while it is understood and accepted that poor teacher recruitment decisions continue to affect student academic undertakings, which in turn affects school performance in national examinations and limits goal achievement, it is taking a long time for secondary school BOM in many countries to identify and implement new, effective hiring strategies.

Cognizant of these assertions, Haroon (2010), in a study carried out in Pakistani, revealed that acquiring and retaining high-quality talent is critical to school's success. That is, it involves hiring a teacher with the right qualifications, positive attitude and sufficient teaching experience. Haroon (2010) further indicated that, due to redundancies and retirements, many schools are faced with the problem of identifying and selecting the best staff to fill vacancies left. These findings affirm the fact that teacher recruitment strategies adopted by school BOM are vital functions of human resource management for any type of school.

A study conducted in Kuala Lumpur by Stewart and Knowles (2014) revealed that the availability of a competent and efficient teaching force does not happen by gambling, but through an articulated teacher recruitment exercise by education stakeholder managers including school BOM. In other words, larger schools adopt sophisticated teacher recruitment processes with a majority of smaller schools relying on referrals and advertising as their teacher recruitment strategies of choice (Stewart & Knowles, 2014). Based on the need to identify teachers' skills that underpin students' academic performance in national examinations in public secondary schools cannot be overemphasized, if those underlying skills, knowledge and attitude have been identified, teacher recruitment and selection process become presently the only known way to ensure that applicant with the requisite skills and qualities are successfully attracted to the secondary schools.

In most countries in Sub-Saharan Africa, Richard and Johnson (2015) note that secondary school is learner-centered hence, the desire of secondary schools to attract quality teachers to their activities undertaken by school BoM to achieve the school objectives through optimum academic performance in national examinations and directed towards achieving school goals.

Richard and Johnson (2015) argue that secondary schools should consider putting in place teacher recruitment policies that attract quality teachers to the school that are capable to assist various activities undertaken by school BoM in the secondary education sector. For example, a study conducted in Nigeria by Ekwoaba, Ikeije and Ufoma (2015) revealed that to grow the secondary education sector, there was, therefore, urgent need to assess how teacher recruitment strategies impact learner performance to determine the suitable teacher recruitment strategies that ensure a positive effect on student performance in examinations, more so identify the teacher recruitment strategies that have negative contributions to the academic performance.

These findings lend credence to the contention in the National University of Ireland (Stecher & Rosse, 2012) that the continued growth of any secondary school education depends on its ability to recruit and select high-quality teaching personnel at all levels. To corroborate these assertions, Rangone (2012) carried out a study in Uganda which revealed that schools that find and attract suitably qualified teaching staff to apply for job vacancies in the school register impressive performance in examinations and improve school's image. Such schools have a pool of qualified applicants for teaching job vacancies. These findings point to the fact that the quality of the teaching workforce in secondary school highly depends on the quality of applicants attracted because the school is going to select teachers from those who were attracted. Besides, teacher recruitment is thus the entry point of teachers into a school and the path a school must follow from there on to make sure that they have attracted the right individuals for their culture and vibes so that the overall strategic goals are achieved.

In Kenya, many public secondary schools have been in many ways affected by teacher recruitment strategies in achieving their set objectives (Muchiri, 2011). A study carried out in a sample of secondary schools in Thika by Muchiri and Ayoko (2013) asserts that

any school with effective teacher recruitment and selection systems can better identify and hire students with the right skills and motivation to succeed in the positions and schools. In public secondary schools in Trans Mara East Sub-county, Wanyama (2013) asserts that teacher recruitment strategies adopted by school BOM play a pivotally important role in improving students' performance in KCSE. In a study conducted in Trans Mara East Sub-county, Mumasi (2013) established that such effectiveness is achievable if the school BOM can acquire teachers who already possess relevant knowledge, skills and aptitudes and are also able to make an accurate prediction regarding their future abilities, effectively recruiting them will avoid undesirable teacher turnover and poor performance in KCSE. However, Mumasi (2013), as did other empirical studies, had not articulated how different teacher recruitment strategies adopted by school BOM influence students' performance in KCSE; hence the need for the study.

2.1.4 School BOM's Teacher Motivation Strategies and Students' Performance in KCSE

Teachers are at the epicenter of the success of any education reform and thus, constitute a very important component of the education sector through the implementation of curriculum objectives. Aaronson, Lisa and William (2014) assert that teachers undertake classroom pedagogy, syllabus coverage and above all, ensure that students register impressive academic grades in both internal and national examinations. However, to realize this, teacher motivation cannot be overlooked. Motivation is a drive that influences someone's efforts towards performing a task. There are two aspects of behavior described by the concept of motivation, which justifies the behavior or purpose of behavior for appropriate energy. In India, Bedassi (2013) posits that school BOM leaders have introduced a multiplicity of strategies to motivate teachers to perform.

According to Bedassi (2013), motivation strategies adopted by secondary school BOM range from, but are not limited to, teacher evaluation, merit pay, teacher induction, work environment premiums and sabbaticals for study or giving teachers opportunities to pursue professional development skills. In Italy, high school BOM considers reward strategies and improvement of a working environment as critical in enhancing teacher performance. Despite these assertions, teacher motivation, though primarily derived from intrinsic values of teaching, is still low and is undermined by several factors.

In Czech Republic, a report by Bishay (2015) shows that teachers suffer from higher levels of professional stress and lower levels of motivation than other professional groups. Goddard and Leask (2012) posit that, for quality education to be realized, school BOM's administrative dynamics cannot be overlooked as the driving force and main source of teacher motivation, organizational development and academic growth of students. This is indicative of the fact that motivating strategies that may be employed by secondary school BOM towards the teachers may be directed at individual levels or directed at the teachers in a given setup as a whole.

In Kuala Lumpur, for example, Hardré and Sullivan (2012) posit that, from a group point of view, the school BOM's motivational efforts may be in the form of their design of the environment, direct intervention, explicit instructional or interpersonal strategies. According to Hardré and Sullivan (2012), the effectiveness of school BOM's motivational strategies is reflected in the self-regulated behavior of teachers and results from their experiences, coupled with their proximal, which is their point of attraction immediately and futuristic goals. These assertions corroborate the viewpoints held by Millette (2014) that, to realize effective teacher performance, of paramount importance is the proper management and motivation of teachers. Millette (2014) posits that, in highly effective schools as well as schools that have reversed a trend of poor

performance and declining achievement, it is the principal who sets the pace by leading and motivating teachers to perform to their highest potential. This indicates that to make a difference to students' achievement, school BOM's motivational strategies come in handy. In many countries in Sub-Saharan Africa, school BOM's motivation strategies form the bedrock of teacher performance in secondary schools. For example, in high schools in Nigeria, Akinwumi (2014) asserts that, while merit pay plans attempt to reward excellent teacher performance with increased financial compensation, career ladders such as school BOM, master teacher programs and differentiated staffing reforms are designed to enrich work and enlarge teachers' responsibilities. Akinwumi (2014) indicates that school BOM's motivation strategies and dynamics entail a set of attributes or characteristics which enable secondary school BOM to manage school activities, provide effective instructional supervision and improve teacher performance.

In keeping with these assertions, Lethoko (2015) asserts that, in Pretoria Region in South Africa, school BOM should know what is taking place in the classrooms by walking the factory floor. To this effect, Southworth (2015) maintains that effective instructional leaders learn a lot by doing the job and understanding the curriculum, pedagogy, student and adult learning. According to Southworth (2015), teachers who are hands-on in teaching are motivated by the effort that their school BOM put in teaching and learning. Despite these assertions, teacher motivation in developing countries paints a dismal picture of generally low or declining levels of motivation among formal public secondary school teachers. However, the situation of course varies from country to country.

Some countries may face particular threats to teacher motivation while other countries face different or no threats. For example, Michaelowa (2014) finds that in Burkina Faso, Cameroon, Cote d'Ivoire, Madagascar, and Senegal; more than 50% of fifth-grade

teachers seem to prefer teaching to any other profession and over 40% like their schools and do not want to change, indicating that teacher motivation may not be so bad in those countries. Ethiopia and Nigeria on the other hand, exhibit nearly all of the causes and symptoms of low teacher motivation. In Kenya, the situation is not that different with teacher motivation has been a concern for many education stakeholders despite the appreciation of the fact that motivated teachers perform well evidenced through timely syllabus coverage, mastery of content and improved students' academic performance.

In Masaba South District, for example, Onyambu (2014) asserts that increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are the major de-motivators in many countries. According to Onyambu (2014), what is expected from teachers is not pitched at a realistic level in many regions given material rewards, workloads, work and living environments. Onyambu (2014) further posits that, in many schools, teachers are being asked to take on more responsibilities, including HIV/AIDS education, counseling and community development.

In the same token, a study carried out in Thika West Sub-county by Nyakundi (2012) shows that 79.3% of motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. According to Nyakundi (2012), while teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. However, in secondary schools, the challenge for school BOM is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches and committed to students and change over the lifetime of their teaching careers. Trans Mara East Sub-county is no exception with school BOM regarded as a major player in teacher motivation which, in turn, contributes to students' academic performance.

Despite these statistics, few empirical studies had interrogated the extent to which school BOM's teacher motivation strategies influence students' performance in KCSE; hence the need for this study.

2.1.5 School BOM's Supervision of Curriculum Implementation and Students' Performance in KCSE

Supervision of curriculum implementation is a planned, purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time changes or developments are happening around the world, the school curricula are affected. Carl (2011) asserts that curriculum developers at this level of education are a part of the test-writing process at a standardized level. Carl (2011) further notes that curriculum developers craft questions on these tests to ensure that students are gaining and have mastered concepts and techniques. A study conducted by Fullan (2010) in the Netherlands revealed that, either while in school or after a degree has been completed, many future professionals already in the workforce look for certification and other training programs that allow completion of a program that advances specific skill sets.

Fullan (2010) established that these programs also require design, and curriculum developers are responsible for creating the information to study as well as the certification tests. However, Fullan (2010) asserts that secondary school education poses a dilemma for curriculum designers. On the one hand, there is the need to guide the personnel in secondary school centers, especially when they have low certification and little training. Thus, the role of the school Board of Management in secondary school education supervision of curriculum implementation cannot be wished away. A study carried out in Australia by Handler (2010) revealed that, in developing the curriculum, the school Board of Management should note that a curriculum ought to ensure that staff cover important learning areas, adopt a common pedagogical approach and reach

for a certain level of quality across age groups and regions of a country. Handler (2010) noted that the school Board of Management help in understanding the role of play, group work, and storytelling as concepts that stimulate critical consciousness and learning. In collaboration with other secondary school education stakeholders, the school Board of Management is involved in determining the implementation timelines for the secondary school curriculum and how stakeholders work to support the implementation of the developed secondary school curriculum. To lend credence to these assertions, Johnson (2012) reported that education officers are equally tasked with designing suitable and relevant curriculum support materials and resources.

Johnson (2012) also noted that the school Board of Management coordinate the formation of supervision of curriculum implementation committees which must consist of primarily of teachers who represent the various schools and grade levels, administrators and perhaps members of the public who become the driving force for curriculum change and the long-term process of implementing the curriculum. However, Johnson (2012) reported that it is critical that an effective, knowledgeable and respected chairperson lead such a committee and it includes knowledgeable and committed members who gradually become experts during the development phases of the process as well as the implementation phases.

In Colombia, Glickman, Gordon, Gordon and Ross-Gordon (2013) indicated that the initial step in any secondary school supervision of curriculum implementation process involves research that reviews recent issues and trends of the discipline. According to Glickman et al (2013), this allows a secondary school education curriculum committee to identify key issues and trends that will support the needs assessment that should be conducted and the philosophy that should be developed. These findings are indicative of the fact that the school Board of Management plays a critical role in the supervision of

curriculum implementation by coordinating an organized preparation of whatever is going to be taught in Secondary schools at a given time in a given year. A study carried out in Paris by UNESCO (2010) established similar findings. UNESCO (2010) established that education officers should examine what is currently being taught in the secondary school curriculum. They should examine state and national standards in the discipline. Committee members should also be provided with recent results and be familiar with the instructional materials and assessments in use throughout the program (UNESCO, 2010). In addition, the committee should become familiar with newly available instructional materials, particularly those that may eventually be adopted to help implement the secondary school curriculum.

In Africa, Ramparsed (2013) notes that secondary school education supervision of curriculum implementation should be viewed as a process that meets the needs of students which leads to the improvement of their learning. A study conducted in Zimbabwe by Moyo, Wadesango and Kurebwa (2012) established that the school Board of Management and other secondary school curriculum developers should gather as much information as possible. Moyo et al (2012) noted that such information should include the desired outcomes or expectations of a high student's academic performance, the role of assessment, the current status of learner performance and actual secondary school education content.

School Board of Management should also consider the concerns and attitudes of teachers, administrators, parents and students. Moyo et al (2012) further indicate that such information should include samples of assessments, lessons from secondary school teachers, assignments, scores on state standardized tests, textbooks currently used, learner perception and feedback from parents. In other words, armed with a common set of understandings that arise from the identification of issues and trends, the School

Board of Management and secondary school supervision of curriculum implementation committee is wise to conduct a needs assessment to best ascertain the perceptions, concerns and desires of each of the stakeholders in the process. In keeping with these assertions, Chirozva (2013) conducted a study in a sample of secondary schools in Tanzania which affirmed that the goal of a successful educational program and thus effective secondary school education supervision of curriculum implementation should be to meet the needs and current demands of the culture, the society, and the expectations of the population being served. Therefore, supervision of curriculum implementation and the educational reform process continually under goes review, revision, and constant change (Chirozva, 2013).

In Kenya, Njoroge (2011) reports that, without doubt, the most important persons in the secondary school supervision of curriculum implementation and implementation processes are the secondary school teachers and education officers. Njoroge (2011) asserts that, with their knowledge, experiences and competencies, teachers are central to any supervision of curriculum implementation effort. In Trans Mara East Sub-county, Gathumbi (2014) asserts that the school Board of Management involved in curriculum organization has many roles and responsibilities.

School Board of Management guides secondary school teachers to create lesson plans and syllabi within the framework of the given curriculum since the secondary school teacher's responsibilities are to implement the secondary school curriculum to meet learner needs (Gathumbi, 2014). The level of involvement of the school Board of Management as a center of secondary school education supervision of curriculum implementation leads to the effective performance of secondary school educational reform. These findings point to the fact that the school Board of Management is a critical factor in the success of secondary school supervision of curriculum

implementation including the steps of implication and evaluation. School Board of Management contributes by collaboratively and effectively working with secondary school education supervision of curriculum implementation teams and specialists to arrange and compose material, textbooks and content. However, much still needed to be done since Gathumbi (2014) as did other empirical studies had not articulated specific activities that school BoM undertakes in the supervision of curriculum implementation and how such activities influence students' performance in KCSE.

2.1.6 School BOM's Provision of Curriculum Support Materials and Students' Performance in KCSE

Curriculum support materials refer to didactic material things meant to make learning and teaching possible. Abdullahi (2011) posits that instructional materials are tools made locally or commercialized designed to enhance the learning process. Cognizant of these assertions, Isola (2010) considers curriculum support materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. Curriculum support materials help the teacher to communicate particular kinds of learning. The materials and resources include; audiotape; recorder, video tape recorders and projectors. They also include still pictures, programmed instruction as well as filmstrips, charts, graphs and many others which offer a variety of instructional experiences.

In Austria, for example, Isola (2010) asserts that there are other types of instruction resources which include games, role-playing, demonstrations, experiments, real-life situation, real objects and specimens, symbolic and pictorial representation. UNESCO (2013) reports that universal secondary education involves the provision of funds to secondary schools to cater for the costs of basic curriculum support materials, pay wages for critical support staff and co-curricular activities besides the payment of the

teachers' salaries. These assertions are in line with the views held by UNESCO (2013) that, for the realization of good performance in a school, curriculum support materials must be put in place and used effectively in classroom practice. UNESCO (2013) observed that a nation's formal education system is the cardinal mechanism of any institution adopted to develop skills and knowledge among people. This is indicative of the fact that education needs to be considered as a catalyst that greatly impacts on development and economic fortunes of a nation and its people's quality of living.

Although there have been numerous logistical challenges that hamper a successful implementation of universal free secondary education, the policy is commendable since it is meant to cushion learners from poor socio-economic status and those who cannot access quality secondary education due to high user costs. However, while the introduction of free day secondary education has increased participation, it has equally created considerable challenges which include; the inadequacy of teaching and learning facilities like books, charts and other important academic accessories.

In the same vein, the Florida Department of Education (2013) supports the fact that a well-organized and effective application of teaching aids in lessons should remove the apathy, compliment available books, arouse students' interest through practical teaching and also help them to be creative. However, this has not ensured that students register good grades in internal and national examinations. Clotfelter, Ladd and Vigdor (2014) observed that most students have developed fear towards Mathematics which has occasioned dismal performance in the subject. Baker et al (2012) noted that such low performance is occasioned by factors such as negative attitudes towards Mathematics, inadequate qualified teachers, pedagogical approaches, insufficient instructional aids and poor use of teaching and learning resources. However, for teaching to be effective, the teacher must be competent in adequate planning skills, design, production, selection,

and utilization of relevant curriculum support materials. In the same vein, a study was conducted in the Local Government Area of Kwara State, Ilorin, in Nigeria by Moronfolo (2010) which used questionnaires to collect data on the material resources available for the teaching of some selected subjects in ten secondary schools. Moronfolo (2020) related these to the achievements of students undertaking specific subjects and to the amount of resources available for the teaching of the subjects. Findings indicated a critical impact of material resources on the students' academic performance in these subjects.

Kenya is not an exception and the Government supplies instructional materials to all public secondary schools but the supply is inadequate due to high enrolment which was occasioned by free secondary education policy (Eshiwani, 2005). Learners when taught without teaching and learning materials tend to forget after a short period but when taught using instructional materials, they do not forget the concepts quickly. Learners will internalize the concepts and retain them for a long time which is an indication that a curriculum objective has been achieved by the teachers (Eshiwani, 2005). This implies that curriculum support materials are paramount since they have benefits that define their uniqueness in classroom instruction.

These resources offer teachers and students avenues by which information can be conveyed. This is since such resources motivate learners to learn more, improve their retention of what is learnt and also promote and sustain students' interest. In other words, effective utilization of curriculum support materials requires a lot of creativity as well as sound knowledge of the content. When a teacher uses lower quality instructional materials, the curriculum objectives may not be achieved hence performance in KCSE will be compromised. This will be evidenced by low performance in the KCSE examinations (Onyango, 2010).

However, Onyango (2010) as did other empirical researchers had not indicated how the adequacy of curriculum support materials provided by school BOM improves the performance in KCSE.

2.2 Theoretical Literature Review

The study was guided by the following theories; management systems theory and academic performance theory.

2.2.1 Management Systems Theory

This study was guided by the management systems theory which was postulated by Luhmann Nklas (2004). This theory holds that a school is a managed system that transforms inputs such as raw materials, people and other resources into outputs which are the goods and services that comprises its products. One of its key concepts is that human resource management must interact with the environment to gather inputs and return the output of its production. Consequently, in this study, human resource management practices interact with all the aspects of teaching and learning and return quality education in secondary schools as the output. Teaching, learning and management are acts of planning, organizing and administration of the education process. This means that teachers are part of the teaching-learning process.

Academic performance requires marshaling and organizing all the human resources needed for such outcomes and therefore, management strategies adopted by the school BOM dictate the expected outcomes. For such outcomes to be realized, dynamics such as staffing, instructional resources and school physical facilities are paramount. Thus, the rationale of using this theory in this study is that it underscores the fact that school BOM's management strategies are critical to the realization of quality secondary education witnessed through improved students' performance in KCSE.

2.2.2 The Academic Achievement Theory

The study was also guided by Walberg's academic achievement theory. This theory posits that learners' psychological traits coupled with their immediate learning environments influence educational outcomes. Walberg (2012) proposed nine main aspects which impact learners' educational outcomes. These include; learners' ability or prior achievement, motivation, age or developmental level, a quantity of instruction, quality of instruction, classroom climate, parental involvement, home environment, peer group, and exposure to mass media outside of school. Walberg (2012) shows that psychosocial characteristics of classroom learning environments demonstrate incremental validity in predicting learner achievement. These traits are useful in curriculum evaluation studies and can provide teachers with useful information to arrange more optimally functioning classrooms.

In this study, to increase educational productivity and efficiency, educational process goals, as well as achievement goals, must be considered. Thus, the relevance of this theory is that educational process goals are interpreted to include learner perceptions of the social environment, creativity, self-concept, participation in extra-curricular activities, and interest in the subject matter. In other words, ignoring these perceptions and experiences in favor of traditional goals measured by test scores would decrease motivation and ultimately lower educational achievement.

2.3 The Conceptual Framework

In this study, the conceptual framework was based on board of management strategies reflected through teacher recruitment strategies, teacher motivation, supervision of curriculum implementation and provision of curriculum support materials which constituted the independent variables whereas performance in Kenya Certificate of Secondary Education constituted the dependent variable. The intervening variables were education policy, staff attitude and stakeholders' support as shown in Figure 1:

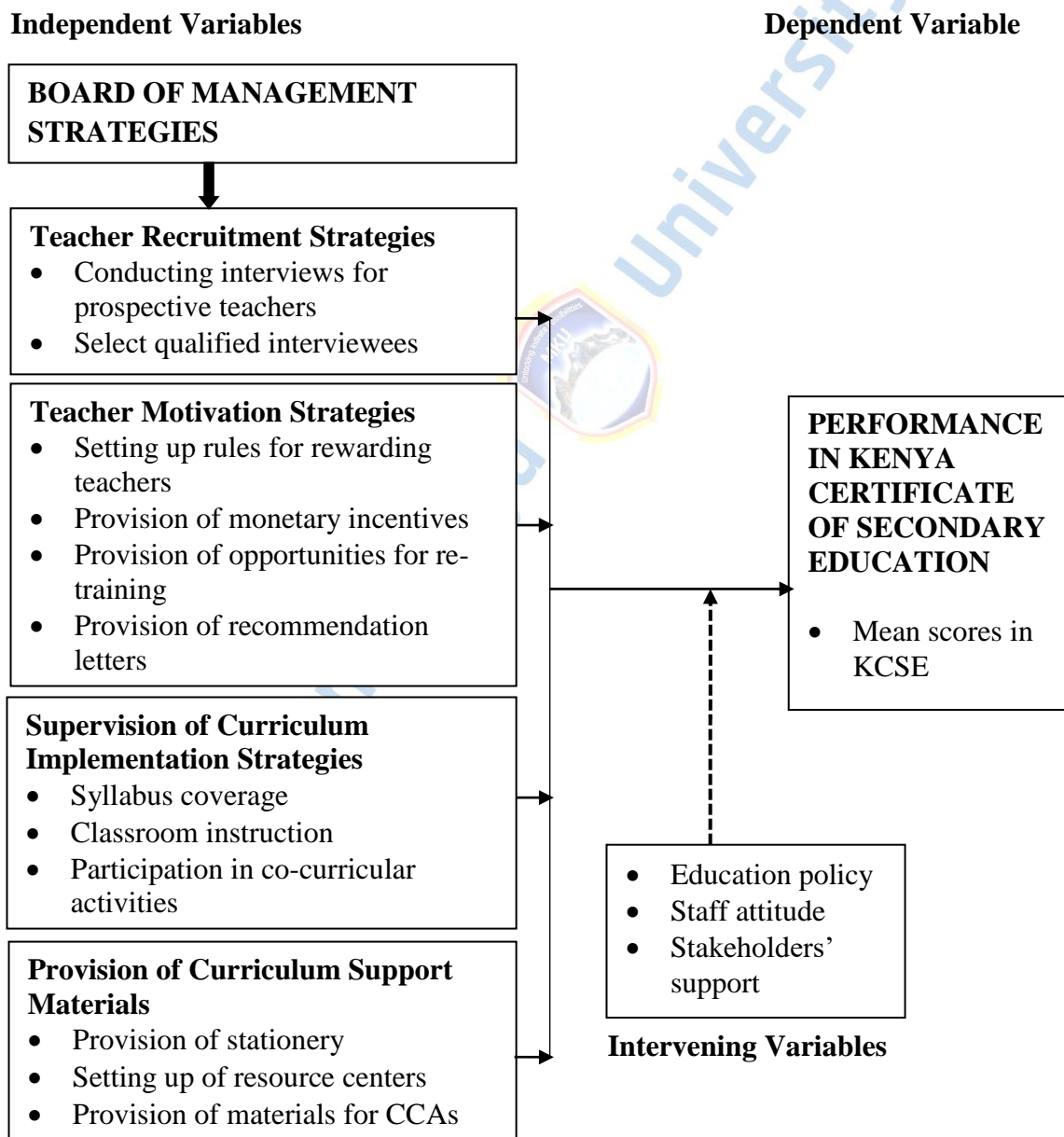


Figure 1: The Conceptual Framework of the Study
 Source: Researcher (2024)

2.4 Research Gaps

Review has discovered numerous research gaps. For example, on school BOM's teacher recruitment strategies, a study by Mumasi (2013) and other empirical studies, had not articulated how different teacher recruitment strategies adopted by school BOM influence students' performance in KCSE. On school BOM's teacher motivation strategies, few empirical studies have interrogated the extent to which school BOM's teacher motivation strategies influence performance in KCSE. On school BOM's supervision of curriculum implementation, much still needed to be done since Gathumbi (2014) and other empirical studies have not articulated specific activities that school BoM undertakes in the supervision of curriculum implementation and how such activities influence students' performance in KCSE. On school BOM's provision of curriculum support materials, Onyango (2010) and other researchers had not indicated how the adequacy of curriculum support materials provided by school BOM improves performance in KCSE. These were the research gaps that this study sought to address.

2.5 Summary of Literature Review

The review has established that school BOM plays a key role in improving students' academic performance in public secondary schools. To realize this, school BOM adopts a multiplicity of management strategies which range from teacher recruitment, motivation, supervision and provision of curriculum support materials. From the literature review, Mumasi (2013) asserts academic performance is achievable if the school BOM can acquire teachers who already possess relevant knowledge, skills and aptitudes and are also able to make an accurate prediction regarding their future abilities, effectively recruiting them will avoid undesirable costs, teacher turnover and above all, poor performance in KCSE. Nyakundi (2012) shows that 79.3% of motivated teachers are more likely to motivate students to learn in the classroom, to ensure the

implementation of educational reforms and feelings of satisfaction and fulfillment. According to Nyakundi (2012), while teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. However, in secondary schools, the challenge for school BOM is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches and committed to students and change over the lifetime of their teaching careers. From the review, the School Board of Management involved in curriculum organization has many roles and responsibilities (Gathumbi, 2014). School Board of Management guides secondary school teachers to create lesson plans and syllabi within the framework of the given curriculum since the secondary school teacher's responsibilities are to implement the secondary school curriculum to meet learner needs (Gathumbi, 2014).

The level of involvement of the school Board of Management as a center of secondary school education supervision of curriculum implementation leads to the effective performance of secondary school educational reform. These findings point to the fact that the school Board of Management is a critical factor in the success of secondary school supervision of curriculum implementation including the steps of implication and evaluation. School Board of Management contributes by collaboratively and effectively working with secondary school education supervision of curriculum implementation teams and specialists to arrange and compose material, textbooks and content.

Onyango (2010) asserts that curriculum support materials offer teachers, as do students, avenues by which information can be conveyed. This is since such resources motivate learners to learn more improve their retention of what is learnt and also promote and sustain students' interest. In other words, effective utilization of curriculum support materials requires a lot of creativity as well as sound knowledge of the content. When a teacher uses inferior or lower quality and inadequate instructional materials, the

curriculum objectives will not be achieved hence performance in KCSE will be compromised. This will be evidenced by low performance in the KCSE examinations (Onyango, 2010). However, much still needed to be done to assess the extent to which each strategy adopted by school BOM influences students' performance in KCSE.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the research methodology and design which were followed when conducting this study. It also highlights the location of the study, target population, sampling procedures and sample size, research instruments, piloting, data collection techniques, data analysis and ethical considerations.

3.1 Research Methodology

To provide an expanded understanding of the research problem, the study used a mixed methodology that employs quantitative and qualitative methods. This approach was suitable since this study involved the collection and analysis of both quantitative and qualitative data in a single study. In this study, the researcher used the strength of both quantitative and qualitative approaches to reinforce each other. According to Creswell (2014), in the quantitative method, the researcher asks specific questions and collects quantifiable data from a large number of participants. In this case, data were collected using questionnaires. At the same time, qualitative data were collected by relying on the views of participants and collecting data consisting largely of words from the participants. In this case, data were collected using interviews.

3.2 Research Design

The study used a concurrent triangulation research design since it is a single-phase design in which the researcher implemented quantitative and qualitative methods during the same timeframe and with equal weight. This design was suitable since it resulted in well-validated and substantiated findings since there were no interactions between respondents filling questionnaires and those being interviewed. This design generally involves the concurrent, but separate, collection and analysis of quantitative and

qualitative data so that the researcher may best understand the research problem (Creswell, 2014). The researcher merged the two data sets through triangulation. This design was suitable for this study since it enabled the researcher to collect both quantitative and qualitative data. This design enabled the gathering of data that described events and then organized, tabulated, depicted and described the data collection. This was also followed by in-depth and narrative descriptions of small numbers of cases. This is illustrated in Figure 2:

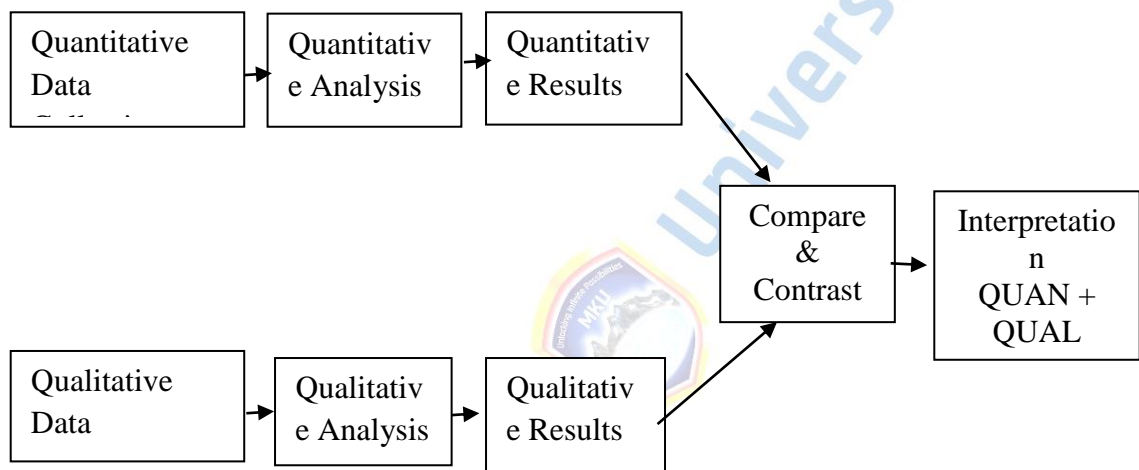


Figure 2: Research Design Matrix
Source: Adopted from Creswell (2014)

3.3 Location of Study

The study was undertaken in Trans Mara East Sub-county (Appendix IX). The sub-county has an approximate population of 243, 165 persons and covers an area of 2, 846 km², that is, a population density of 86 persons per km² (KNBS, 2019). The most common economic activities include; subsistence farming, nomadic pastoralism and trade. However, residents in this sub-county experience numerous economic hardships with some of the residents living in relatively poor conditions. As noted earlier, academic performance in KCSE in public secondary schools in Trans Mara East Sub-county is low and continues to be low. A report by the Ministry of Education (2019) reports that Trans Mara East Sub-county registered 30.6% in 2016, 29.4% in 2017,

32.2% in 2018 and 34.3% in 2019 which paints a picture of low academic performance compared to the national aggregate. Efforts to mitigate these challenges have not yielded much remarkable progress and have compromised the quality of education offered in public secondary schools, thus, the focus on Trans Mara East Sub-county as the location of study.

3.4 Target Population

Trans Mara East Sub-county has 32 public secondary schools and thus, the target population for this study totaled 785 respondents comprising 32 principals, 208 teachers, 544 members of school BOM and the Sub-county Quality Assurance and Standards Officer (SCQASO) as shown in Table 1:

Table 1: Target Population of the Study

Categories	Target Population
Principals	32
Teachers	208
Members of School BOM	544
Sub-county QASO	1
Total	785

Source: Trans Mara East Sub-county Education Office (2024)

3.5 Sampling Procedures and Sample Size

To obtain a sample size that has an adequate size relative to the goals of the study, the researcher used Yamane's Formula as follows:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Where, N_0 = desired sample size at 95% confidence interval

N = Target Population

e = Confidence level of 5% (decimal equivalent is 0.05)

Thus, desired sample was:

$$N_0 = \frac{785}{1 + \frac{785}{e^2}}$$

$$N_0 = 265 \text{ respondents}$$

Stratified sampling was applied to create four strata based on the number of zones (Abossi, Emarti, Emurua Dikirr and Kimintet) in Trans Mara East Sub-county. From each zone, three principals and 30 members of school BOM were sampled using purposive sampling considering schools that have registered low academic performance in KCSE for the last five years. The SCQASO were also purposively considered for the study. This is because according to Creswell (2014), the goal of purposive sampling is to make sure that one adequately understands the variation in the phenomenon of interest in the setting and to test the developing ideas about the setting. However, from each zone, simple random sampling was applied to select 33 teachers. This sampling procedure realized a sample size of 12 principals, 120 members of school BOM, the SCQASO and 132 teachers as shown in Table 2;

Table 2: Sampling Grid

Respondents	Target Population	Sample Size	Sampling Techniques
Principals	32	12	Purposive Sampling
Teachers	208	132	Simple Random Sampling
Members of School BOM	544	120	Purposive Sampling
Sub-county QASO	1	1	
Total	785	265	

Source: Researcher (2024)

3.6 Research Instruments

These are tools that were applied to collect data from the respondents. These included questionnaires for teachers, interview guides for principals, members of school BOM and Sub-county QASO.

3.6.1 Questionnaire for Teachers

A questionnaire with closed-ended test items will be applied to collect quantitative data from teachers. This is because according to Morse (2000), a questionnaire is a research instrument consisting of a series of questions and other prompts to gather information from respondents and is often designed for statistical analysis of the response. The questionnaire was divided into six sections (Appendix III). The first section consisted of information on respondents' demographic profiles, while the other five sections contained close-ended questions in Likert Format on the research objectives and variables.

3.6.2 Interview Guides for Principals, Members of School BOM and SCQASO

In this study, structured interviews were used to gather information from principals, members of school BOM and SCQASO (Appendices IV & V). This is because according to Kothari (2005), an interview is a data collection instrument that makes it possible to measure what a person knows, what a person likes or dislikes, that is, values and preferences, and what a person thinks, that is, attitudes and beliefs. Structured interviews were important for this study since they enabled the researcher to ask probing and supplementary questions. It also helped the researcher to develop a good rapport with the respondents and a goal-directed attempt by the interviewer to obtain reliable and valid measures in the form of verbal responses from one or more interviewees.

3.7 Piloting of Research Instruments

Piloting of research instruments was conducted among 27 respondents from a sample of public secondary schools in Trans Mara East Sub-county since according to Kothari (2005), the pilot sample constitutes 10% of the study sample (10.0% of 265). The purpose of piloting was to check on suitability and the clarity of the questions on the instruments designed, the relevance of the information being sought and the appropriateness of the language used. The results of the piloting were also used to pretest the research instruments to validate and ascertain their reliability. It also anticipated the problems or challenges the respondents encounter such as interpretation while filling the questionnaires and time management for the data collection. In addition, the interview schedules were given trial runs to ensure that questions are worded and draw an appropriate range of responses which assisted the researcher to identify areas of revision. The respondents in the piloting were not included in the main study to avoid bias.

3.7.1 Validity

To ensure the validity of the research instruments, triangulation of data collected through multiple methods was conducted. This strategy was used to improve the internal validity of the instruments. In this study, therefore, soon after interviewing, the researcher transcribed the interview data and sent them back for member checking. Peer debriefing method was also applied to ensure the accuracy of the results. This involved a review of the data by experts in the area of research being explored. The experts reviewed and asked questions about methods and interpretations. In this study, the researcher involved experts in the area of educational administration, leadership and management.

Their comments, views and suggestions were used to revise the instruments. This was done by ensuring that the questions are directly related to the objectives and variables of the study.

3.7.2 Reliability

Test re-test technique was used to establish the reliability of the test items. In this case, the test items were administered twice to a group of respondents. Cronbach Alpha Method was used to establish the reliability index between the two sets of scores. The closer the Cronbach Alpha Coefficient is to 1, the higher the internal consistency of the test items in the scale. In this study, a reliability coefficient, $r = 0.725$, was obtained, which indicated high internal reliability and was acceptable. This is because according to Kothari (2005), any Cronbach Alpha value between 0 and 1 implies high internal consistency.

3.7.3 Credibility

The credibility of instruments was ascertained by data triangulation through multiple analyses by respondents since the participants and readers were the only ones who can reasonably judge the credibility of the results. The credibility is involved in establishing that the results of the research are believable by relying more on the quality of work and not the quantity (Kothari, 2005). According to Creswell (2014), credibility is involved in establishing that the results of the research are believable by depending more on the richness of the information gathered, rather than the amount of data gathered.

3.7.4 Dependability

In this study, to guarantee dependability, each qualitative data collection process was reported in detail to enable the researcher to achieve similar results. According to Kothari (2005), dependability ensures that the research findings are consistent and could

be repeated. This is measured by the standard by which the research is conducted, analyzed and presented. Each process in the study was reported in detail to enable an external researcher to repeat the inquiry and achieve similar results. This also enabled researchers to understand the methods and their effectiveness.

3.8 Data Collection Procedures

The researcher obtained an introductory letter from The School of Postgraduate Studies of Mount Kenya University and an Authorization Letter and Research Permit from the National Commission for Science, Technology and Innovation. The researcher will also seek an authorization letter from The County Commissioner and County Director of Education, Narok. After obtaining research permits and letters of authorization, the researcher then booked appointments with the respondents to administer questionnaires and conduct interviews to collect prerequisite data for the study. The questionnaires were administered to the respondents to collect quantitative data with the help of a research assistant who was trained for five days on the contents of the questionnaire. The duly filled questionnaires were collected and safely stored for data analysis. At the same time, the interviews were conducted to collect qualitative data from the respondents.

3.9 Data Analysis Procedures

Data analysis started by identifying common themes for qualitative and quantitative data. The relevant information was broken into phrases or sentences, which reflected a single, specific thought. The responses to the close-ended items were assigned codes and labels. Frequency counts and percentages of the responses were then obtained to generate descriptive statistics about the respondents and to illustrate the general trend of findings on the various variables that were under investigation. Qualitative data were analyzed thematically along the study objectives and presented in narrative forms while

quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Packages for Social Science (SPSS 23) and presented using tables.

3.10 Ethical Considerations

Ethical considerations involved highlighting what the research entailed and what was required of the respondents.

3.10.1 Confidentiality and Privacy

The researcher maintained the privacy of the respondents by assuring them that no private information would be divulged to a third party. Concerning confidentiality, the respondents were assured that the information provided would only be used for the stated purpose and that the information would not be passed to a third party.

3.10.2 Anonymity

In this case, the researcher ensured and assured the respondents that their identities would not be revealed whatsoever. Besides, no identifying information about the individual or the institution would be revealed in written or other collaboration.

3.10.3 Informed Consent

The nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure to be followed during the data collection so that they could participate willingly. To achieve this, the respondents were required to sign informed consent form (Appendix II).

3.10.4 Storage of Data Collected

The raw data collected were filed for easy reference. Once the data were analyzed, computer print-outs were filed while soft copies were stored in storage devices such as CDs and flash discs.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged according to the four research questions that the study sought to answer. In the first section, however, demographic information about the respondents is presented, because it might be pertinent in interpreting the data that they provided.

4.1 Response Rate

In this study, 132 questionnaires were administered to teachers and, in return, 118 questionnaires were filled and returned. In the same token, the researcher interviewed 10 principals, 100 Members of school BoM and 1 Sub-county QASO. This yielded response rates shown in Table 3;

Table 3: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Principals	12	10	83.3
Teachers	132	118	89.4
Members of School BoM	120	100	83.3
Sub-county QASO	1	1	100.0
Total	265	229	86.4

Source: Field Data (2024)

Table 3 shows that principals registered a response rate of 83.3%, teachers registered 89.4% whereas the members of school BoM registered a response rate of 83.3%. However, the only sub-county QASO (100.0%) took part in the study. This yielded an average response rate of 86.4%, which is consistent with the assertions of Creswell (2014) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Respondents' Demographic Information

The research instruments solicited demographic information from the respondents. These included gender and level of education. This was necessary because this variable could influence their ability to supply credible information about the research objectives.

4.2.1 Gender of the Respondents

Information about the distribution of the respondents by gender was collected and the results are shown in Table 4:

Table 4: Distribution of the Respondents by Gender

Gender	Principals		Teachers		Members of School BoM		Sub-county QASO	
	f	%	f	%	f	%	f	%
Male	8	80.0	81	68.7	90	90.0	1	100.0
Female	2	20.0	37	31.3	10	10.0	0	0.0
Total	10	100.0	118	100.0	100	100.0	1	100.0

Source: Field Data (2023)

Table 4 shows that majority, 8(80.0%), of the principals were male whereas 2(20.0%) were female. In the same token, majority, 81(68.7%), of the secondary school teachers were male whereas their female counterparts constituted 37(31.3%). Similarly, most of the members of school BoM, 90(90.0%), were male while female members were 10(10.0%). The Sub-county QASO was male. These data reveal that there was adequate gender parity at all levels of the study and that the extent to which management strategies adopted by principals influence the performance in KCSE in secondary schools is of great concern to male and female stakeholders. This indicates that gender can influence behaviors, preferences, and outcomes, providing valuable insights into how different groups experience and react to phenomena. Understanding these differences ensures more inclusive and accurate study findings.

4.2.2 Level of Education of Respondents

The research tools elicited information on the level of education of principals, teachers, members of school Bom and Sub-county QASO. Results are shown in Table 5;

Table 5: Respondents' Level of Education

Level of Education	Principals		Teachers		Members of School BoM		Sub-County QASO	
	f	%	f	%	f	%	f	%
Diploma	0	0.0	22	18.6	30	30.0	0	0.0
Bachelors' Degrees	7	70.0	76	64.4	50	50.0	0	0.0
Postgraduate	3	30.0	20	17.0	20	20.0	1	100.0
Total	10	100.0	118	100.0	100	100.0	1	100.0

Source: Field Data (2023)

Table 5 shows that majority, 7(70.0%), of the principals had Bachelors' Degrees whereas 3(30.0%) had postgraduate qualifications. In the same token, majority, 76(64.4%), of the teachers had Bachelors' Degrees, 22(18.6%) had Diplomas whereas 20(17.0%) had postgraduate qualifications. Half, 50(50.0%) of the members of school BoM had Bachelors' Degrees, 30(30.0%) had Diplomas whereas 20(20.0%) had postgraduate qualifications. The Sub-county QASO had postgraduate qualifications. This information reveals that the respondents had basic education which reinforced the expectations that they were competent to respond to questions on the extent to which school management dynamics influence performance in KCSE in secondary schools.

This implies that respondents' educational levels are crucial in research as they influence data reliability and validity. Higher education often correlates with more informed and articulate responses, while varying educational backgrounds can affect comprehension and opinions. Understanding educational demographics helps researchers tailor surveys, ensuring accurate, representative findings and enhancing study quality.

4.3 Status of Performance in KCSE in Public Secondary Schools

The study sought to assess the status of students' KCSE performance (mean points) between 2019 and 2023. Results are shown in Table 6;

Table 6: KCSE Performance in Public Secondary Schools in Trans Mara East Sub-county (Mean scores) between 2019 and 2023

KCSE Results in Mean Score (Points)	Years of Examination				
	2019 %	2020 %	2021 %	2022 %	2023 %
1-2.9 points (Poor)	40.2	43.5	44.2	47.3	48.9
3-4.9 points (Below Average)	36.9	35.1	34.9	33.5	32.5
5-6.9 points (Fair)	15.4	15.1	14.8	13.7	13.4
7-8.9 points (Good)	5.3	4.4	4.3	3.8	3.6
9-11.9 points (Excellent)	2.2	1.9	1.8	1.7	1.6

Table 6 shows that, in 2019, 40.2% of the secondary schools had mean points ranging between 1-2.9 in KCSE, 36.9% scored between 3-4.9 points, 15.4% scored between 5-6.9 points, 5.3% scored between 7-9 points whereas only a paltry 2.2% of the secondary schools scored between 9-11.9 points in KCSE. In the subsequent years, the performance has been on a declining trend. Table 6 also shows that 43.5% of secondary schools scored between 1-2.9 points in 2020, 35.1% scored between 3-5 points, 15.1% scored between 5-7 points, 4.4% scored between 7-8.9 points whereas 1.9% scored between 9-11.9 points in KCSE.

In 2021, 44.2% of secondary schools registered between 1-3 points in KCSE, 34.9% scored between 3-5 points, 14.8% scored between 5-7 points, 4.3% scored between 7-8.9 points whereas 1.8% scored between 9-11.9 points. Table 6 further shows that, in 2022, 47.3% of secondary schools scored between 1-2.9 mean points in KCSE, 33.5% scored between 3-4.9 mean points, 13.7% scored between 5-6.9 mean points, 3.8% scored between 7-8.9 mean points while 1.7% scored between 9-11.9 mean points in

KCSE. In a similar trend, 48.9% of the secondary schools scored between 1-3 mean points, 32.5% scored between 3-4.9 mean points, 13.4% scored between 5-6.9 mean points, 3.6% registered between 7-8.9 mean points whereas 1.6% registered between 9-11.9 mean points in KCSE in 2023. These findings are consistent with the assertions of Babalola (2018) that performance entails producing students with quality grades in internal and national examinations. In the same token, these findings are consistent with the views expressed in Nigeria by Onuma (2016) that low teacher productivity on students' educational outcomes, manifested in skills acquisition, repetition, and dropout rates.

This is also in line with the findings of a report by Ndlovu (2019) which revealed that, the Senior School Certificate Examination (SSCE) in South Africa, in 2015, 64.9% of candidates experienced failure in the English Language examination, while only 9.71% managed to pass with grades ranging from A1 to C6. The situation in Mathematics was equally troubling, with a notable 50.35% of candidates failing. Subsequent years exhibited a fluctuating trend in the failure rates for English Language, with 64%, 42.6%, and 33.8% failures recorded in 2016, 2017, and 2018, respectively (Ndlovu, 2019). These findings corroborate the findings of a study carried out in Makueni County by Kimayu (2018) who also established that, in public secondary schools, 59.3% of their students register low grades in national examinations.

This is also consistent with the findings of a report by MoE (2023) that the performance of students in Trans Mara East Sub-county in KCSE has been on a downward trend. In summary, these findings point to the fact that instances of low productivity among teachers in public secondary schools has become a problem. From the study findings, many teachers do not cover syllabus in time which has occasioned low academic performance in national examinations.

4.4 School BoM's Teacher Recruitment Strategies and Performance in KCSE

The study sought to examine how school BoM's teacher recruitment strategies influence performance in KCSE. Descriptive data were collected from teachers and results are presented in Table 7;

Table 7: Views of Teachers on the Influence of School BoM's Teacher Recruitment Strategies on Performance in KCSE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, schools' BOMs usually places adverts for existing teaching vacancies to attract competent recruits	51.8	11.5	5.8	5.8	25.1
Public secondary Schools' BOMs often conducts interviews for prospective teachers	54.0	14.4	5.8	11.5	14.4
In public secondary schools, BOMs rarely selects qualified interviewees as teachers which have lowered performance in KCSE	57.6	9.4	7.2	9.4	16.4
Though schools' BOMs adhere to recruitment procedures, public secondary schools' performance in KCSE is still low	48.2	8.6	5.8	20.9	16.4

Source: Field Data (2024)

Table 7 shows that 61(51.8%) of teachers strongly agreed with the view that, in public secondary schools, school BOM usually places adverts for existing teaching vacancies to attract competent recruits as did 14(11.5%) who agreed, 7(5.8%) were undecided, 7(5.8%) disagreed whereas 30(25.1%) strongly disagreed. The study also found that slightly more than half, 64(54.0%) of the teachers strongly agreed with the view that school BOM often conducts interviews for prospective teachers while 17(14.4%) agreed. However, 7(5.8%) were undecided, 14(11.5%) disagreed whereas 17(14.4%) strongly disagreed. The study found that 68(57.6%) of the teachers strongly agreed with the view that, in public secondary schools, BOM rarely selects qualified interviewees as teachers which have lowered performance in KCSE while 11(9.4%) agreed.

However, 9(7.2%) were undecided, 11(9.4%) disagreed whereas 20(16.4%) strongly disagreed. The study revealed that 57(48.2%) of the teachers strongly agreed with the view that, though school BOMs adhere to recruitment procedures, public secondary schools' performance in KCSE is still low whereas 10(8.6%) agreed, 7(5.8%) were undecided, 25(20.9%) disagreed and 19(16.4%) strongly disagreed. These findings corroborate the assertions of Anderson and Cunningham-Snell (2011) that school BoM often advertise the existence of teaching vacancies. Haroon (2010) carried out a study in Pakistani, which also revealed that acquiring and retaining high-quality talent is critical to school's success. That is, it involves hiring a teacher with the right qualifications, positive attitude and sufficient teaching experience.

A study conducted in Kuala Lumpur by Stewart and Knowles (2014) revealed that the availability of a competent and efficient teaching force does not happen by gambling, but through an articulated teacher recruitment exercise by education stakeholder managers including school BOM. A study conducted in Nigeria by Ekwoaba et al (2015) also revealed that to grow the secondary education sector, there was, therefore, urgent need to assess how teacher recruitment strategies impact learner performance to determine the suitable teacher recruitment strategies that ensure a positive effect on student performance in examinations, more so identify the teacher recruitment strategies that have negative contributions to the academic performance.

These findings also support the findings of a study carried out in Uganda in which Rangone (2012) revealed that schools that find and attract suitably qualified teaching staff to apply for job vacancies in the school register impressive performance in examinations and improve school's image. Such schools have a pool of qualified applicants for teaching job vacancies. These findings point to the fact that the quality of the teaching workforce in secondary school highly depends on the quality of applicants

attracted because the school is going to select teachers from those who were attracted. Besides, teacher recruitment is thus the entry point of teachers into a school and the path a school must follow from there on to make sure that they have attracted the right individuals for their culture and vibes so that the overall strategic goals are achieved. These findings also lend credence to the findings of a study conducted in Trans Mara East Sub-county, in which Mumasi (2013) established that teacher effectiveness is achievable if the school BOM can acquire teachers who already possess relevant knowledge, skills and aptitudes and are also able to make an accurate prediction regarding their future abilities, effectively recruiting them will avoid undesirable teacher turnover and poor performance in KCSE.

These findings affirm the fact that, though not always the case as pointed out by many teachers, sound recruitment strategies are crucial in identifying qualified teachers who are likely to guarantee improved academic performance in KCSE. In other words, teacher recruitment strategies adopted by school BOM are vital functions of human resource management for any type of school.

4.4.1 Inferential Analysis

To verify influence of School BoM's teacher recruitment strategies on performance in KCSE, data were collected from the ten (10) principals of the sampled public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) BoM adheres to recruitment practices and students' academic performance in KCSE for the last five years (2019-2023). Results are shown in Table 8:

Table 8: Frequency of BoM’s Adherence to Teacher Recruitment Practices and Performance in KCSE (2019-2023)

Frequency of Principals’ Adherence to Recruitment Practices	KCSE Performance (meanscores)				
	2019	2020	2021	2022	2023
1	4.723	4.724	4.643	4.17	4.52
1	2.5	2.68	2.805	2.24	2.34
2	2.003	2.245	2.179	2.27	2.30
3	3.1	3.15	3.118	2.77	2.29
4	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
2	8.320	7.700	7.670	8.409	7.913
4	4.706	5.700	5.316	5.534	5.500
2	5.162	5.928	6.757	5.150	5.566
3	3.720	3.485	3.420	3.615	3.424

Table 8 shows that, in public secondary schools where principals often adhere to teacher recruitment practices while hiring teaching staff, academic performance is high. This further supports the assertions of Richard and Johnson (2009) that, if ministries of education and school heads consider putting in place recruitment policies that attract quality teachers in secondary schools, academic performance is improved at all times. The data above were run in the Pearson’s Product Moment Correlation Test Analysis and results are shown in Table 9:

Table 9: Relationship between School BoM's Teacher Recruitment Strategies and Performance in KCSE (2019-2023)

		X1	B	C	D	E	F
X1	Pearson Correlation	1	.574**	.583**	.523**	.536**	.534**
	Sig. (2-tailed)		.001	.001	.003	.002	.002
	N	10	10	10	10	10	10
B	Pearson Correlation	.574**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.001		.000	.000	.000	.000
	N	10	10	10	10	10	10
C	Pearson Correlation	.583**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.001	.000		.000	.000	.000
	N	10	10	10	10	10	10
D	Pearson Correlation	.523**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.003	.000	.000		.000	.000
	N	10	10	10	10	10	10
E	Pearson Correlation	.536**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.002	.000	.000	.000		.000
	N	10	10	10	10	10	10
F	Pearson Correlation	.534**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.002	.000	.000	.000	.000	
	N	10	10	10	10	10	10

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

Key: X1- Frequency of BoM's Adherence to Teacher Recruitment Practices; B, C, D, E and F-Students' Performance in KCSE (mean scores) for the Years 2019 to 2023 respectively.

Table 9 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients of $r_1 = 0.574$, $r_2 = 0.583$, $r_3 = 0.523$, $r_4 = 0.536$ and $r_5 = 0.584$ with corresponding p-values of 0.001, 0.001, 0.003, 0.002 and 0.002 respectively. This further indicates that there is a statistically significant influence of teacher recruitment strategies adopted by school BoM on students' academic performance in public secondary schools. In other words, though not often practised, adherence to staff recruitment practices is key in identifying qualified teaching, improve pedagogy and consequently improved academic performance among students.

This affirms the fact that teacher recruitment strategies play a crucial role in shaping students' academic performance. Effective recruitment ensures that schools attract and retain highly qualified, motivated teachers who can deliver quality instruction and foster a positive learning environment.

By focusing on recruiting educators with strong subject knowledge, teaching skills, and a passion for student development, schools enhance their educational outcomes. Additionally, strategic recruitment involves providing competitive salaries, professional development opportunities, and supportive work conditions to retain top talent. When schools invest in well-thought-out recruitment strategies, they lay the foundation for improved teaching quality, which directly benefits students' academic achievement and overall school performance.

4.4.2 Thematic Analysis

During the interviews, the principals, members of school BoM and Sub-county QASO also responded in favour of the view that school Boards of Management usually put adverts to announce the existence of a teaching vacancy in public secondary schools.

Principal, P1, stated;

In my secondary school, BoM always ensures that existing vacancy in the teaching position or support staff is advertised. This has enabled us to hire the best and qualified teachers in my school.

These views were also supported by the sub-county QASO who noted that he has often seen adverts of teaching vacancies. The Sub-county QASO, noted;

I have read adverts of existing teaching vacancies in public secondary schools in the local dailies and has attended interviews of teacher recruitment. This move has seen public secondary schools enlist services of qualified teachers in public secondary schools.

Just like quantitative findings, these verbatims corroborate the views expressed by Haroon (2010) that often advertises recruitment requirements that attract quality teachers and manpower in secondary schools that are capable to assist various academic and non-academic activities in the education sector. On the question of educational level, the interviewees noted that one's level of education is often considered while filling a teaching vacancy in public secondary schools. Principal, P2, noted;

In my school, the BoM often demands that a prospective candidate must present his or her academic qualifications to be shortlisted for an existing vacancy. Over and above everything, level of education plays a major role in determining the right and suitable candidate to fill a vacancy.

Just like majority of the teachers, the interviewees also noted that, to improve academic performance in public secondary schools, experience and ability of a candidate to take part in co-curricular activities are also critical factors considered during recruitment of staff. This further lends credence to the viewpoints held by Stewart and Knowles (2014) that the availability of competent and efficient teachers does not happen by gambling, but through an articulated recruitment exercise. As indicated earlier, these mixed findings are indicative of the fact that any education system with effective recruitment and selection systems can better identify and hire teachers and staff with the right skills and motivation to succeed in their positions in secondary schools.

4.5 School BoMs' Teacher Motivation Strategies and Performance in KCSE

The study sought to examine the influence of school BoM's teacher motivation strategies and performance in KCSE. Descriptive data were collected from teachers and results are presented in Table 10;

Table 10: Views of Teachers on the Influence of School BoMs' Teacher Motivation Strategies and Performance in KCSE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, BOMs rarely set rules for rewarding teachers as a way of improving performance in KCSE	49.6	5.0	4.3	33.8	7.2
Public secondary schools' BOMs usually provide monetary incentives for performing teachers as a way of improving performance in KCSE	52.5	12.2	2.9	26.6	5.8
In public secondary schools, schools' BOMs rarely provides teachers with opportunities for re-training to improve performance in KCSE	44.6	15.8	4.3	28.8	6.5
Teachers have not witnessed a situation where public secondary schools' BOMs provide them with recommendation letters for career progression	59.7	7.9	5.8	21.6	5.0

Source: Field Data (2024)

Table 10 shows that 59(49.6%) of the teachers strongly agreed with the view that, in public secondary schools, BOMs rarely set rules for rewarding teachers as a way of improving performance in KCSE whereas 6(5.0%) agreed, 5(4.3%) were undecided, 40(33.8%) disagreed whereas 8(7.2%) strongly disagreed. More than half, 62(52.5%), of the teachers strongly agreed with the view that public secondary schools' BOMs usually provide monetary incentives for performing teachers as a way of improving performance in KCSE whereas 14(12.2%) agreed, 3(2.9%) were undecided, 31(26.6%) of the teachers disagreed whereas 7(5.8%) strongly disagreed. The study revealed that 53(44.6%) of the teachers strongly agreed with the view that, in public secondary schools, schools' BOMs rarely provides teachers with opportunities for re-training to improve performance in KCSE while 19(15.8%) were in agreement, 5(4.3%) were undecided, 34(28.8%) disagreed whereas 8(6.5%) strongly disagreed.

More than half, 70(59.7%) of the teachers strongly agreed with the view that, teachers have not witnessed a situation where public secondary schools' BOMs provide them with recommendation letters for career progression while 9(7.9%) agreed, 7(5.8%) were undecided, 25(21.6%) disagreed whereas 6(5.0%) strongly disagreed. These findings are consistent with the assertions of Bedassi (2013) that school BoM leaders have introduced a multiplicity of strategies to motivate teachers to perform. According to Bedassi (2013), motivation strategies adopted by secondary school BoM range from, but are not limited to, teacher evaluation, merit pay, teacher induction, work environment premiums and sabbaticals for study or giving teachers opportunities to pursue professional development skills.

In Italy, high school BOM considers reward strategies and improvement of a working environment as critical in enhancing teacher performance. Despite these assertions, teacher motivation, though primarily derived from intrinsic values of teaching, is still low and is undermined by several factors. In the Czech Republic, a report by Bishay (2015) shows that teachers suffer from higher levels of professional stress and lower levels of motivation than other professional groups. These findings also corroborate the viewpoints held by Millette (2014) that, to realize effective teacher performance, of paramount importance is the proper management and motivation of teachers.

Millette (2014) posits that, in highly effective schools as well as schools that have reversed a trend of poor performance and declining achievement, it is the principal who sets the pace by leading and motivating teachers to perform to their highest potential. This indicates that to make a difference to students' achievement, school BOM's motivational strategies come in handy. This is indicative of the fact that motivating strategies that may be employed by secondary school BOM towards the teachers may be directed at individual levels or directed at the teachers in a given setup as a whole.

In other words, teacher motivation strategies adopted by school BoM are the key drive that influence someone's efforts towards performing a task. In summary, these findings are indicative of the fact that, albeit the challenges and irregular teacher motivation, motivation plays a crucial role in enhancing students' academic performance. Motivated teachers are more likely to employ innovative teaching methods, engage students actively, and create a positive learning environment. Effective motivation strategies, such as professional development opportunities, recognition, and supportive leadership, can significantly impact teachers' enthusiasm and commitment. When teachers feel valued and supported, they are better equipped to inspire and encourage their students. This, in turn, fosters a more productive and stimulating classroom atmosphere, leading to improved academic outcomes. Thus, investing in teacher motivation is essential for boosting students' performance and achieving educational success.

4.5.1 Inferential Analysis

To verify influence of School BoM's teacher motivation strategies on performance in KCSE, data were collected from the ten (10) principals of the sampled public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) BoM motivates teachers and students' academic performance in KCSE for the last five years (2019-2023). Results are shown in Table 11:

Table 11: Frequency of BoM's Frequency of Teacher Motivation and Performance in KCSE Schools (2019-2023)

Frequency of Teacher Motivation	KCSE Performance (meanscores)				
	2019	2020	2021	2022	2023
3	4.723	4.724	4.643	4.17	4.52
2	2.5	2.68	2.805	2.24	2.34
2	2.003	2.245	2.179	2.27	2.30
1	3.1	3.15	3.118	2.77	2.29
2	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424

Table 11 shows that, in public secondary schools where teachers are frequently motivated by school BoM, students' performance in KCSE has been impressive and vice versa. This implies that frequent motivation of teachers significantly enhances students' academic performance by fostering a positive learning environment. Motivated teachers are more engaged and effective, inspiring students and improving instructional quality. This encouragement leads to increased student enthusiasm, better classroom dynamics, and ultimately, higher academic achievement and retention. Data above were run in the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 12:

Table 12: Relationship between BoM's Teacher Motivation Strategies and Performance in KCSE (2019-2023)

		X2	B	C	D	E	F
X2	Pearson Correlation	1	.584**	.577**	.508**	.521**	.527**
	Sig. (2-tailed)		.001	.001	.004	.003	.002
	N	10	10	10	10	10	10
B	Pearson Correlation	.584**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.001		.000	.000	.000	.000
	N	10	10	10	10	10	10
C	Pearson Correlation	.577**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.001	.000		.000	.000	.000
	N	10	10	10	10	10	10
D	Pearson Correlation	.508**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.004	.000	.000		.000	.000
	N	10	10	10	10	10	10
E	Pearson Correlation	.521**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.003	.000	.000	.000		.000
	N	10	10	10	10	10	10
F	Pearson Correlation	.527**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.002	.000	.000	.000	.000	
	N	10	10	10	10	10	10

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

Key: X2- Frequency of Teacher Motivation; B, C, D, E and F-Students' Performance in KCSE (mean scores) for the Years 2019 to 2023 respectively.

Table 12 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients of $r_1 = 0.584$, $r_2 = 0.577$, $r_3 = 0.508$, $r_4 = 0.521$ and $r_5 = 0.527$ with corresponding p-values of 0.001, 0.001, 0.004, 0.003 and 0.002 respectively. This indicates that there is a statistically significant influence of teacher motivation strategies adopted by school BoM on students' academic performance in public secondary schools. This further point to the fact that motivated teachers are more likely to engage in effective teaching practices, create stimulating learning environments, and provide personalized support, all of which enhance student achievement.

This affirms the fact that, when teachers are enthusiastic and committed, student performance improves significantly. For instance, schools with high teacher morale often report better test scores and higher overall academic success. Conversely, low teacher motivation can lead to disengaged instruction, negatively impacting students'

learning outcomes. Thus, investing in teacher motivation is crucial for boosting student performance and fostering a positive educational environment.

4.5.2 Thematic Analysis

During the interviews, principals, the Members of school BoM (CSOs) and Sub-county QASO also stated that motivation strategies adopted by school BoM are key in the improvement of students' academic performance. However, the principals and members of school BoM refuted claims that school BoMs rarely set rules for rewarding teachers as a way of improving performance in KCSE. Principal, P3, stated;

In my school, the board BoM often sets targets for teachers to meet to be rewarded. This has encouraged hard work among teachers in my school and eventual improvement in students' academic performance.

On his part, the Sub-county QASO noted that, in public secondary schools where BoM set rules for rewarding teachers and staff members, academic performance has improved. On forms of teacher motivation, the interviewees noted that, in many schools, BoM usually provide monetary incentives for performing teachers as a way of improving performance in KCSE. However, they disagreed with teachers that schools rarely accord teachers opportunities for re-training to improve performance in KCSE.

Just like quantitative findings, these views lend credence to the viewpoints held by Bedassi (2013) that motivation strategies adopted by secondary school BoM range from, but are not limited to, teacher evaluation, merit pay, teacher induction, work environment premiums and sabbaticals for study or giving teachers opportunities to pursue professional development skills. These mixed findings affirm the fact that, though to usually done, strategies adopted by school BoM are key to improving students' academic performance.

4.6 Schools BoMs' Supervision of Curriculum Implementation and Performance in KCSE

The study sought to determine how school BoMs' supervision of curriculum implementation and performance in KCSE. Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are presented in Table 13;

Table 13: Views of Teachers on the Influence of School BoMs' Supervision of Curriculum Implementation and Performance in KCSE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
In public secondary schools, teachers' syllabus coverage is rarely supervised as a way of improving performance in KCSE	55.4	14.4	5.8	16.5	7.9
Public secondary school BoMs usually supervise teachers' classroom instructions approaches as a way of improving performance in KCSE	59.7	7.2	3.6	26.6	2.9
In public secondary schools, teachers' participation in co-curricular activities is often being supervised by BoMs as a strategy for improving performance in KCSE	53.2	8.6	4.3	21.6	12.3
Despite supervision of curriculum implementation strategies adopted in public secondary schools' BoMs, performance in KCSE is still low	51.8	13.7	3.6	27.3	3.6

Source: Field Data (2024)

Table 13 shows that 65(55.4%) of the teachers strongly agreed with the view that in public secondary schools, teachers' syllabus coverage is rarely supervised as a way of improving performance in KCSE while 17(14.4%) agreed, 7(5.8%) were undecided, 19(16.5%) disagreed whereas 9(7.9%) strongly disagreed. The study revealed that 70(59.7%) of the teachers strongly agreed with the view that, public secondary school BoMs usually supervise teachers' classroom instructions approaches as a way of improving performance in KCSE while 8(7.2%) agreed, 4(3.6%) were undecided,

31(26.6%) disagreed whereas 3(2.9%) strongly disagreed. The study revealed that 63(53.2%) of the teachers strongly agreed with the view that in public secondary schools, our participation in co-curricular activities is often being supervised by BoMs as a strategy for improving performance in KCSE while 10(8.6%) agreed, 5(4.3%) were undecided, 25(21.6%) disagreed whereas 15(12.3%) strongly disagreed. Majority, 61(51.8%), of the teachers strongly agreed with the view that despite supervision of curriculum implementation strategies adopted in public secondary school BoMs, performance in KCSE is still low whereas 16(13.7%) agreed, 4(3.6%) were undecided, 32(27.3%) disagreed whereas 4(3.6%) strongly disagreed.

These findings are consistent with the findings of a study carried out in Australia by Handler (2010) which revealed that school BoM help in understanding the role of play, group work, and storytelling as concepts that stimulate critical consciousness and learning. Handler (2010) further established that school BoM is often involved in determining the implementation timelines for the secondary school curriculum and how stakeholders work to support the implementation of the developed secondary school curriculum. These findings also support the assertions of Gathumbi (2014) that school BoM guides secondary school teachers to create lesson plans and syllabi within the framework of the given curriculum since the secondary school teacher's responsibilities are to implement the secondary school curriculum to meet learner needs.

According to Gathumbi (2014), the level of involvement of the school Board of Management as a center of secondary school education supervision of curriculum implementation leads to the effective performance of secondary school educational reform. These findings point to the fact that the school Board of Management is a critical factor in the success of secondary school supervision of curriculum implementation including the steps of implication and evaluation.

This indicates that, despite the challenges, school Board of Management (BoM) plays a crucial role in supervising curriculum implementation and enhancing students' academic performance in schools. By overseeing the adherence to the national curriculum, the BoM ensures that educational standards are met and that teaching practices align with academic goals. Effective BoM supervision involves regular review of curriculum delivery, allocation of resources, and assessment of teaching methods. Additionally, the BoM supports professional development for teachers and addresses any challenges in curriculum execution. By fostering a conducive learning environment and ensuring that the curriculum is effectively implemented, the BoM contributes significantly to improving student outcomes and academic performance.

4.6.1 Inferential Analysis

To verify influence of School BoM's supervision of curriculum implementation strategies on performance in KCSE, data were collected from the ten (10) principals of the sampled public secondary schools on how often (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) BoM supervises curriculum implementation and students' academic performance in KCSE for the last five years (2019-2023). Results are shown in Table 14:

Table 14: Frequency of School BoM's Frequency of Supervision of Curriculum Implementation and Performance in KCSE (2019-2023)

Frequency of BoM's Supervision of Curriculum Implementation	KCSE Performance (meanscores)				
	2019	2020	2021	2022	2023
2	4.723	4.724	4.643	4.17	4.52
1	2.5	2.68	2.805	2.24	2.34
1	2.003	2.245	2.179	2.27	2.30
3	3.1	3.15	3.118	2.77	2.29
2	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424

Table 14 shows that, in public secondary schools where teachers are frequently motivated by school BoM, students' performance in KCSE has been impressive and vice versa. This implies that frequent motivation of teachers significantly enhances students' academic performance by fostering a positive learning environment. Motivated teachers are more engaged and effective, inspiring students and improving instructional quality. This encouragement leads to increased student enthusiasm, better classroom dynamics, and ultimately, higher academic achievement and retention. Data above were run in the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 15:

Table 15: Relationship between School BoM's Supervision of Curriculum Implementation Strategies and Performance in KCSE (2019-2023)

		X3	B	C	D	E	F
X3	Pearson Correlation	1	.613**	.593**	.618**	.557**	.510**
	Sig. (2-tailed)		.000	.000	.000	.001	.003
	N	31	31	31	31	31	31
B	Pearson Correlation	.613**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	31	31	31	31	31	31
C	Pearson Correlation	.593**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	31	31	31	31	31	31
D	Pearson Correlation	.618**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	31	31	31	31	31	31
E	Pearson Correlation	.557**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.001	.000	.000	.000		.000
	N	31	31	31	31	31	31
F	Pearson Correlation	.510**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.003	.000	.000	.000	.000	
	N	31	31	31	31	31	31

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

Key: X3- Frequency of Supervision of Curriculum Implementation; B, C, D, E and F- Students' Performance in KCSE (mean scores) for the Years 2019 to 2023 respectively.

Table 15 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients were $r_1 = 0.613$, $r_2 = 0.593$, $r_3 = 0.618$, $r_4 = 0.557$ and $r_5 = 0.510$ with corresponding p-values of 0.000, 0.000, 0.000, 0.001 and 0.003 respectively. This indicates that there is a statistically significant influence of supervision of curriculum implementation by school BoM on students' academic performance in public secondary schools.

This further point to the fact that supervision of curriculum implementation strategies by the Board of Management (BoM) significantly impacts students' academic performance in public secondary schools. Effective supervision ensures that the curriculum is delivered as intended, with teachers following set guidelines and maintaining high standards. The BoM plays a crucial role in monitoring teaching methods, resource allocation, and assessment practices, which directly affect the quality of education

students receive. When the BoM actively oversees these processes, it promotes accountability and improvement in instructional strategies, leading to better academic outcomes for students. Thus, their involvement is key to enhancing the overall academic performance in public secondary schools.

4.6.2 Thematic Analysis

During the interviews, the principals, the Members of school BoM and Sub-county QASO also responded in favour of the view that school BoM usually supervise how curriculum implementation activities as a way of improving students' academic performance. Principal, P4, stated;

In my secondary school, BoM frequently supervise how teachers organize their classes, teaching methods and how frequent students and teachers take part in co-curricular activities

On their part, the sub-county QASO noted the members of school BoM are expected to monitor teaching activities taking place in their schools. This is key since it ensures prompt syllabus coverage and improved learner competencies. just like quantitative findings, these views further support the assertions of Gathumbi (2014) that involvement of school Board of Management in the supervision of curriculum implementation leads to the effective performance of secondary school educational reform. These mixed findings point to the fact that, despite these challenges, the supervision of curriculum implementation is crucial to the academic performance of students.

Proper oversight ensures that teachers adhere to the set curriculum, apply effective teaching methodologies, and meet learning objectives. When the BoM monitors these aspects, they can identify gaps, such as teachers not completing the syllabus on time, and address them before they impact student performance. Additionally, the BoM can advocate for necessary resources, professional development, and support systems for

teachers. Therefore, effective supervision by the BoM can lead to improved teaching quality, which directly influences students' academic success in public secondary schools.

4.7 School BoM's Provision of Curriculum Support Materials and Performance in KCSE

The study sought to assess how the availability of curriculum support materials influences performance in KCSE in public secondary schools. Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are shown in Table 16;

Table 16: Views of Teachers on the Influence of School BoMs' Provision of Curriculum Support Materials and Performance in KCSE

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public secondary schools' BOMs ensure that there is enough stationery as a way of improving the schools' performance in KCSE	29.4	13.6	7.2	38.1	11.5
In public secondary schools, BOMs have set up a resource center to improve the schools' performance in KCSE	50.4	14.4	5.8	20.1	9.3
In public secondary schools, BOMs have not provided adequate materials for co-curricular activities	48.2	6.5	4.3	14.4	26.6
Despite the provision of curriculum support materials by public secondary school BOMs, performance in KCSE is still low	63.3	12.9	7.2	13.7	2.9

Source: Field Data (2024)

Table 16 shows that 35(29.4%) of the teachers strongly agreed with the view that, in Public secondary schools, BOMs ensure that there is enough stationery as a way of improving the schools' performance in KCSE while 16(13.6%) agreed, 8(7.2%) were undecided, 25(38.1%) disagreed whereas 14(11.5%) strongly disagreed.

More than half, 60(50.4%), of the teachers strongly agreed with the view that in public secondary schools, BOMs have set up a resource center to improve the schools' performance in KCSE while 17(14.4%) agreed. However, 7(5.8%) were undecided, 24(20.1%) disagreed whereas 11(9.3%) strongly disagreed. The study found that 57(48.2%) of the teachers strongly agreed with the view that in public secondary schools, BOMs have not provided adequate materials for co-curricular activities while 8(6.5%) agreed, 5(4.3%) were undecided, 17(14.4%) disagreed whereas 32(26.6%) strongly disagreed. From Table 11, majority, 75(63.3%), of the teachers strongly agreed with the view that despite the provision of curriculum support materials by public secondary school BOMs, performance in KCSE is still low whereas 15(12.9%) agreed, 9(7.2%) were undecided, 16(13.7%) disagreed whereas 4(2.9%) strongly disagreed.

These findings lend credence to the findings of a study carried out in Trans Mara East Sub-county by Mwangi and Kamau (2022), which revealed that schools in rural and semi-rural areas often struggle with inadequate resources. Limited access to essential materials, including textbooks and supplementary tools, hampers the learning process and contributes to poor academic performance. Further, UNESCO (2021) reports that areas with poor infrastructure, like Trans Mara East Sub-County, often have difficulty acquiring and utilizing technological tools that could enhance learning. Without proper CSMs, teachers are limited in their capacity to deliver lessons effectively, resulting in students underperforming, particularly in critical subjects such as mathematics and sciences.

These findings affirm the fact that, despite these constraints, government and non-governmental organizations have made efforts to supply curriculum support materials, which have played a pivotal role in improving the quality of education. The study indicates that curriculum support materials, such as textbooks, reference books, visual

aids, and digital content, provide structured guidance that aligns with the national education framework. These materials help to standardize the learning process across different schools and ensure that students are exposed to the necessary content for their academic levels. In Trans Mara East, where many teachers may be undertrained or overwhelmed by large class sizes, these materials offer crucial support. They help bridge the gap between inadequate teaching staff and the need for comprehensive education, enabling students to access knowledge independently and at their own pace. Moreover, CSMs promote interactive learning, which fosters better understanding and retention of knowledge.

In settings where students face social challenges, such as early marriages, poverty, or household responsibilities, having curriculum support materials ensures that learning continues even outside the classroom. This implies that provision of curriculum support materials has also been linked to improved performance in national examinations. In Trans Mara East, school BoMs that ensure adequate textbooks and learning aids have seen higher student performance in the Kenya Certificate of Secondary Education (KCSE). This indicates that these materials not only improve academic understanding but also build students' confidence, better preparing them for examinations. Consequently, the overall academic performance in the region has improved, with more students qualifying for secondary and tertiary education.

4.7.1 Inferential Analysis

To verify the influence of school BoM's provision of curriculum support materials on performance in KCSE in public secondary schools, data were collected from the ten (10) principals of the sampled public secondary schools on the levels of adequacy (Adequate = 3, Not Adequate = 2 and Not Sure = 1) of curriculum support materials and

students' academic performance in KCSE for the last five years (2019-2023). Results are shown in Table 17:

Table 17: Levels of Adequacy of Curriculum Support Materials Provided by School BoM and Performance in KCSE (2019-2023)

Levels of Adequacy of Curriculum Support Materials	KCSE Performance (meanscores)				
	2019	2020	2021	2022	2023
2	4.723	4.724	4.643	4.17	4.52
1	2.5	2.68	2.805	2.24	2.34
1	2.003	2.245	2.179	2.27	2.30
3	3.1	3.15	3.118	2.77	2.29
2	3.140	4.320	3.710	4.010	4.020
2	4.660	4.750	6.090	5.286	6.030
5	8.320	7.700	7.670	8.409	7.913
3	4.706	5.700	5.316	5.534	5.500
4	5.162	5.928	6.757	5.150	5.566
5	3.720	3.485	3.420	3.615	3.424

Table 17 shows that, in public secondary schools where school BoMs ensure that there is adequate provision of curriculum support materials, students' performance in KCSE has been relatively impressive and vice versa. This indicates that the adequacy of curriculum support materials significantly impacts student performance in Trans Mara East Sub-county. In other words, public secondary schools with sufficient learning resources, such as textbooks, learning aids, and digital tools, generally report higher student performance. In contrast, schools facing shortages struggle with poor academic outcomes due to limited instructional materials, affecting students' understanding and engagement. Data above were run in the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 18:

Table 18: Relationship between School BoM's Provision of Curriculum Support Materials and Performance in KCSE (2019-2023)

		X4	B	C	D	E	F
X4	Pearson Correlation	1	.562**	.582**	.598**	.511**	.502**
	Sig. (2-tailed)		.001	.001	.000	.003	.004
	N	31	31	31	31	31	31
B	Pearson Correlation	.562**	1	.959**	.932**	.937**	.912**
	Sig. (2-tailed)	.001		.000	.000	.000	.000
	N	31	31	31	31	31	31
C	Pearson Correlation	.582**	.959**	1	.964**	.953**	.948**
	Sig. (2-tailed)	.001	.000		.000	.000	.000
	N	31	31	31	31	31	31
D	Pearson Correlation	.598**	.932**	.964**	1	.951**	.962**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	31	31	31	31	31	31
E	Pearson Correlation	.511**	.937**	.953**	.951**	1	.979**
	Sig. (2-tailed)	.003	.000	.000	.000		.000
	N	31	31	31	31	31	31
F	Pearson Correlation	.502**	.912**	.948**	.962**	.979**	1
	Sig. (2-tailed)	.004	.000	.000	.000	.000	
	N	31	31	31	31	31	31

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

Key: X4- Frequency of School BoM's Provision of Curriculum Support Materials; B, C, D, E and F-Students' Performance in KCSE (mean scores) for the Years 2019 to 2023 respectively.

Table 18 shows a Pearson Product Moment Correlation Test Analysis which generated correlation coefficients as $r_1 = 0.562$, $r_2 = 0.582$, $r_3 = 0.598$, $r_4 = 0.511$ and $r_5 = 0.502$ with corresponding p-values of 0.001, 0.001, 0.000, 0.003 and 0.004 respectively. This indicates that there is a statistically significant influence of BoM's provision of curriculum support materials on students' academic performance in public secondary schools. This further point to the fact that public secondary schools with well-resourced classrooms tend to outperform those with inadequate materials. BoM's role in ensuring timely provision of these resources significantly impacts the quality of education provided, reducing disparities and promoting equity among students. Thus, investing in curriculum support materials is an essential strategy for enhancing academic performance in public secondary schools, directly contributing to better educational outcomes.

4.7.2 Thematic Analysis

During the interviews, the principals and members of school BoM responded in favour of the view that the provision of textbooks has been done but is not adequate for all students in public secondary schools. Principal, P5, noted;

In my secondary school, despite the concerted efforts by BoM to provide textbooks, the number is still inadequate. The supply of textbooks has not reached the standard ratio of one learner per book (1:1) for realization of quality education.

These views were supported by the Sub-county QASO who stated that, despite the efforts by all stakeholders, provision of curriculum support materials has been inadequate. These views underscore the vitality of the provision of adequate and relevant textbooks as key to improved students' academic performance. On the question of stationery, the interviewees indicated that there has been adequate provision of the same in public secondary schools. Principal, P6, noted;

In my secondary school, there has been adequate provision of stationery for all the learners.

However, most of the interviewees responded in favour of the view that there are few reference and digital materials as well as teaching aids provided by public secondary schools. Principal, P7, stated;

In my secondary school, the BoM has found it challenging to provide reference materials, digital tools and teaching aids. I have had to request parents and other donors to come in handy and supplement.

These views were echoed by the members of school BoM who stated that every effort is being undertaken to ensure that every school has all the required curriculum support materials has not yielded much fruit. Just like in quantitative findings, these views further support the viewpoints held by UNESCO (2021) that areas with poor infrastructure, like Trans Mara East Sub-County, often have difficulty acquiring and utilizing technological tools that could enhance learning. Without proper CSMs, teachers are limited in their capacity to deliver lessons effectively, resulting in students

underperforming, particularly in critical subjects such as mathematics and sciences. In summary, these mixed findings affirm the fact that curriculum support materials, such as textbooks, stationery, digital materials, reference materials and lesson notes among others, constitute a key component in the academic success of students. This implies that, just as noted earlier, academic performance of students in KCSE in public secondary schools is partly attributed to inadequate provision of relevant and suitable books and other key curriculum support materials.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.1 Summary of Research Findings

This section provides a summary of the findings of the research objectives which included; assessing the status of performance in KCSE in public secondary schools and the influence of School BoM's teacher recruitment strategies, teacher motivation, supervision of curriculum implementation and provision of curriculum support materials on performance in KCSE in public secondary schools.

5.1.1 Status of Performance in KCSE in Public Secondary Schools

The study found that students' performance in KCSE in Trans Mara East Sub-county has been low for the last five years (2019-2023). In other words, public secondary schools have continued to show a declining trend in KCSE results. This implies that educational outcomes in Trans Mara East Sub-County, as reflected by the Kenya Certificate of Secondary Education (KCSE) performance statistics, reveal significant challenges that necessitate urgent intervention. Despite the nationwide efforts to improve educational standards, this region continues to record lower performance rates

5.1.2 School BoM's Teacher Recruitment Strategies and Performance in KCSE

The study found that teacher recruitment strategies adopted by school BoM play a key role in improving students' performance in KCSE. These strategies include advertising existence of a teaching vacancy with details such as educational level, experience as well as the ability of a candidate to take part in co-curricular activities.

This indicates that, to improve students' academic performance in public secondary schools, effective teacher recruitment and selection systems adopted by school BoM must identify and hire teachers with the right skills and motivation to succeed in their positions in secondary schools. This was supported by a Pearson Product Moment Correlation Test Analysis which further indicated that there is a statistically significant influence of teacher recruitment strategies adopted by school BoM on students' academic performance in public secondary schools ($r(10) = 0.574, 0.583, 0.523, 0.536, 0.584, p = 0.001, 0.001, 0.003, 0.002, 0.002$). In other words, though not often practised, adherence to teacher recruitment practices is key in identifying qualified teaching, improve pedagogy and consequently improved academic performance among students.

5.1.3 School BoM's Teacher Motivation Strategies and Performance in KCSE

The study revealed that, in many public secondary schools, teacher motivation strategies adopted by the school BoM have not been effective. Teachers reported that, though there are efforts towards the same but approaches used have not been effective in improving students' academic performance in KCSE. In other words, though there are set rules for rewarding performing teachers, rewards have not yielded much in encouraging teachers to work hard. In many schools, teachers are rarely accorded opportunities for re-training to improve performance in KCSE. These findings underscore the crucial role of teacher motivation as a key undertaking for improving students' academic performance in national examinations.

This was supported by a Pearson Product Moment Correlation Test Analysis which further indicated that there is a statistically significant influence of teacher motivation strategies adopted by school BoM on students' academic performance in public secondary schools ($r(10) = 0.584, 0.577, 0.508, 0.521, 0.527, p = 0.001, 0.001, 0.004,$

0.003, 0.002). This further shows that motivated teachers are more likely to engage in effective teaching practices, create stimulating learning environments, and provide personalized support, all of which enhance student achievement.

5.1.4 School BoM's Supervision of Curriculum Implementation and Performance in KCSE

The study found that school BoM supervise how curriculum is being implemented in public secondary schools. This is done through frequent supervision of how teachers organize their classes, their teaching methods and how frequent students and teachers take part in co-curricular activities. However, from the frequent findings, such activities have not improved academic performance. Despite these findings, the study underscores the significant role played by school BoM in supervising how curriculum implementation processes are undertaken. This implies that proper oversight ensures that teachers adhere to the set curriculum, apply effective teaching methodologies, and meet learning objectives.

When the BoM monitors these aspects, they can identify gaps, such as teachers not completing the syllabus on time, and address them before they impact student performance. Additionally, the BoM can advocate for necessary resources, professional development, and support systems for teachers. To support this, Pearson Product Moment Correlation Test Analysis was run and indicated that there is a statistically significant influence of supervision of curriculum implementation by school BoM on students' academic performance in public secondary schools ($r(10) = 0.584, 0.577, 0.508, 0.521, 0.527, p = 0.001, 0.001, 0.004, 0.003, 0.002$). This further indicates that supervision of curriculum implementation strategies by the Board of Management (BoM) significantly impacts academic performance in public secondary schools.

5.1.5 School BoM's Provision of Curriculum Support Materials and Performance in KCSE

The study found that school BoM ensures that students have curriculum support materials to complement classroom activities. These include textbooks, teaching aids, reference materials as well as digital resources. However, the levels of adequacy of such curriculum support materials are still low. Despite these findings, these findings underscore the vitality of the provision of adequate and relevant textbooks as key to improved students' academic performance. This implies that, just as noted earlier, academic performance of students in KCSE in public secondary schools is partly attributed to inadequate provision of relevant and suitable books and other key curriculum support materials.

To support this, Pearson Product Moment Correlation Test Analysis was run and indicated that there is a statistically significant influence of supervision of curriculum implementation by school BoM on students' academic performance in public secondary schools ($r(10) = 0.562, 0.582, 0.598, 0.511, 0.502, p = 0.001, 0.001, 0.000, 0.003, 0.004$). This further points to the fact that public secondary schools with well-resourced classrooms tend to outperform those with inadequate materials.

5.2 Conclusions

Drawing from the study findings, it is evident that students' performance in KCSE in Trans Mara East Sub-county has been low for the last five years (2019-2023). In other words, public secondary schools have continued to show a declining trend in KCSE results. This has been attributed to management strategies adopted by school BoM. These include teacher recruitment, teacher motivation, supervision of curriculum implementation and provision of curriculum support materials. From the study findings, school BoM adopt teacher recruitment strategies aimed at tapping into quality teachers.

It is also evident that teacher motivation strategies adopted by the school BoM have not been effective. Teachers reported that, though there are efforts towards the same but approaches used have not been effective in improving students' academic performance in KCSE. The study found that school BoM supervise how curriculum is being implemented in public secondary schools. This is done through frequent supervision of how teachers organize their classes, their teaching methods and how frequent students and teachers take part in co-curricular activities. However, from the frequent findings, such activities have not improved academic performance.

The study established that school BoM ensures that students have curriculum support materials to complement classroom activities. These include textbooks, teaching aids, reference materials as well as digital resources. However, the levels of adequacy of such curriculum support materials are still low. Despite these findings, these findings underscore the vitality of the provision of adequate and relevant textbooks as key to improved students' academic performance.

5.3 Recommendations of the Study

This section outlines the study recommendations in terms of practice, policy and further research.

5.3.1 Recommendations for Practice

The study makes the following recommendations;

- i. On school BoM's teacher recruitment strategies and performance in KCSE, the study recommends that school BoM should ensure that staff hired are qualified with relevant educational level, pre-requisite experience and have an understanding of the nature of their work.
- ii. On school BoM's teacher motivation strategies and performance in KCSE, the study recommends that school BoM should prioritize and facilitate continuous

professional development for teachers. This may include workshops, training sessions, monetary incentives and opportunities to pursue further education. Ensuring that teachers are up-to-date with the latest teaching methodologies and subject knowledge can boost their confidence and effectiveness in the classroom.

- iii. On school BoM's supervision of curriculum implementation and performance in KCSE, the study recommends that school BoM should implement a robust system to monitor and evaluate both teacher performance and student learning outcomes. This might involve regular classroom observations, student assessments, and feedback mechanisms that help gauge the effectiveness of curriculum implementation.
- iv. On school BoM's provision of curriculum support materials and performance in KCSE, the study recommends that school BoM should partner with other stakeholders such as Public Benefits Organizations and donors to ensure that public secondary schools have adequate curriculum support materials other than textbooks. These may include reference materials, digital resources, lesson notes, past papers, revision books and teaching aids among others.

5.3.2 Recommendations for Policy

The Ministry should establish mandatory training programs for all BoM members that cover strategic planning, educational leadership, financial management, and the legal responsibilities of school governance. This training should be refreshed periodically to keep members updated on new educational trends and policies.

5.3.3 Recommendations for Further Research

- i. A study should be carried out to assess the extent to which training of members of school BoM influence the performance in KCSE.

- ii. A study could be conducted to examine the influence of characteristics of members of school BoM on the performance in KCSE.
- iii. A study should be undertaken to assess how management experience of members of school BoM influences the performance in KCSE.



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APPENDIX I

LETTER OF INTRODUCTION

April 2023

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

I am a student taking a programme in Master of Education in Administration, Leadership and Education at Mount Kenya University. My topic of study is on **Board of Management Strategies and Their Influence on Performance in Kenya Certificate of Secondary Education in Trans Mara East Sub-county, Narok County, Kenya**. To achieve this, you have been selected to participate in the study. I request the respondents to participate in the study and that information provided will be used purely for academic purposes. Your name will not be mentioned in the report. Findings of the study, shall upon request, be availed to you.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

Tom Wesa

APPENDIX II

INFORMED CONSENT FORM

Dear respondent,

I am Tom Wesa from Mount Kenya University undertaking a degree course in Master of Education in Administration, Leadership and Management in Mount Kenya University, researching on: **Board of Management Strategies and Their Influence on Performance in Kenya Certificate of Secondary Education in Trans Mara East Sub-county, Narok County, Kenya**. For this study, I will request you to give me some time as you will be asked some questions. I will maintain your privacy and confidentiality about your information. Your participation is voluntary, and you may change your mind and withdraw at any time before and during the study. We will not pay or give any facilities for this participation. If you want to take part to participate in this research, please sign the form below. In case of any complain, please contact;

THE CHAIRMAN

ERC MKU

P. O. Box 342-01000

THIKA

Participant:

Code of Participant

Signature

Date

Researcher:

Name of Researcher

Signature

Date

**Section C: School BOM's Teacher Recruitment Strategies and Performance in
KCSE**

1. On a scale of 1-5, please, rate how often school BOM conducts teacher recruitment in your secondary school

Very Often (5) [] Often (4) [] Sometimes (3) []
Rarely (2) [] Never (1) []

2. Rate to what extent you agree with the following statements on the influence of school BOM's teacher recruitment strategies on performance in KCSE in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
In my secondary school, school BOM usually places adverts for existing teaching vacancies to attract competent recruits					
School BOM often conducts interviews for prospective teachers					
In my secondary school, BOM rarely selects qualified interviewees as teachers which have lowered performance in KCSE					
Though my school BOM adheres to recruitment procedures, my school's performance in KCSE is still low					

**Section D: School BOM's Teacher Motivation Strategies and Performance in
KCSE**

1. Please, tick some of the most common practices your school BOM adopts as strategies for motivating you at school

Setting up rules for rewarding teachers []
Provision of monetary incentives []
Provision of opportunities for re-training []
Provision of recommendation letters []

2. Rate to what extent you agree with the following statements on the influence of your school BOM's teacher motivation strategies on performance in KCSE in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
In my secondary school, BOM rarely sets rules for rewarding teachers as a way of improving performance in KCSE					
My school BOM usually provides monetary incentives for performing teachers as a way of improving performance in KCSE					
In my secondary school, school BOM rarely provides teachers with opportunities for re-training to improve performance in KCSE					
I have not witnessed a situation where my school BOM provides me with a recommendation letter for career progression					

Section E: School BOM's Supervision of Curriculum Implementation and Performance in KCSE

1. On a scale of 1-5, please, rate how often school BOM conducts supervision of curriculum implementation in your secondary school

Very Often (5) [] Often (4) [] Sometimes (3) []
Rarely (2) [] Never (1) []

2. Rate to what extent you agree with the following statements on the influence of supervision of curriculum implementation on performance in KCSE in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
In my secondary school, my syllabus coverage is rarely supervised as a way of improving performance in KCSE					

School BOM usually supervises my classroom instruction approaches as a way of improving performance in KCSE					
In my school, my participation in co-curricular activities is often being supervised by BOM as a strategy for improving performance in KCSE					
Despite supervision of curriculum implementation strategies adopted in my school BOM, performance in KCSE is still low					

Section F: School BOM's Provision of Curriculum Support Materials and Performance in KCSE

1. Rate to what extent you agree with the following statements on the influence of school BOM's provision of curriculum support materials on performance in KCSE in your school

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Test Items	SA	A	U	D	SD
	5	4	3	2	1
My school BOM ensures that I have enough stationery as a way of improving the school's performance in KCSE					
In my secondary school, BOM has set up a resource center to improve the school's performance in KCSE					
In my secondary school, BOM has not provided adequate materials for co-curricular activities					
Despite the provision of curriculum support materials by school BOM, performance in KCSE is still low					

Thank you,

Tom Wesa

APPENDIX IV

INTERVIEW GUIDE FOR PRINCIPALS

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Administration, Leadership and Management in Mount Kenya University researching on: **Board of Management Strategies and Their Influence on Performance in Kenya Certificate of Secondary Education in Trans Mara East Sub-county, Narok County, Kenya.** The information you provide will be treated with confidentiality and used for this study.

Section A: General Information

1. Gender:.....
2. What is your highest level of education?.....

Section B: Students' Performance in KCSE

1. What has been the academic performance of your secondary school in KCSE for the last five years (2019-2023)?

Section C: School BOM's Teacher Recruitment Strategies and Performance in KCSE

1. How often does school BOM conduct teacher recruitment in your secondary school?
2. To what extent do teacher recruitment strategies adopted by school BOM influence performance in KCSE in your school?

Section D: School BOM's Teacher Motivation Strategies and Performance in KCSE

1. What are some of the most common practices your school BOM adopts as strategies for motivating teachers in your school?

2. How do teacher motivation strategies adopted by school BOM influence performance in KCSE in your school?

Section E: School BOM's Supervision of Curriculum Implementation and Performance in KCSE

1. How often does your school BOM supervise curriculum implementation in your secondary school?
2. What is the influence of school BOM's supervision of curriculum implementation on performance in KCSE in your school?

Section F: School BOM's Provision of Curriculum Support Materials and Performance in KCSE

1. To what extent does the provision of curriculum support materials by school BOM influence performance in KCSE in your school?

Thank you,

Tom Wesa



APPENDIX V

INTERVIEW GUIDE FOR MEMBERS OF SCHOOL BOM

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Administration, Leadership and Management in Mount Kenya University researching on: **Board of Management Strategies and Their Influence on Performance in Kenya Certificate of Secondary Education in Trans Mara East Sub-county, Narok County, Kenya.** The information you provide will be treated with confidentiality and used for this study.

Section A: Demographic Information

1. Gender:.....
2. What is your highest level of education?.....

Section B: Students' Performance in KCSE

1. What has been the academic performance of your secondary school in KCSE for the last five years (2019-2023)?

Section C: School BOM's Teacher Recruitment Strategies and Performance in KCSE

1. How often do you conduct teacher recruitment in your secondary school?
2. To what extent do your teacher recruitment strategies influence performance in KCSE in your school?

Section D: School BOM's Teacher Motivation Strategies and Performance in KCSE

1. What are some of the most common practices you adopt as strategies for motivating teachers in your school?
2. How do your teacher motivation strategies influence performance in KCSE in your school?

Section E: School BOM's Supervision of Curriculum Implementation and Performance in KCSE

1. How often do you supervise curriculum implementation in your secondary school?
2. What is the influence of your supervision of curriculum implementation on performance in KCSE in your school?

Section F: School BOM's Provision of Curriculum Support Materials and Performance in KCSE

1. To what extent does your provision of curriculum support materials influence performance in KCSE in your school?

Thank you,

Tom Wesa



APPENDIX VI

INTERVIEW GUIDE FOR SUB-COUNTY QASO

Dear respondent,

The researcher is a student undertaking a degree course in Master of Education in Administration, Leadership and Management in Mount Kenya University researching on: **Board of Management Strategies and Their Influence on Performance in Kenya Certificate of Secondary Education in Trans Mara East Sub-county, Narok County, Kenya.** The information you provide will be treated with confidentiality and used for this study.

Section A: Demographic Information

1. Gender:.....
2. What is your highest level of education?.....

Section B: Students' Performance in KCSE

1. What has been the academic performance of secondary schools in KCSE for the last five years (2019-2023)?

Section C: School BOM's Teacher Recruitment Strategies and Performance in KCSE

1. How often does school BOM conduct teacher recruitment in secondary schools?
2. To what extent do teacher recruitment strategies adopted by school BOM influence performance in KCSE in schools?

Section D: School BOM's Teacher Motivation Strategies and Performance in KCSE

1. What are some of the most common practices school BOM adopts as strategies for motivating teachers in secondary schools?
2. How do teacher motivation strategies adopted by school BOM influence performance in KCSE in secondary schools?

Section E: School BOM's Supervision of Curriculum Implementation and Performance in KCSE

1. How often does school BOM supervise curriculum implementation in secondary schools?
2. What is the influence of school BOM's supervision of curriculum implementation on performance in KCSE in secondary schools?

Section F: School BOM's Provision of Curriculum Support Materials and Performance in KCSE

1. To what extent does the provision of curriculum support materials by school BOM influence performance in KCSE in secondary schools?

Thank you,

Tom Wesa



APPENDIX VII

ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: **MKU/ISERC/2751**
TO: **TOM WESA**

Date: 02 June 2023

REG: **MED/2018/40222**

Dear Sir/Madam,

RE: BOARD OF MANAGEMENT STRATEGIES AND THEIR INFLUENCE ON PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN NAROK COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1795**. The approval period is **02/06/2023 - 01/06/2024**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



✓ The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC.

APPENDIX VIII
INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE
STUDIES OF MOUNT KENYA UNIVERSITY



DIRECTORATE OF GRADUATE STUDIES

MED/2018/40222

2nd June 2023

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,


RE: TOM WESA- REGISTRATION NO. MED/2018/40222

The purpose of this letter is to introduce the above named student who is pursuing Master of Education Degree in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Board of management strategies and their Influence on Performance in Kenya Certificate of Secondary Education in Narok County, Kenya." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between June, 2023 and August, 2023.

Any assistance accorded to the student will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D
Director, Graduate Studies
Enc.

Mount Kenya University
P.O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

APPENDIX IX
AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **549502**

Date of Issue: **30/June/2023**

RESEARCH LICENSE



This is to Certify that Mr., TOM KIMUREL WESA of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Narok on the topic: BOARD OF MANAGEMENT STRATEGIES AND THEIR INFLUENCE ON PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY EDUCATION IN NAROK COUNTY, KENYA for the period ending : 30/June/2024.

License No: **NACOSTI/P/23/26946**

549502

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX X

**RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,
NAROK**



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT**

Telegrams: "COUNTY", Narok
Telephone: Narok (050) 22433
If calling or telephoning ask for the
undersigned
When replying please quote

County Commissioner's office
Narok County
Po Box 4-20500
NAROK

RE: SR.ADM.15/6/VOL.II/153

3rd July, 2023

**ALL DEPUTY COUNTY COMMISSIONERS
NAROK COUNTY**

RE: RESEARCH AUTHORIZATION – MR. TOM KIMUREI WESA

The above subject matter refers.

Mr. Tom Kimurei Wesa of Mount Kenya University, has been authorized to carry out Research on the topic "**Board of Management Strategies and their Influence on Performance in Kenya Certificate of Secondary Education**" in Narok County for the period ending 30/06/2024.

Any assistance accorded to him is highly appreciated.

**ISAAC W. MASINDE, OGW
COUNTY COMMISSIONER
NAROK COUNTY**

APPENDIX XI

RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF
EDUCATION, NAROK



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

FAX NO. 050-22391

When replying please quote;

Ref. CDE/NRK/RES/VOL1/307

COUNTY DIRECTOR OF EDUCATION
NAROK COUNTY
P.O BOX 18
NAROK

DATE: 3RD JULY, 2023

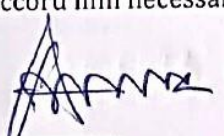
TO WHOM IT MAY CONCERN

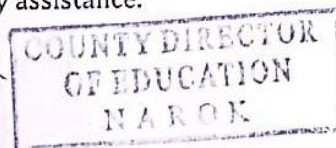
RE: RESEARCH AUTHORIZATION - MR. TOM KIMUREI WESA.

The above named is a student of Mount Kenya University.

He has been authorized to carry out research on the topic "*Board of Management Strategies and their Influence on Performance in Kenya Certificate of Secondary Education*" in Narok County for the period ending 30/06/2024.

Please accord him necessary assistance.


APOLLO APUKO
COUNTY DIRECTOR OF EDUCATION
NAROK



C.C

- County Commissioner - Narok
- Tom Kimurei Wesa

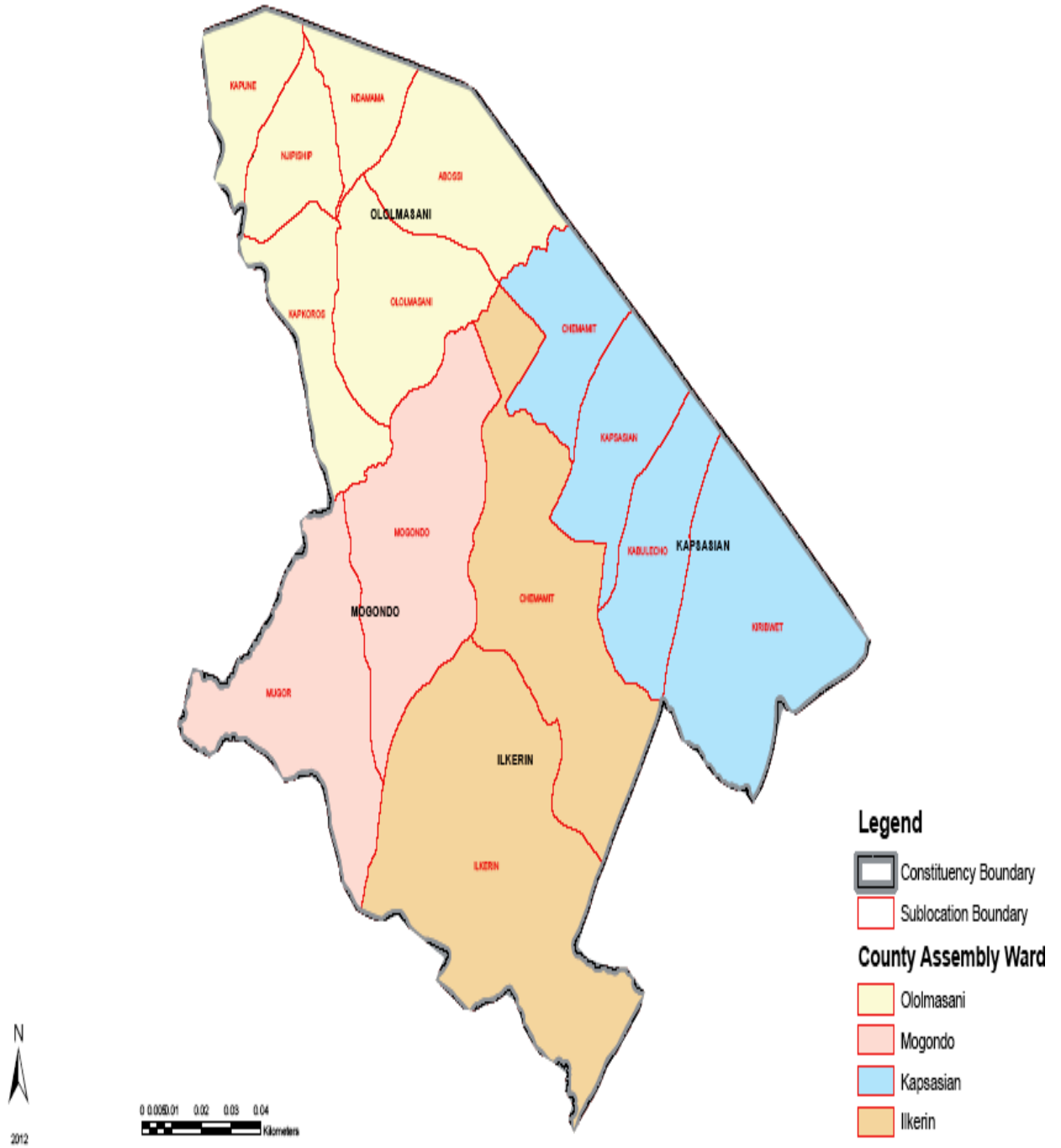


APPENDIX XII

THE MAP OF EMURUA DIKIRR CONSTITUENCY SHOWING TRANS

MARA EAST SUB-COUNTY

IEBC REVISED EMURUA DIKIRR CONSTITUENCY COUNTY ASSEMBLY WARDS



Source: IEBC (2012)