

**A QUALITATIVE APPROACH TO THE ROLE OF BOARD OF  
MANAGEMENT, SCHOOL CLIMATE AND TEACHERS' MORALE  
AS DETERMINANTS OF PUPILS' ACADEMIC PERFORMANCE  
IN PUBLIC PRIMARY SCHOOLS IN MARANI SUB-COUNTY,  
KENYA**

**BY**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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DOCTOR OF PHILOSOPHY (EDUCATION ADMINISTRATION  
AND MANAGEMENT) IN THE SCHOOL OF EDUCATION OF  
MAASAI MARA UNIVERSITY**

## DECLARATION AND APPROVAL

This is my original work and has not been submitted for award of any degree or other award in any other university

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## APPROVAL

This thesis has been submitted for examination with our approval as university supervisors

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## **DEDICATION**

This thesis is dedicated to my loving father, Charles King'oina and the late mother Hebisibah Mogere for bringing me forth to this world, for seeing the value of education, for making sure that I went to school and for inculcating in me the great virtues of hard work, honesty and humility. It is also dedicated to my dear wife Damaris Kemunto and our children Michael Bosire and Jesse Nyabinge for their magnanimity and colossal love and support. God bless you.

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## ABSTRACT

The Kenya government is keen on ensuring pupils excel in their academic work. Some of the progressive steps the government has taken are enhancing access to education by providing free primary education and waiving of national examination registration fees for all pupils undertaking basic education. Even with such continued support from the government, primary schools in Marani Sub-County have performed dismally in Kenya Certificate of Primary Education (KCPE) examination with accumulative mean score of 225.76 for the last five years. Due to the poor performance, the current study was thus conducted to establish the role of BoM as a determinant of pupils' academic performance; investigate the school climate as a determinant of pupils' academic performance; and examine teachers' morale as a determinant of pupils' academic performance, in public primary schools in Marani Sub-County. The study utilized descriptive survey design. The target population was 317 Standard Eight teachers, 64 head teachers and 64 BoM chairpersons in 64 public primary schools. Stratified random sampling technique was used to select schools and categories of respondents. The sample size was 95 Standard Eight teachers, 19 head teachers, and 19 BoM chairpersons which represented 30% of the target population. Questionnaire was used to collect data from the teachers and head teachers whereas interview schedule was used to collect data from BoM chairpersons. Document analysis was carried out at Marani Sub-County Education Office to assist in extracting KCPE examination mean scores. The KCPE examination was used because it was standardized and administered to Standard Eight pupils in primary schools. Quantitative data was analyzed using descriptive statistics (frequencies, percentages and means) while qualitative data was arranged into categories and interpreted based on themes derived from research objectives. The results revealed that majority of schools' BoM did not manage disciplinary matters, promote culture of dialogue and democratic governance, participate in guidance and counseling and manage resources. There was also unconducive schools' climate due to inadequate facilities, negative pupil-teacher relations and inadequate capacity development programmes for teachers. Teachers' morale was low as exhibited by their absenteeism, irregular attendance to class lessons, unwilling to conduct pupils' remedial teaching, and non-participation in class assessment activity. The study found out that when the means of the role of BoM, school climate and teachers' morale were high, the mean scores of pupils' academic achievement in KCPE were also high and vice versa. The overall means of role of BoM, school climate and teachers' morale were 2.40, 2.33, and 2.43 respectively whereas the overall mean of KCPE examination was 231.76, an indication that the means scores of the study variables were low. Based on the study findings, it was recommended that the Ministry of Education, Science and Technology (MoEST) should regularly mount capacity building programmes to schools' BoM so as to boost their role performance; The schools BoM should undertake resource mobilization exercise to ensure adequate facilities ; Head teachers should ensure there is positive pupil-teacher relationship in schools and all stakeholders are involved in decision making; Teachers should report to schools regularly and attend to all class lessons as timetabled. They should also be encouraged to have positive attitude towards preparation of teaching and learning materials.

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## **ACRONYMS AND ABBREVIATIONS**

BoM- Board of Management

CDE- County Director of Education

CEB- County Education Board

GEAR- Gusii Education and Advancement Resources

KCPE- Kenya Certificate of Primary Education

KCSE- Kenya Certificate of Secondary Education

KNEC- Kenya National Examination Council

MoEST- Ministry of Education, Science and Technology

M.S.S- Mean Standard Score

QASOs- Quality Assurance and Standards Officers

SDIs- Service Delivery Indicators

SES- Social Economic Status

SPSS- Statistical Package for Social Sciences

TSC -Teachers Service Commission

UNESCO- United Nations Educational Scientific and Cultural Organization

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Internationally, basic education level is perceived to be the foundation of development of any nation (Rout, 2014). This is due to the fact that the growth of any country both socially and economically is largely connected with pupils' academic performance at this level (Mushtaq & Khan, 2012). Merit in academic performance is more often than not associated with quality life and opportunity for career development of an individual (Mpiluka, 2014). Consequently, pupils who perform well are capable of transiting from primary to secondary and tertiary institutions for further training in various career fields that are critical for development of a nation (Quadri, 2001).

According to Mishra (2008) pupils' academic performance is the quality of knowledge, skills, attitudes and values acquired by pupils at the end of elementary level of schooling for their necessary self-reliance and ability to cope with challenges of life. In many countries pupils' academic performance is as well defined as the pupils' results obtained at end of the basic education cycle examination (Global Education Center, 2010). Odeh, Oguiche and Ivagher (2015) assert that pupils' academic performance is measured through examination or continuous assessment. In other words, dependence is grounded on pupils' scores in a test or examination as an essential measure of performance.

A list of determinants which influence pupils' academic performance is inexhaustible (Lou, 2007). For instance, in the USA, pupils' achievement is declining due to factors such as stress stemming from federal, state, and local demands, low pay of teachers, lack

of administrative support, and heightened pupils' discipline problems (Covington, 2011). Contrary to the USA situation, in Singapore pupils' performance is high because financial signals about the importance of teachers are evident in that teacher trainees receive a salary and their tuition and fees are paid by the government. This attractive compensation retains and motivates teachers (Independent Schools Queensland, 2012).

In South Africa, Ravhudzulo (2012) argues that there is low learners' performance. Lack of management skills and capacities, non-upgrading of teachers' based on qualifications and skills as well as a lack of teacher commitment are some of the factors contributing to high pupils' failure rate. Jaiyeoba (2011) opines that the products from primary schools especially public primary schools in Nigeria, still leave members of the public in doubt as to whether any learning has taken place in the course of schooling. The reading, writing and numeracy skills that are expected to be acquired at the primary school level are deteriorating and this has left stakeholders in education concerned.

Uwezo (2012) Report also shows that in East Africa particularly Uganda, Tanzania and Kenya actual literacy and numeracy outcomes remain significantly low. The Report further reveals that some schools were faced with a challenge of inadequate basic facilities such as toilets, clean drinking water and sanitary towels. The shortage of such facilities affected schools' daily operations. Education International Survey Report (2007) also established that in East African countries, teachers had low morale due to low salaries, heavy teaching loads and poor conditions of service.

In Kenya, there is growing concern by various stakeholders about the declining pupils' and teacher performance (Odhiambo, 2008). Teachers' absenteeism from classroom has

been identified as a factor affecting pupils' achievement. For instance, A Service Delivery Indicators (SDIs) survey conducted in Kenya revealed that for every 100 public school teachers, only 55 teachers were in class teaching and 27 were at school but not in class teaching as indicated on the time table (World Bank Report, 2013). In a year, more than 2,100 and 648 teaching hours were lost in public and private primary schools respectively (Ngware, Abuya, Admassu, Mutisya, Musyoka & Oketch, 2013). This significantly reduced the amount of teaching the pupils received and undermined their academic performance (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2014).

Scholars such as Osei-Owusu and Sam (2012) and Opande (2013) also portend that schools' BoM supervision of academic work and motivation functions influence teachers' work performance. Bergren (2014), Mariita (2012) and Nyamosi (2013) as well assert that school climate factors such as social economic status (SES), parent involvement, attendance, school size, teaching-learning resources and interpersonal relationships affect teachers' job satisfaction. Abagi and Odipo (1997) state that teachers' behavior towards teaching work, classroom management and interaction with pupils have an impact on their job performance. Wekesa and Nyaroo (2013) also opine that fair compensation has an influence on secondary school teachers' morale.

In Marani Sub-County as shown in Table 1, since the year 2011 up to 2015, pupils' performance in Kenya Certificate of Primary Education (KCPE) examination has been low with accumulated mean standard score of 225.76 marks out of 500 marks (County Director of Education Office, Kisii County, 2015). A study conducted by Ogamba (2011) on the role of quality assurance and standards officers (QASOs) in enhancing primary

school teachers' effectiveness in Marani division, Kenya, found out that teachers' heavy work load due to understaffing, inadequate capacity building programmes and irregular supervision were some of the factors that impeded teachers' effectiveness in the division. Getange and Onsombi (2016) in their study on economic factors affecting students' retention in public secondary schools in Marani Sub-County established that lack of school fees, inadequate sanitary towels, child labour and inadequate learning resources affected students' retention in schools. Momanyi (2015) in his study on factors affecting teacher motivation in public secondary schools in Marani Sub-County also found out that remuneration, promotions, and professional development affected teacher motivation.

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

Table 1

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

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

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

## **1.2 Statement of the Problem**

Despite the government’s efforts to promote and improve education standards in public primary schools as exhibited through provision of free primary education, bursaries and school rural electrification programme, dismal performance in KCPE examination has persisted for the last five years from 2011-2015 in Marani Sub-County as indicated in Table 1. The pupils’ academic performance in KCPE in primary schools in the Sub-County is low as compared to other Sub-Counties in Kisii County and it has been consistently ranked last among the nine Sub-Counties. From the literature reviewed, it was revealed that no study had been carried out to establish determinants of pupils’ academic performance in the Sub-County. Therefore, the current study aimed at investigating the role of BoM, school climate and teachers’ morale as determinants of pupils’ academic performance.



### **1.3 Purpose of the Study**

The purpose of the study was to find out the role of Board of Management, school climate and teachers' morale as determinants of pupils' academic performance in Marani Sub-County.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- (i) To establish the role of BoM as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.
- (ii) To investigate the school climate as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.
- (iii) To examine the teachers' morale as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.

### **1.5 Research Questions**

The study was based on the following research questions:

- (i) What is the role of BoM as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County?
- (ii) Is the school climate a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County?
- (iii) Is the teachers' morale a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County?

## **1.6 Significance of the Study**

This study is important because it would contribute to the body of knowledge both in theory and practice, particularly on the literature of primary school education in Kenya. In theory, knowledge obtained from the study would inform the readers on determinants influencing pupils' academic performance. The information obtained from the results of this study might also be used in carrying out further research in the field of primary school education management in the country.

In practice, findings from this study would generate information on the role of BoM, status of school climate and level of teachers' morale as determinants of pupils' academic performance in primary schools. The information from the findings of the study would be essential to the County Education Board (CEB) and Ministry of Education, Science and Technology (MoEST) particularly, in formulating policies which would focus on improving BoM's role, school climate, teachers' morale and pupils' academic performance.

Knowledge generated would also be utilized by schools management in collaboration with parents to come up with intervention programmes geared towards enhancing BoM's role through implementing board members role resolutions, improving school climate, boosting teachers' morale and pupils' academic performance.

## **1.7 Limitations of the Study**

The following were the limitations of this study:

- (i) The study location was purposively selected due to pupils' dismal performance of KCPE examination in primary schools in Marani Sub-County. This consequently restricted generalizability of the study.
- (ii) During the interview sessions, the BoM Chairpersons were not able to articulate clearly their role. Consequently, the researcher simplified the questions in order to obtain intended answers from the respondents.

### **1.8 Delimitations of the Study**

The study was conducted in public primary schools in Marani Sub-County. Further, the scope of the study was to investigate the role of BoM, school climate and teachers' morale as determinants of standard eight pupils' academic performance in public primary schools in the Sub-County. In addition, the study focused on KCPE examinations results as a measure of pupils' academic performance thereby leaving out other results of examinations which were conducted within the schools.

### **1.9 Assumptions to the Study**

The study was guided by the following assumptions;

- (i) The role of BoM had an influence on Standard Eight pupils' academic achievement in Marani Sub-County.
- (ii) Pupils' KCPE examination performance in Marani Sub-County was poor due to the influence of school climate.
- (iii) Teachers' morale contributed to Standard Eight pupils' academic performance in Marani Sub-County.

### **1.10 Definition of Terms**

**Board of Management (BoM)** – A committee appointed by the County Education Board to govern a public primary school (Basic Education Act No. 14 of 2013).

**BoM Role** – Statutory functions which includes: management of discipline; promoting culture of dialogue and democratic governance, ensuring adequate physical facilities, and participating in management of school resources.

**School climate** – Sufficient physical facilities like classrooms, offices, toilets, playground, ensuring safe and clean environment; effective stakeholders interpersonal relationships; skill based capacity building; adequate teaching and learning materials; and stakeholders involvement in decision making.

**Teachers' morale** - Professional interest and enthusiasm that a teacher displays towards the achievement of individual and group goals in a given job situation (Bentley & Rempel, 1980).

**Determinants** - Factors that may influence learners' outcomes.

**Pupils' Academic performance** – Standard Eight learners' mean scores in KCPE examination in Marani Sub-County.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Related literature was reviewed in line with the study objectives on the following thematic areas: Role of schools' Board of Management and pupils' academic performance; school climate and pupils' academic performance; and teacher morale and pupils' academic performance.

#### **2.1 Role of School Board of Management and Pupils' Academic Performance**

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

Khama (2014) carried out a study on views of board members on management of schools: A case of Caprivi educational region of Namibia. The study revealed that board

members were faced with challenges such as; inadequate knowledge and understand of educational act, low education qualification hence unable to understand fully their roles, inadequate resources to assist in managing schools, lack of capacity building programmes for board members and unclear understanding between governance and management of schools. However, the current study focused on schools board of management from a perspective of understanding the influence of their role on pupils' academic performance.

Yau and Cheng (2011) carried out a study on principals and teachers' perceptions of school policy as a key element of school-based management in Hong Kong primary schools and established that a clearly defined school policy should be developed in order to achieve the successful implementation of school-based management in primary schools. However, the schools' board committees were found to make all staff understand the school mission and goals so that it could help them decide easily the annual goals and plan. The current study tackled role board of management, school climate and teachers' morale as determinants of pupils' academic performance.

Osei-Owusu and Sam (2012) conducted a study on assessing the role of school management committees in improving quality teaching and learning in Ashanti Mampong Municipal basic schools, Ghana-West Africa. The findings of the study indicated that school management committees were ineffective in the monitoring and supervising head teachers, teachers and pupils' attendance. This study tackled school management committee role of ensuring quality teaching and learning while the current study focused on establishing the role of BoM, school climate, and teachers' morale as determinants of pupils' academic performance.

Opande (2013) investigated influence of school management committees' motivational practices on Kenya Certificate of Primary Education (KCPE) performance in public primary schools of Suba-West division, Migori district, Kenya. The results indicated that the school management committees motivated teachers through rewards to boost KCPE performance in their schools. It was also established that schools where school management had good relations with teachers posted better results than those with bad relations. The present study focused on influence of board of management role, school climate and teachers' morale on pupils' academic performance.

Rout (2014) carried out a study on functioning of school management committee in rural elementary school in Balasore District, India. The results of the study showed that school management committee carried out its role actively in order to achieve universal enrollment by checking the attendance and absenteeism of the learners, developing school infrastructure and utilizing allocated funds prudently for school development. The current study investigated on board of management role, school climate and teachers' morale as determinants of pupils' academic performance.

Mabonga (2009) in his study on head teachers' self-perception of their role in management of school based change in Western Kenya. The study revealed that head teachers perceived themselves positively on the accounts of team building, personal motivation and initiative, leadership management and effective communication in the initiation and implementation of school-based educational change. Whereas Mabonga focused on head teachers' perception roles in school management, the current study

examined influence of board of management role, school climate and teachers' morale on pupils' academic performance.

A study by Nkundabanyanga, Tauringana and Muhwezi (2015) on governing boards and perceived performance of secondary schools in Uganda: Preliminary evidence from a developing country had indicated that board role performance, finance committee role performance, frequency of meetings and finance expertise of governing boards had significant effect on schools' performance. Apparently, the study focused on role performance of secondary school governing boards in Uganda. However, the current study focused on primary school board of management and attempted to establish the influence of board of management role, school climate and teachers' morale on pupils' academic performance.

A study by Kabiaru (2013) on analysis of the roles of school management committees in the implementation of inclusive education in public primary schools in Kasarani, District, Kenya established that school management committees' role of facilitating procurement of teaching and learning resources and promoting interpersonal relationship among parents, teachers and pupils influenced implementation of inclusive education. However, the present study focused on the role of board of management, school climate, teachers' morale and pupils' academic performance.

Gichohi (2015) conducted a study on stakeholder involvement in schools in 21<sup>st</sup> Century for academic excellence in public primary schools in Nakuru Municipality, Kenya. The results of the study revealed that school management committees' participation in decision making process in regard to school management contributed positively to



academic achievement. The current study tackled board of management role and its influence on pupils' academic performance and not school management committees' involvement in decision making.

The literature reviewed in this sub-section focused on school management committee performance of tasks such as management of finance, procurement, interpersonal relations, school infrastructure, motivation, decision making process and supervision (Osei-Owusu and Sam, 2012; Nkundabanyanga, *et al.*, 2015; Opande, 2013; Yau and Cheng, 2011; Gichohi, 2015 and Kabiaru, 2013). The present study aimed at finding out the role of BoM, school climate and teachers' morale as determinants of pupils' academic performance which was not tackled in the reviewed studies.

## **2.2 School Climate and Pupils' Academic Performance**

Freiberg and Stein (1999) refers school climate as the heart and soul of the school that draws teachers and students to love the school and to want to be a part of it. According to National School Climate Council (2007) quality of school in regard to school climate is based on patterns of school life experiences, norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structure. Osher, Spier, Kendziora and Cai (2009) describes school climate as factors that contribute to the tone in school. The factors include well-managed classrooms and common facilities, clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students welfare.

Hoy and Miskel (2001) defines school climate as a blend of beliefs, values and attitudes shared by stakeholders, level of independence, styles of leadership and job satisfaction in

a school. Adeogun and Olisaemeka (2011) summarizes definition of school climate as an aggregate measure of school characteristics, such as relationships between parents, teachers, administrators as well as physical facilities on the ground.

Loukas (2007) expounds school characteristics in respect to school climate to include physical, social and academic dimensions: The physical dimension entails: appearance of the school buildings and its classrooms; school size and ratio of students to teachers in the classroom; order and organization of classrooms in the school; availability of resources; and safety and comfort. The social dimension includes: quality of interpersonal relationships between and among students, teachers and staff; equitable and fair treatment of students by teachers and staff; degree of competition and social comparison between students; and degree to which students, teachers and staff contribute to decision-making at school. The academic dimension comprises of quality of instruction; teachers' expectations for student achievement by monitoring progress and promptly reporting results to students and parents. For the purpose of this study, school climate is the outcome that emanates from management of pupils, teachers, parents, school-community relations, curriculum and instruction, finances, and physical and material resources in a school.

Bergren (2014) conducted a study on the impact of school climate on student achievement in the middle schools of the commonwealth of Virginia. The findings of the study revealed that selected school climate factors such as social economic status (SES), attendance and school size collectively had an influence on students' achievement and teachers' job satisfaction. Though, when the factors were examined individually, school size had the least influence on students' achievement whereas SES had the most

influence. The study focused on the impact of selected school climate factors on students' achievement however, the current study explored the role board of management, school climate and teachers' morale as determinants of pupils' academic performance.

Dagneu (2014) examined impact of school climate on students' academic achievement in Bahir Dar secondary schools in Ethiopia. The study focused on teacher-student relationship, student-peer relationship, administration, security and maintenance of the school and academic orientation of school climate aspects. The result revealed that a part from security and maintenance of the school aspect, the rest of the aspects had an impact on students' academic achievement. The focus of this study was on selected school climate aspects and their influence on students' academic achievement in a secondary school set up, however, the current study focused on school climate as a determinant of academic performance in a primary school set up.

Nyamosi (2013) investigated the influence of school climate on pupils' performance at the Kenya Certificate of Primary Education (KCPE) in Central division of Machakos district, Kenya. The results of this study revealed that adequacy of teaching-learning resources and interpersonal relationships influenced teachers and pupils' performance. The study focused on influence of two school climate factors on pupils' performance at KCPE whereas the current study investigated influence of role of BoM, school climate and teachers' morale on pupils' academic performance in KCPE examination in Marani Sub-County.

Jagero (2011) evaluated school environmental factors affecting performance of boarding secondary students in Kenya. Specifically the study attempted to investigate school

environmental factors affecting both girls and boys as they strive to achieve academic excellence. The findings of the study revealed that insufficient lighting system, inadequate teaching-learning materials and facilities, students' indiscipline, lack of proper diet, inadequate dormitories accommodation and sanitary facilities as factors affecting boarding secondary students in the country. However, the present study focused on investigating the role of board of management, school climate and teachers' morale as determinants of pupils' academic performance in public primary schools.

Adeogun and Olisaemeka (2011) undertook a study to determine influence of school climate on students' achievement and teacher productivity for sustainable development in secondary schools in Lagos of Nigeria. The results revealed that selected school climate factors such as; working conditions, learning environment, home-school relationship, socio-physical environment, safety and security, discipline, and teacher care and support had a significant relationship with performance and productivity. The present study was conducted in primary schools and the variables were the role of BoM, school climate, teachers' morale and pupils' academic performance.

Osher, Spier, Kendziora and Cai (2009) carried out a study on improving academic achievement through improving school climate and student connectedness. The study established that school climate was positively associated with changes in student achievement in reading, writing and mathematics. However, this study focused on influence of school climate on reading, writing and mathematics as indicators of academic achievement thus created a gap to establish influence board of management role, school climate and teachers' morale on pupils' academic performance.

Kozina, Rozman, Perse and Leban (2008) conducted a study on the school climate as a predictor of the achievement in Slovenia: A students', teachers' and principals' perspective. The study found out that teachers and principals perceived that school climate factors interpersonal relationship and formal organization influenced students' academic achievement in Mathematics and Physics subjects. However, students perceived that the four school climate factors did not influence their academic achievement in Mathematics and Physics subjects.

Usaini and Bakar (2015) conducted a study on influence of school environment on academic performance of secondary school students in Kuala Terengganu, Malaysia. The findings of the study revealed that schools with adequate facilities, adequate teachers and favourable environment influenced students' academic performance. Similarly, Odeh, Oguche and Ivagher (2015) in their study on influence of school environment on academic achievement of students in secondary schools in zone 'A' senatorial district of Benue State, Nigeria found out that physical facilities and discipline influenced academic achievement of secondary school students. The present study tackled BoM role, school climate, teachers' morale and pupils' academic performance as study variables.

The reviewed studies (Bergren, 2014; Dagnew, 2014; Nyamosi, 2013; Jagero, 2011; Adeogun & Olisaemeke, 2011; Osher, *et al.*, 2009; Kozina, *et al.*, 2008; Usaini & Bakar, 2015; and Odeh, *et al.*, 2015) in this sub-section revealed that selected factors such social economic status, school size, specific curriculum subjects, stakeholders relationships, leadership, teaching and learning resources, school physical facilities and security influenced students achievement. However, the current study investigated on the role of

BoM, school climate and teachers' morale as determinants of pupils' academic performance.

### **2.3 Teachers' Morale and Pupils' Academic Performance**

Houchard (2005) and French (1988) have asserted that morale is a difficult concept to describe however several authors have attempted to define it variously. Washington and Watson (1976) defines morale as the feeling a worker has about his job based on how the worker perceives himself in an organization and the extent to which the organization is viewed as meeting the worker's own needs and expectations. According to Mendel (1987) morale is a feeling, a state of mind, a mental attitude, and an emotional attitude. Perumal (2011) contends that morale is the state of the spirit of a person or a group as exhibited by confidence, cheerfulness, discipline, and willingness to perform assigned tasks. Bentley and Rempel (1980) as well describe morale as the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation. Despite varying definitions of the term morale which have focused on feelings, attitudes, interest and state of spirit of a worker, in the current study morale is defined as the feelings and attitudes of teachers towards their work performance in classrooms.

Leithwood (2006) carried out a study on teacher working conditions that matter as evidence for change and established that high morale is typically associated with hopeful attitudes, an optimistic view toward one's colleagues, and enthusiasm for one's work, whereas low morale is associated with cynicism, feelings of despair, and lack of enthusiasm. Further, he found out that teacher behaviour associated with low morale included less effective teaching performance, absenteeism, turnover and resistance to

change. These findings considered the relationship between teacher morale and attitude whereas the current study investigated on the role of BoM, school climate and teachers' morale as determinants of pupils' academic performance.

Houchard (2005) investigated the relationship between principal leadership practices, teacher morale and student achievement in USA. The study findings revealed that there was high level of teachers' morale, and lower perception of principals' leadership practices. The results of the study also showed that collectively, a significant relationship existed between principal leadership practices, teacher morale and student achievement. The present study established the influence of role of BoM, school climate and teachers' morale variables separately as determinants of pupils' academic performance.

Wadesango (2012) examined the influence of teacher participation in decision-making on their morale in Zimbabwean schools. The study established that insignificant teacher participation in critical school issues result in low staff morale and this culminates in stressful school governance. The study centered on teacher participation in decision making as an issue affecting their morale but the current study investigated the influence of role of BoM, school climate and teachers' morale as determinants of pupils' academic performance.

Perumal (2011) carried out a study on key strategies to raise teacher morale and improve school climate in South Africa. The findings of the study revealed that teachers' low morale is caused by pupils' indiscipline and absenteeism, lack of professional development and collaboration at school level, inadequate support from school management and parents, large class sizes, inequity in teaching load between

management and staff, poor salaries, nepotism, professional jealousy and lack of unity amongst educators. The study focused on establishing strategies influencing teacher morale hence created a gap to explore the role of BoM, school climate and teachers' morale as determinants of pupils' academic performance.

Spear and Barbara (2000) in their study on a review of factors motivating and demotivating prospective and practicing teachers established that teachers wanted good relationships with their pupils and colleagues. This was because they believed that their morale was largely determined by their quality of life in school. Teachers also felt that a more positive portrayal of the teaching profession by the media was needed in order to enhance teachers' morale. The study focused only on motivating factors that impact on teacher morale while the current study examined the influence of role of BoM, school climate and teachers' morale as determinants of pupils' academic performance.

Moore (2012) endeavoured to establish the relationship between high school teachers' perceived principal leadership practices and teacher morale levels in South Carolina in the USA. The study revealed that teachers perceived leadership practices such as challenge process, enable others to act, encourage the heart and a shared vision were significantly related to teachers morale. The study focused on the relationship between teachers' leadership practices and their morale. The present study established the influence of role of BoM, school climate and teachers' morale as determinants of pupils' academic performance.

Hindt (2012) determined the effect of principal leadership on teacher morale and student achievement in middle schools in Southeast Texas. The results indicated that principal



leadership behaviours significantly impacted teachers' morale and students' achievement. Nevertheless, it was established that positive teacher morale and student achievement influenced positive student behaviours thus reducing student indiscipline cases. This study focused on effects of the principal leadership behaviours and teachers' morale on students' achievement and behaviours. However, a gap existed to establish the influence of board of management role performance, school climate and teachers' morale on pupils' academic performance.

Wekesa and Nyaroo (2013) undertook a study to examine the effect of compensation on performance of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya. The study was done due to teacher instability in the teaching profession and low morale in performing of teaching tasks and hence dismal performance. The findings of the study revealed that fair compensation has an effect on teachers' morale and work performance. In the current study a gap existed to find out the influence of teachers' morale as a variable on pupils' academic performance.

Aacha's (2010) study on motivation and the performance of primary school teachers in Uganda sought to find out whether motivation of teachers had any effect on their morale to perform their tasks. Research findings revealed that teachers benefited from both monetary and non-monetary motivators. It was also established that teachers had low morale due to the low salaries they were earning. The study focused on motivation and performance of primary school teachers. However, the current study focused on how teachers' morale influenced pupils' academic performance which is the gap this study attempted to bridge.

Kirau (2013) conducted a similar study on perceptions of secondary school agriculture teachers on selected morale factors in Machakos District. The study used a descriptive research design to investigate the effects of selected factors and teachers' personal characteristics on morale. With the exception of qualification, teachers' personal characteristics such as age, gender and experience were not related significantly to their working morale. This study examined effects teachers' personal characteristics on their morale whereas the present study found out the influence of role of BoM, school climate and teachers' morale as determinants of pupils' academic performance

All these previous studies (Leithwood, 2006; Wadesango, 2012; Perumal, 2012; Spear & Barbara, 2000; Moore, 2012; Hindt, 2012; Wekesa & Nyaroo, 2013; Aacha, 2010; and Kirau, 2013) explored effects of teachers' attitudes and characteristics, decision making, school teaching and learning strategies, motivation, leadership practices and compensation on teachers' morale. The current study tackled teachers' morale as one of the study variables but from a perspective of establishing its influence on pupils' academic performance.

## **2.4 Theoretical Framework**

The study was guided by Herzberg's Motivation-Hygiene Theory also referred to as the Two-Factor Theory or Dual Factor Theory (1959). The theory was formed because of an urgent need at the time for more and better insight about the attitudes of people towards their jobs due to the prevalence of job dissatisfaction indicators such as strikes, slowdowns, and filing of grievances (Herzberg, Mausner & Snyderman, 1959). The theory postulates that factors that affect job satisfaction are divided into two categories namely, hygiene and motivation. Hygiene factors surround the doing of the job. They

include supervision, interpersonal relations, physical working conditions, salary, company policy and administration, benefits, and job security. Motivation factors lead to positive job attitudes because they satisfy the need for self-actualization. Motivation factors are achievement, recognition, the work itself, responsibility, and advancement (Herzberg *et al.*, 1959).

The Herzberg's motivation-hygiene theory contends that attitudes influence the way the job is done and that favourable attitudes affect performance more than unfavorable attitudes. Negative attitude results in some degree of physical or psychological withdrawal from the job. He also argues that a company can expect the degree of loyalty to vary with the degree of job satisfaction. The theory further contends that in order to increase satisfaction, the motivation factors must be improved. A job should be restructured to increase the ability of workers to achieve goals that are meaningfully related to the doing of the job. Job satisfaction can also be reached by matching the individual's work capacity to work she/he will need to do during the selection process. It is equally important to recognize the supervisor's role in job satisfaction. They must provide recognition when needed and effectively plan and organize the work. Lastly, the theory portends that although it is not realistic to allow the worker to set their own goals in most circumstances, the worker can determine how they achieve their goal. This will give workers a greater sense of achievement over their work.

Based on the foregoing discussion, Herzberg's theory focused motivation-hygiene factors and not board of management role performance, school climate and teachers' morale as determinants of pupils' academic achievement. However, this study borrowed heavily from the theory because of motivation and hygiene factors which are applicable in

educational institutions set up and closely linked to the variables of this study. Consequently, Govindarajan (2012) supports the Herzberg's motivation-hygiene theory by asserting that school management should create conducive environment by giving attention to staff and students' welfare. This can lead to positive attitude towards work and improve performance.

Linda (1998) also acknowledges Herzberg's motivation-hygiene theory by contending that individuals are motivated to participate in activities that appear to be oriented towards job satisfaction and increased job satisfaction leads to higher productivity. In this case, feelings of school leadership trickle down to the teacher and influence students' performance. For instance, teachers who have a positive attitude or highly motivated will pass this down to students, while negative attitudes are filtered down to the students in the same manner. The emphasis of this theory rests on salient motivation-hygiene factors which have an effect on job satisfaction and productivity. Similarly, the theory is applicable in the present study because all the theoretical concepts: supervision, interpersonal relations, physical working conditions, salary, company/institutional policy and administration, benefits, job security, achievement, recognition, the work itself, responsibility, and advancement have a significance on schools' BoM role, school climate, teachers' morale and pupils' academic achievement.

## **2.5 Conceptual Framework**

The conceptual framework as shown in Figure1 illustrates the study variables. The independent variables are; role of schools' board of management (provision of quality education, management of discipline, facilitation of guidance and counseling, promotion of dialogue and governance, and management of resources), school climate ( teaching

facilities, adequate sanitary facilities, positive interpersonal relationships, stakeholders involvement in decision making and facilitation of capacity building programmes), and teachers' morale (reporting to school regularly, attending to lessons always, marking assignments promptly, conducting remedial teaching, preparing of teaching materials and participating in assessment activity). The dependent variable is pupils' academic performance (KCPE mean scores).

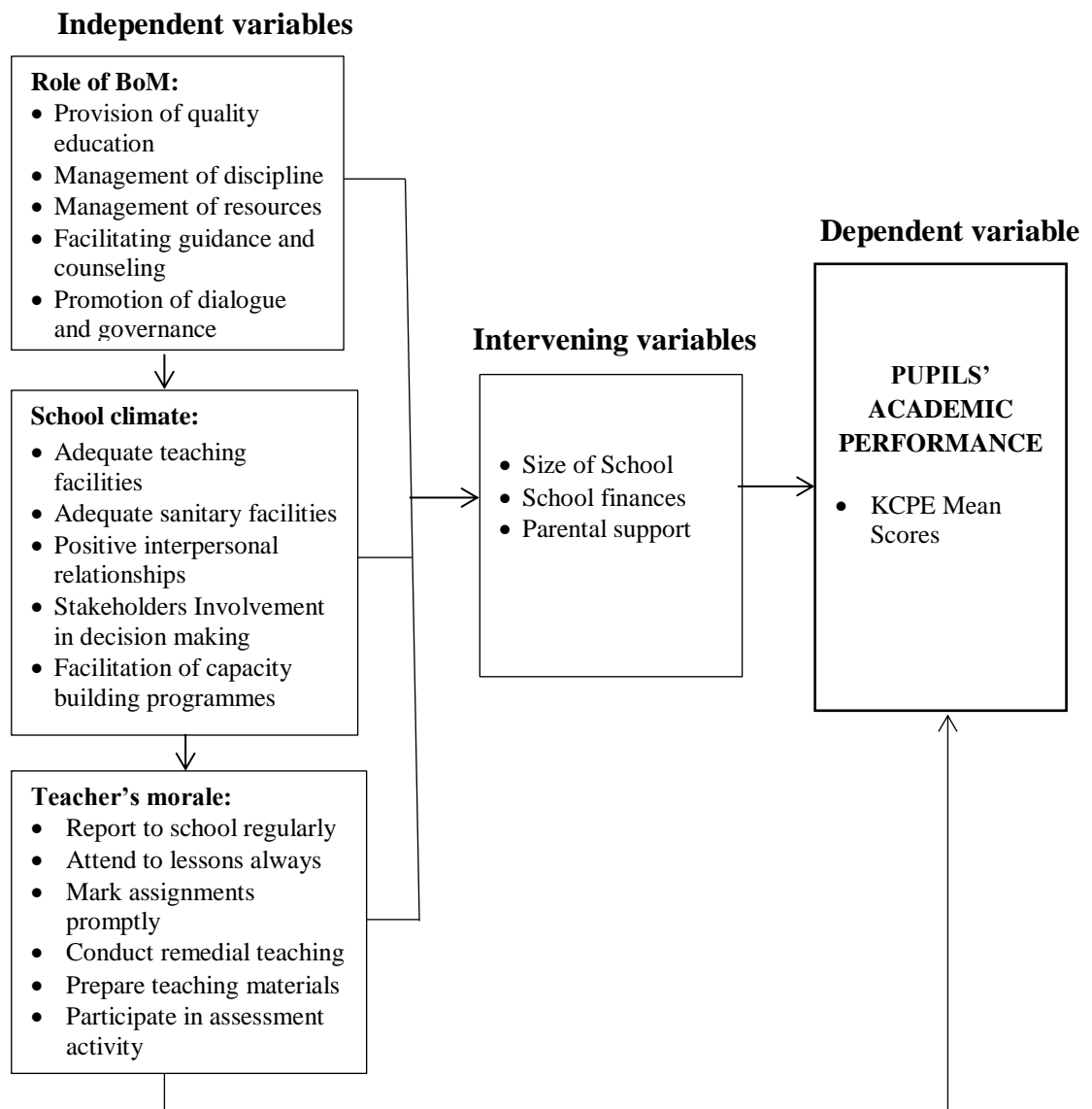


Figure 1. Conceptual Framework

A part from the independent and dependent variables, Figure 1 as well shows the intervening variables (size of school, school finances and parental support) which might have influenced the study variables. The intervening variables were controlled by eliminating them from the centre of focus since the researcher did not have direct interest in them (Best & Kahn, 1989).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology used in carrying out the study. It includes research design, location of the study, target population, sampling techniques and sample size, research instruments, piloting, validity and reliability of the instruments, data collection procedures, data analysis, and ethical considerations.

#### **3.1 Research Design**

The study was conducted through descriptive survey research design. The study was concerned with establishing the role of BoM, school climate and teachers' morale as determinants of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County. The design enabled the researcher to collect information from sampled population about their perceptions, attitudes, opinions, behaviours and values towards the variables under study (Orodho, 2009). For the purpose of this study, descriptive survey design helped to establish existing status concerning the role of BoM, school climate, teachers' morale as determinants of pupils' academic performance in the Sub-County.

#### **3.2 Location of the Study**

The study was conducted in public primary schools in Marani Sub-County. The Sub-County is located in the Northern part of Kisii County. The Sub-County lies between latitude  $0^{\circ} 30'$  and  $10^{\circ}$  South and longitude  $34^{\circ} 38'$  and  $35^{\circ}$  East. It occupies an area of approximately 123.90 square kilometres with a population of 103,869 people.

Administratively, the Sub-County is organized into four wards namely: Monyerero, Sensi, Marani and Kegogi.

The Sub-County is endowed with a highland equatorial climate leading into a bimodal rainfall pattern with average annual rainfall of 1,500mm. The long rains are between the months of March and June while the short rains are received from September to November. The area, in addition, has moderate temperatures and red soils that are generally rich in organic matter making it suitable for cash crop farming such as tea and coffee; substance crops farming for local consumption for instance maize, beans, finger millet, potatoes, bananas, ground nuts and a variety of fruits and vegetables. The area is also suitable for livestock farming. A majority of the people are small-scale farmers. Other economic activities in the area include quarrying of stones for ballast making which is used for construction, informal sector activities such as small and micro-enterprises trading (Kisii County Government, 2015).

The study was carried out in Marani Sub-County due to dismal primary school pupils' academic achievement in the KCPE examination. For the last five years (2011-2015), the Sub-County means score average was 225.76 out of maximum 500 marks as shown in Table 1. A map showing the Sub-County is attached as Appendix ix.

### **3.3 Target Population**

The target population was 317 Standard Eight teachers, 64 Head teachers and 64 BoM chairpersons in 64 public primary schools. Standard Eight was selected because the study was concerned with the KCPE results of the pupils in the Sub-County.



### 3.4 Sampling Techniques and Sample Size

Stratified random sampling technique was employed to select the schools and categories of respondents. This technique ensured that sub-groups in the population were proportionately represented in relation to their numbers in the population itself (Orodho, 2009). The strata for the study consisted Kegogi and Marani Divisions of the Sub-County with a total number of 29 and 35 schools respectively as show in Table 2. Kegogi Division had 144 teachers, 29 head teachers and 29 BoM chairpersons whereas Marani Division had 173 teachers, 35 head teachers and 35 BoM chairpersons. A list of names of schools was serialized and a table of random numbers was used to select the units for analysis.

The sample size for this study consisted of 95 teachers out of 317 teachers, 19 head teachers out of 64 head teachers, and 19 BoM chairpersons out of 64 BoM chairpersons drawn from the total population. The sample size of 30% of target population was drawn for the study. According to Scott and Deirdre (2009) and Babbie (2005) as cited in Kimondo (2008), a sample size of 30% in Social Science is acceptable. Table 2 shows sample size of schools and respondents.

Table 2

*Sample Size of Schools and Respondents*

Division	Sample size of Schools	Sample Size of Teachers	Sample Size of Head teachers	Sample Size of BoM Chairpersons
Kegogi	9	43	9	9
Marani	10	52	10	10
Total	19	95	19	19

### **3.5 Data Collection Instruments**

The researcher used questionnaires, interview schedule and document analysis for KCPE examination results as the data collecting instruments in this study.

#### **3.5.1 Questionnaires**

The researcher designed questionnaires on the basis of objectives and research questions. Mugenda and Mugenda (1999) observes that the use of questionnaires is a popular method for data collection in education because of the relative ease and cost effectiveness with which they are constructed and administered to large samples. Questionnaires items were as short as possible and only long enough to get essential data (Best and Kahn, 1989).

##### **3.5.1.1 Questionnaire for Teachers (QT)**

The QT was divided into three sections. Section A focused on the role of BoM items. Sections B and C dealt with school climate and teachers' morale items. Each of these sections had 6 matrix items in statement form and the responses were in a Likert's scale of 4, 3, 2, 1 that best represented teachers' responses concerning influence of school climate and teachers' morale on pupils' academic performance. Further, the responses ranged from: 4 -Strongly Agree, 3 – Agree, 2- Disagree, 1 - Strongly Disagree. The maximum and minimum score for each item was 4 and 1 respectively (Appendix ii).

##### **3.5.1.2 Questionnaire for Head Teacher (QHT)**

The QHT was divided into three sections. Section A focused on the role of BoM, Sections B tackled school climate, and Section C dealt with teachers' morale. The

sections had 6 matrix items in statement form and the responses were in a Likert scale of 4, 3, 2, 1 that best represented influence of the role of BoM, school climate, and teachers' morale on pupils' academic performance. In addition, the responses ranged from: 4 - Strongly Agree, 3 – Agree, 2- Disagree, 1 - Strongly Disagree. The maximum and minimum score for each item was 4 and 1 respectively (Appendix iii).

### **3.5.2 Interview Schedule for BoM Chairpersons (ISBC)**

The ISBC used was standardized in order for the researcher to ask the respondents the same questions. This enabled the researcher to obtain data that addressed objectives of the study (Orodho, 2009). ISBC was divided into two parts. Part A was made up of two items which assisted the researcher to record the school code and M.S.S of the sampled school. Part B comprised of a total of six items. There were two items in each of the study objectives. The items investigated the role of BoM, school climate and teachers' morale as determinants of pupils' academic performance (Appendix iii).

### **3.5.3 Document Analysis for KCPE Examination Results**

According to Harber (1997) as cited in Kimondo (2008), document analysis can be used to generate data. In this case, mean scores of Sub-County KCPE examination results for the last five years from 2011-2015 of the Standard Eight pupils in each of the 19 sampled schools were extracted to generate data. The aggregate mean score is five hundred marks. From the result, five schools had a mean of average above 250 marks and while 14 schools had an average mean of less than 250 marks (Appendix iv).

### **3.6 Pilot Study**

The research instruments were administered to 10 Standard Eight teachers, two head teachers and two BoM chairpersons in two public primary schools in the Sub-County. The purpose of piloting research instruments was to find out whether the respondents would find them clear, precise and comprehensible enough. According to Gall and Borg (1996) 10% of the respondents in relation to the sampled population are considered sufficient for pilot study. These teachers, head teachers, BoM chairpersons and their respective schools were not included in the actual study.

### **3.7 Validity of the Instruments**

Content validity was used to test the validity of the instruments. This was carried out to ensure that a representative sample of content to be covered in the study was realized as per the study objectives (Orodho, 2009). It was achieved by ensuring that test items in the instruments were based on objectives and variables in the study. Experts' comments and suggestions were also used to ascertain the validity of the instruments. In this case, senior members of academic staff at the Department of Curriculum Instruction and Educational Management at Maasai Mara University were requested to check through the questionnaires and interview schedule to ascertain if the content area was well covered by test items. Supervisors and peers were as well requested to check through and find out whether the research instrument items focused on relevant content of the study, had proper language use and clarity to ensure face validity. Their comments and suggestions were incorporated in the final version of the instruments.

### **3.8 Reliability of the Instruments**

Internal consistency technique was used to establish reliability of teachers and head teachers' questionnaires. In this case, internal consistency of data was determined from scores obtained from a single administration of questionnaires by the researcher to an already piloted sample of 10 teachers and two head teachers. This technique was used because the questionnaire items had multiple choices that had possible several answers each of which had a different weight (Orodho, 2009). In this case, items of role of BoM, school climate and teachers' morale in Likert type scale were used.

Since it was a single administration of the questionnaires to the teachers and head teachers, it also took a short time to work out a reliability coefficient. In this regard, teachers and head teachers' questionnaires were coded and scored using Statistical Package for Social Scientists (SPSS) software. Subsequently, Cronbach's alpha index was computed to examine the degree to which the scores in each item in teachers and head teachers' questionnaires were related. Scott and Deirdre (2009) posit that the maximum Cronbach's alpha index value is 1 and the minimum is 0. Orodho (2009) as well asserts that a correlation coefficient of approximately 0.75 is considered high enough to judge the reliability of the instrument. After testing reliability of teachers and head teachers' questionnaires, the result yielded a high Cronbach's alpha index value of 0.968 and 0.877 respectively. Table 3 presents the reliability coefficients for teachers and head teachers' questionnaires.

Table 3

*Reliability Cronbach's Alpha Index Values for Questionnaires for Teachers and Head Teachers*

Reliability of Questionnaire for Teachers		Reliability of Questionnaire for Head Teachers	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.968	18	.877	18

This therefore implied that items for the teachers and head teachers' questionnaires correlated highly among them hence the questionnaires were considered reliable for data collection.

Secondly, reliability of ISBC was evaluated by restating interview questions in slightly different form at a later time in the interview sessions (Best & Kahn, 1989). This was carried out to ensure consistency of responses from a piloted sample of two BoM chairpersons.

### **3.9 Data Collection Procedure**

After obtaining approval from Maasai Mara University to proceed for data collection, a research permit was obtained from the National Commission of Science, Technology and Innovation (NACOSTI) to collect data was also sought from the Kisii County Commissioner and the County Director of Education (CDE). The researcher had also obtained permission to collect data from head teachers of the sampled primary schools.

The questionnaires were administered at the beginning of the month of September 2016 by the researcher to the sampled Standard Eight primary school teachers and head

teachers in their respective schools. The filled-in questionnaires were collected by the researcher by the end of the same month. This procedure afforded an opportunity for the researcher to explain about some items that needed clarity and ensured a high response rate. Before collecting duly filled questionnaires, the researcher verified for their completeness, accuracy and uniformity of the information obtained.

Preparation for conducting interviews with BoM chairpersons was made. As the researcher went to collect questionnaires, he also conducted interviews with the chairpersons in the sampled schools. Mean scores of the Sub-County KCPE examination results of Standard Eight pupils in each of the sampled schools were as well obtained from Marani Sub-County Education Office.

### **3.10 Data Analysis**

Quantitative data collected from questionnaire and KCPE results were analyzed using descriptive statistics (frequencies, percentages, and means). Qualitative data collected from the interview schedule was analyzed by organizing data into themes and sub-themes in an on-going process, after which meanings were generated according to the objectives of the study. In other words, themes and sub-themes gave levels of opinion of the respondent from which meanings were deducted. The results were presented in narratives and direct quotation.

### **3.11 Ethical Considerations**

The researcher provided information about the purpose and nature of the study and sought for informed consent from the respondents. Also the respondents were informed that participation was voluntary and anonymity was guaranteed by requesting them not to

write their identities on the questionnaires. The respondents were also informed that they were free to withdraw their participation at any time if they felt so. Further, actual names of the sampled schools and their respective BoM chairpersons were concealed by replacing the names with letters of alphabet in ascending order. This was done to protect the chairpersons who were interviewed from victimization or public embarrassment by identifying with the information given to the researcher. The researcher as well acknowledged all sources of information obtained from respondents, researchers or authors' work.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introduction

This chapter deals with data presentation, analysis, interpretation and discussion of results. Data collected was arranged into categories and interpreted on the basis of themes derived from the research objectives. The following were the research objectives for the study:

- (i) To establish the role of BoM as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.
- (ii) To investigate the school climate as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.
- (iii) To examine the teachers' morale as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.

The results were presented according to objectives and research questions of the study.

#### 4.2 Role of School Board of Management and Pupils' Academic Performance

In the first objective of the study the researcher was to establish the influence of board of management role performance on Standard Eight pupils' academic performance in public primary schools and hence the objective was stated as follows:

*Objective 1: To establish the role of BoM as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.*

To achieve the objective, the role BoM items were designed in form of statements. The respondents were required to tick against statements which best described the role of BoM in their schools. Frequencies and percentages were also calculated according to the members' responses (Appendix v). The results have been presented in Table 4.

Table 4

*Teachers and Head Teachers Responses on the Role of BoM*

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

**4.2.1 Management of Discipline**

Results in Table 4, revealed that majority of the respondents 54 (56.9%) of Teachers and of 13 (68.4%) Head teachers were of the opinion that BoM did not participated in management of pupils' discipline in schools. From interviews with the Chairpersons of BoM, it was indicated that majority of them did not participate in matters of discipline. This was reported by one of the respondent that: "We are rarely in schools, our coming to schools has set dates save for emergencies. Our role in discipline is to approve pupils' suspension and teachers' interdiction". While another Chairperson remarked that: "Indiscipline in this school is one of the causes of poor academic performance. There is

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

#### **4.2.2 Promotion of Culture of Dialogue and Democratic Governance**

Table 4 indicates that majority of the respondents 57 (60.0%) of Teachers and 11 (57.9%) of Head teachers were of the view that BoM did not promoted the culture of dialogue and democratic governance in schools. Responses from the BoM Chairpersons' interviews also showed that BoM in majority of schools did not promote a culture of dialogue and democratic governance in schools. One interviewee had asserted that: "As we speak, our board of management is not united because there seems to be division due to internal wrangles arising from management of this school. We need to speak as one voice so that all other staff and pupils share our vision. Otherwise the performance of this school will continue to be poor if we do not change our attitude." Another Chairperson retorted: "There has been blame games and misunderstanding in the school due to lack of dialogue and effective communication. We have commenced talking with teachers, pupils and other stakeholders on how we can boost performance. We are as well advocating for collaborative teaching and team work among teachers". It became apparent from the finding that BoM in majority of schools had not embraced promotion of a culture of dialogue and democratic governance in schools. Promotion of the culture of dialogue and democratic governance creates harmony in school administration and improves the learning climate in schools. The maintenance of peace is a determinant factor to improved academic performance. The absence of dialogue would mean that pupils, teachers and administration worked as independent factors hence affecting academic performance negatively. This situation was also a threat to good academic performance as it would weaken the schools' management, interfere with smooth connection between BoM, teachers and pupils and affect self-esteem of all the stakeholders. This finding

agreed with The Republic of Kenya's Basic Education Act No. 14 of 2013 which stipulated that the BoM should encourage a culture of dialogue and participatory democratic governance in schools. Similarly, Obama, Eunice and Orodho (2015) asserted that schools that embraced more democratic and participatory leadership that encouraged team work performed better than those that utilized autocratic leadership.

#### **4.2.3 Ensure Provision of Quality Education**

Results in Table 4 shows that 88 (92.6%) of teachers and 14 (73.7%) of head teacher agreed that BoM ensured provision of quality education in schools. However, 7 (7.4%) of teachers and 5 (26.3%) of head teachers disagreed that BoM ensured provision of quality education in schools. From interviews with the Chairpersons of BoM, it was indicated that BoM in majority of the schools ensured provision of quality education. In one of the interviews, a BoM Chairperson stated that: "The Board ensures that there is good or quality education in school by availing necessary resources such as classrooms, pit latrines, offices and staffroom, teaching and learning materials". Another Chairperson commented: "As the highest organ of the school management, we ensure that there is adequate teaching and learning materials. We have encouraged departmental committees or subject panels to assist teachers learn from one another". Further, another Chairperson had this to say: "We motivate teachers and pupils by giving them prizes/ awards when they have performed well. Rewards boosts performance. We have seen it working very well. That is why in this school we have many pupils joining national schools. Secondly, we provide a token of appreciation to teachers for carrying out remedial teaching and provide break tea and lunch to teachers. It motivates teachers. Third, we provide housing to teachers who do not hail from the community. It really motivates teachers to work

hard". This was an indication that the BoM ensured that there was quality of education by providing resources in schools to improve the quality of education. However, in a number of schools, 26 % of the Head teachers indicated that the BoM members were not involved in the provision of quality education. This implied that the school administration could mismanage the resources since the watchdog of the Government which is the BoM was not functioning. This had a negative influence on academic performance since the resources were not used for the intended purposes. This finding is similar to Rout (2014) who opined that school management committees' performed the role of checking learners' attendance and absenteeism, developing school infrastructure, utilization of finance prudently. Opande (2013) as well concurred with the study finding by asserting that school management committees' performed the role of motivating teachers through recognition and rewards and fostering good relationship among school stakeholders.

#### **4.2.4 Promotion of Guidance and Counseling Programmes**

In regard to promotion of guidance and counseling programmes, Table 4 shows that majority of the respondents 78 (82.1%) of teachers and 16 (84.2%) of head teachers were of the opinion that BoM did not promote guidance and counseling programmes in schools. The finding implies that the BoM did not have the requisite capacity to undertake guidance and counseling function. In respect to this, one Chairperson said that: "One of the huge tasks is to interpret the BoM role as indicated in the Basic Education Act 2013. We need also some short course to be trained on how to handle some of our functions or an induction on how to discharge our mandate. We have a problem to perform some of the functions for example how to conduct counseling to pupils and teachers, ensure school finances and other resources are managed well". Similarly,

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

#### **4.2.5 Provision of Adequate Physical Facilities**

On the issue of provision of adequate physical facilities, results on Table 4 revealed that majority of the respondents 60 (63.2%) of teachers and 17 (89.4%) of head teachers had the opinion that BoM did not provide adequate physical facilities in schools. During interviews, one of the BoM Chairpersons remarked that: “In this school, learning

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



#### **4.2.6 Management of School Resources**

As indicated in Table 4, the responses from 53 (55.8%) of teachers and 14 (73.7%) of head teachers were of the view that BoM did not manage schools resources. One of the interviewed BoM Chairpersons reported: “The school has a shortage of material resources particularly teaching and learning material. This makes it difficult for us to carry out our duties effectively. We are forced by this circumstance to solicit for funds from the parents to buy the resources for pupils and teachers. Sometimes parents are not happy as they give the money since they know that the government provides free primary education for their children”. From the interview another Chairperson reported that: “Management of school resources is a challenge to the BoM. This is because still many pupils share textbooks thus making it hard for teachers to give enough assignments and homework. The classrooms are overcrowded and staffing for teachers is low”. While another Chairperson had stated that: “In our school, we are faced with a challenge of inadequate teaching and learning facilities such as library and classrooms. We need also to construct an ablution block to cater for high enrolment. The inadequacy of the facilities interferes with our role of managing resources”. The finding suggested that inadequate teaching and learning facilities hampered BoM role of managing resources in schools. The overstretched resources interfere with education standards. This is because the intended objectives would not be achieved in situations where resources are not enough to facilitate proper management of the same. This finding agreed with a study carried out by Nzoka and Orodho (2014) on school management and students’ academic performance: How effective are strategies being employed by school managers in secondary schools had revealed that most schools had inadequate teaching and learning

resources and the BoM members had inadequate skills on management of school resources. This consequently inhibited their ability to perform the statutory roles properly.

To understand the influence of role of BoM on Standard Eight pupils' academic performance, mean scores of role of BoM and pupils' academic performance were compared. Table 5 presents the results.

Table 5

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

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

Table 5 shows that when the mean of role of BoM was high per school, the mean score of pupils' academic performance was also high, and vice versa. However, the total overall

mean of role of BoM and pupils' academic performance was a score of 2.40 and 231.76 marks respectively. This implied that majority of BoM did not perform their role in schools and pupils' academic performance was as well low. During interviews, one of the Chairpersons said that: "The challenge we are confronted with is poor results from pupils. This has been affected by our work performance. For example, our supervisory role as a Board has been irregular but we have resolved to improve on our work. I wish we improved on the learners outcomes. Imagine, we have not managed to send any of our pupils to a national school in the last four years. It is really demotivating!" The finding therefore suggested that inadequate execution of BoM's role negatively influenced Standard Eight pupils' academic performance. This finding agreed with Nkundabanyanga, et al. (2015) who found out that school management boards role performance in areas such as financial management and conducting of quality regular meetings had significant influence on students' academic performance. However, the finding as well disagreed with a study by Ford (2013) on the impact of school board governance on academic achievement which established that the role of schools' board of governors do not have influence on students' academic performance. Similarly, Shober and Hartney (2014) in their study entitled 'Does school board leadership matter?' had established that board members demonstrated well versed with management of school finance, teacher pay, collective bargaining and class size as their role. However, there was little consensus that their role influenced students' performance.

#### **4.3 School Climate and Pupils' Academic Performance**

The second objective of the study focused on finding out influence of school climate on pupils' academic performance. The objective was thus stated as:

***Objective 2: To investigate the school climate as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.***

To realize the objective, school climate items were designed in form of statements. Teachers were then required to select by ticking against statements which best defined their schools' climate in the spaces provided in the items continuum. Frequencies and percentages were calculated according to the responses from the teachers and head teachers (Appendix vi). The results have been presented in Table 6.

Table 6

*Teachers and Head Teachers' Responses on School Climate*

School Climate	Responses							
	n=95				n=19			
	Teachers				Head teachers			
	Agree		Disagree		Agree		Disagree	
f	%	f	%	f	%	f	%	
Teaching facilities are adequate	38	40.0	57	60.0	5	26.4	14	73.6
Sanitary facilities are adequate	33	34.8	62	65.2	8	42.1	11	57.9
There is positive pupil-teacher relationship	31	32.6	64	67.4	7	36.8	12	63.2
Teachers are facilitated to attend capacity building programmes	34	35.8	61	64.2	9	47.4	10	52.6
Teaching and learning materials are adequate	63	66.3	32	33.7	13	68.4	6	31.6
Teachers and pupils are involved in decision making	30	31.5	65	68.5	4	21.1	15	78.9

**4.3.1 Teaching Facilities are Adequate**

Results in Table 6 revealed that majority of primary schools involved in the study had inadequate teaching facilities as indicated by 60.0% of the Teachers and 73.6% of the Head teachers. Results from Chairpersons' interviews also showed that teaching facilities were inadequate. One of the respondents remarked that: "Currently, we lack enough

classrooms to enable us solve the problem of overcrowding of pupils in classes. This resource is critical for children because it provides required favourable learning environment for the teachers and pupils to complete the syllabus in good time. However, we have forwarded a proposal on financial support to erect more classrooms to the Constituency Development Fund committee for consideration”. Another Chairperson stated that: “The BoM is working on strategies on how our children can improve on their academics. However, this board is challenged with shortage of physical facilities. We need to construct the library, teachers’ staffroom and add one block of classrooms”. While another Chairperson had this to say: “As a governing body, we need support from the Government to enable us have adequate teaching facilities particularly classes and resource room. Though at school level, we have made it clear that the teachers have to prepare teaching and learning materials appropriately”. This implied that absence of teaching facilities affected syllabus coverage, teacher-learner contact hours and private studies by pupils as well as pupils doing assignments given by teachers. This would have a negative influence on academic performance since examinations were set from the course books and supplementary materials that were inadequate in most schools. The present study findings are consistent with those reported by Usaini and Bakar (2015) in their study on influence of school environment on academic performance of secondary school students in Kuala Terengganu, Malaysia. The findings of the study had revealed that schools did not have adequate facilities and this influenced students’ academic performance. Similarly, the current study findings correspond with those of a study conducted in Nigeria, by Odeh, Oguiche and Ivagher (2015) on influence of school environment on academic achievement of students in secondary schools in Nigeria. The

results had revealed that inadequate physical facilities in schools influenced academic achievement of secondary school students.

#### **4.3.2 Sanitary Facilities are Adequate**

Results in Table 6 indicates that 62 (65.2%) of Teachers and 11 (57.9%) of Head teachers were in the opinion that there were inadequate sanitary facilities in schools. During interviews, one of the Chairpersons said: “At the moment, the school can only afford the basic teaching and learning materials. We lack enough facilities such as toilets for pupils since the sharing ratio is high especially for the girls. However we have written to stakeholders to assist the school put up enough toilets”. While another Chairperson retorted: “There is need for an ablution block to cater for all pupils in the school. The number of toilets does not commensurate with the high pupils’ enrolment in this school. The toilets are not also in good condition thus pupils might contact diseases. However, we have started the process of constructing these sanitary facilities because they are important for the pupils’ academic excellence”. This implies that sanitary facilities were inadequate in schools and might have affected pupils’ learning. Adequate, clean, and good condition toilets are essential in schools as they improve pupils’ self-esteem, guard them against contacting diseases which might be occasioned by poor state of toilets. This therefore required schools to construct enough toilets in order to serve pupils optimally. The finding is similar to that of Mobegi (2011) who established that sanitation facilities especially for district level schools were not adequate for students forcing them to queue which consequently led to wastage of learning time and contributed to poor academic performance. Similarly, Oluka and Opolot-Okurut (2008) indicated that limited or poor quality toilet facilities had an impact for girls in terms of enrolment, attendance and

academic achievement due to their special needs during their menstrual periods. Jagero (2011) as well reported that inadequate sanitary facilities affected boarding secondary students' academic performance in Kenya.

#### **4.3.3 Positive Pupil-Teacher Relationship**

On the aspect of positive pupil-teacher relationship, results in Table 6 pointed out that 64 (67.4%) of Teachers and 12 (63.2%) of Head teachers were of the opinion that pupil-teacher relationship in schools was not positive. During interviews, one of the Chairpersons reported that: "There is lack of harmony among all partners that is, pupils, teachers, and parents. I think this is the origin of dismal pupils' academic performance in this school. As a board we believe that team work is important for success of the school. Having good relationship is essential for good academic performance. However, we have started class meetings to build cordial relationships in our school". While another Chairperson remarked: "There is frosty relationship between the teachers, pupils and administration. This is due to lack of respect among all the partners. In order to improve the pupils' academic performance we are focusing on alleviating the issue of indiscipline which may be causing the deterioration of warm relationship". This finding implied that the pupil-teacher relationship was not positive and consequently it might have affected pupils' academic performance in schools. In other words, it means that positive pupil-teacher relationship creates a warm learning environment. Teachers are also able to deal with individual pupils in solving their academic problems. Pupils as well have confidence in contacting teachers hence improving their academic performance. This finding is consistent with Nyamosi (2013) whose study had investigated on the influence of school climate on pupils' performance at KCPE in Central division of Machakos District,

Kenya. The findings of the study had established that interpersonal relationship between teachers and pupils was not cordial and it contributed to poor pupils' academic performance at KCPE examination. Similarly, Mbaabu and Orodho (2014) concurred with the finding through reporting that lack of collegial interrelationship among teachers, pupils, parents and school management led to low pupils' academic performance in national examinations.

#### **4.3.4 Teachers' Facilitation to Attend Capacity Building Programmes**

In regard to teachers' facilitation to attend capacity building programmes, majority of the respondents 61 (64.2%) of Teachers and 10 (52.6%) of Head teachers were of the opinion that teachers were not facilitated to attend to capacity building programmes (Table 6). One of the Chairperson interviewed stated that: "In this school, we do not have the capacity to organize for the in service training. For a fact, if there is a new teacher in school, he/she needs to be trained so that is inducted to the culture of this school. The training should entail, setting of examination and lesson preparation. But, because of insufficient funds, the School Board is unable to facilitate the teachers to attend the seminars/workshops in or out of school". Whereas another Chairperson commented: "As the BoM, we intend to sponsor more of the teachers to in-service training if and when funds will be available. We strongly believe teachers and pupils will gain immensely". This implied that majority of teachers were not facilitated to attend capacity building programmes due to inadequate funds. Capacity building programmes for the teachers are essential since enable teachers to improve on their knowledge, skills and realize quality students' outcomes. The programmes also build confidence on teachers particularly on issues of curriculum and instruction. This finding is consistent with Ogamba (2011) who



reported that teachers rarely attended in-service training programmes on curriculum and instruction to keep abreast with current educational trend and thus academic performance in schools was affected. Briggs (2012) as well concurred with this finding by reporting that most teachers after employment had not attended any training either in form of seminar or workshops to boost their knowledge, skills and competencies. This immensely affected academic performance in schools. Similarly, Ayeni (2011) postulated that teachers' work was affected by limited financial resources in schools to enable them attend professional development programmes aimed at honing their skills and knowledge. Nevertheless, Wasanga, Ambia and Mwai (2010) as well reported that facilitation of refresher or in-service courses for teachers was a crucial strategy since it enhanced their knowledge growth and instructional skills that would boost learners' academic performance. Correspondingly, Jepketer, Kombo and Kyalo (2015) reported that teachers' capacity development influenced students' academic performance. Consequently, teachers needed refresher training courses in order to improve on teaching and students' performance in schools.

#### **4.3.5 Teaching and Learning Materials are Adequate**

In finding out on adequacy of teaching and learning materials in schools, Table 6 indicated that majority of the respondents 63 (66.3%) of the Teachers and 13 (68.4%) of the Head teachers were of the opinion that teaching and learning materials were adequate although 33.7% of the teachers and 31.6% of the head teachers disagreed that teaching and learning materials were adequate. Responses from 33.7 % and 31.6 % of teachers and head teachers respectively signified that some schools were not facilitated with enough teaching and learning materials. This would have impacted negatively on pupils'

academic performance since adequate teaching and learning materials are critical ingredients in teaching and learning process. When interviews were carried out, one of the Chairpersons remarked that: “Our main task is to make sure what was budgeted for is bought. In our school, the teachers are given note books and pens, pieces chalk, text books, and guide books. Pupils receive exercise books and share text books”. Another Chairperson stated that: “Since we receive money for teaching and learning resource materials from the Government, we normally facilitate for the buying of text books, exercise books, pens and other relevant materials”. While another Chairperson remarked: “The School Board of Management authorizes for the buying of text books, guide books, revision pamphlets, stationery, and materials to prepare teaching and learning aids”. This signified that the majority of the schools had basic teaching and learning materials such as text books, teachers’ guide books, chalks, exercise books, manilla papers for making charts and pens. However a few schools went an extra mile to provide other resources for instance, revision books, note books, schemes of work/lesson preparation books as a way of enhancing pupils’ academic performance. Provision of sufficient teaching and learning material in schools is important as it stimulates pupils learning through discovering new ideas and knowledge. It also boosts content delivery by the teacher. This finding agreed with Kimeu, Tanui and Ronoh (2015) who reported that good student academic performance depended on sufficient and relevant teachers’ reference books and guides, students and teachers’ textbooks, charts, chalk board and pieces of chalk as teaching and learning materials. This finding as well agreed with Loukas (2007) who reported that one of school characteristics is physical dimension which entails sufficient teaching and learning resource materials, school size and ratio of students to teachers in classroom,

safety and comfort. Jaiyeoba (2011) also concurred with this finding by asserting that inadequate provision of teaching and learning materials was an impediment to effective academic performance of primary schools. Further, Ondieki and Orodho (2015) as well reported that inadequate teaching and learning resources, incomplete syllabus coverage due to inappropriate instructional approaches and poor attitude amongst pupils and teachers negatively influenced academic performance in schools.

#### **4.3.6 Teachers and Pupils are involved in Decision Making**

In respect to teachers and pupils' involvement in decision making in schools, results on Table 6 revealed that majority of the respondents 65 (68.5%) of the teachers and 15 (78.9%) of the head teachers were of the view that teachers and pupils were involved in decision making. In regard to this, one Chairperson quipped: "We rarely ensure that teachers and pupils participate in decisions making in school but for effective school climate, I think in my own opinion, they should be allowed to participate in school matters. However, we are emphasizing that teachers must prepare thoroughly and teach the pupils as expected. This is a stepping stone for all other indicators of conducive learning environment". Another Chairperson had this to comment: "Foremost, we need to incorporate teachers and pupils' ideas as we develop the school. Each member in the school must own the vision of the school. Therefore, the school must embrace the element of involvement of all stakeholders in decision making as it will enable all actors in teaching-learning process discharge their duties satisfactorily". This finding implied that majority of teachers and pupils were not involved in decision making in school. This consequently suggested that the teachers and pupils were perhaps unable to own the school's vision in order to strive to achieve the goals and objectives of the schools. This

finding is consistent with Wadesango (2012) who asserted that insignificant teachers and pupils participation in important school matters led to low academic performance and stressful school governance. However, this finding is inconsistent with Dagneu (2014) who reported that schools' administration listened to teachers and students' ideas, opinions and complaints and involved them in decision making thus resulting to high academic performance in schools. Similarly, Sabas and Mokaya (2013) reported that participatory decision making system promoted academic performance in schools. This is because teachers, students and other stakeholders were able to provide a number of inputs that contributed positively to academic success.

To understand the influence of school climate on Standard Eight pupils' academic performance, mean scores of teachers' responses about their schools' climate and pupils' academic performance were compared by school. The results are shown in Table 7.

Table 7

*Overall Mean Score of Teachers' Responses of School Climate and Pupils' Academic Performance by School*

School	Teachers Responses of School Climate Mean	Standard Deviation	Pupils Academic Performance Mean Score
School A	3.83	.240	336.09
School B	1.43	.481	233.65
School C	1.43	.505	203.47
School D	1.87	.704	207.37
School E	1.70	.571	210.22
School F	3.80	.183	333.41
School G	1.47	.273	184.18
School H	1.57	.605	208.76
School I	1.20	.284	210.02
School J	3.31	.464	234.53
School K	3.83	.240	257.83
School L	2.50	.745	224.74
School M	2.10	.166	209.40
School N	2.13	.711	197.03
School O	1.61	.514	225.06
School P	1.63	.456	201.54
School Q	1.50	.553	191.19
School R	3.57	.514	276.48
School S	3.83	.315	258.50
Total	2.33	.449	231.76

Table 7 indicates that the overall mean scores of teachers' responses of school climate and standard eight pupils academic performance were low with mean scores of 2.33 and 231.76 respectively. The results as well show that when the mean of teachers' responses of school climate was high, the mean score of pupils' academic performance was also high, and vice versa. This suggests that school climate was not conducive and this negatively influenced pupils' academic performance. During interviews, one of the BoM Chairpersons reported: "We have a challenge of availing sufficient teaching and learning materials to learners. This is due to overcrowding of pupils in classroom and the resource

materials are not enough for distribution to pupils. Consequently, many pupils are forced by the situation to share teaching and learning resources. It is difficult for teachers to give adequate assignment to pupils. This has led to poor pupils' performance particularly in their examinations". This finding is similar to that of Ngware, Abuya, Admassu, Mutisya, Musyoka and Oketch (2013) who reported that there was low pupils' performance in literacy in Government and formal private schools in Kenya because of fewer textbooks in schools. The finding was also in agreement with findings of Adeogun and Olisaemeka (2011) who asserted that selected school climate factors such as working conditions, learning environment, home-school relationship, social-physical environment, safety and security, discipline and teacher care and support influenced students' performance and teacher productivity. Herzberg et al. (1959) similarly indicated that physical working conditions were an important component in any institution as it determined the extent of productivity.

#### **4.4 Teachers' Morale and Pupils' Academic Achievement**

The third objective of the study was to establish influence of teachers' morale on pupils' academic achievement stated thus:

***Objective 3: To examine the teachers' morale as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.***

To achieve this objective, teachers' morale items were designed in form of statements. The teachers and head teachers were then required tick against morale statements. Frequencies and percentages were calculated according to the responses from the respondents (Appendix vii). The results have been presented in Table 8.

Table 8

*Teachers and Head Teachers' Responses on Teachers' Morale*

Teachers' Morale	Responses							
	n=95				n=19			
	Teachers				Head teachers			
	Agree		Disagree		Agree		Disagree	
f	%	f	%	f	%	f	%	
Report to school regularly	38	40.0	57	60.0	6	31.6	13	68.4
Attend to lessons always	40	42.1	55	57.9	3	15.8	16	84.2
Mark pupils assignments promptly	72	75.8	23	24.2	13	68.4	6	31.6
Conduct remedial teaching	27	28.4	68	71.6	5	26.3	14	73.7
Adequate preparation of teaching and learning materials	33	34.7	62	65.3	6	31.6	13	68.4
Participate in classroom assessment activity	30	31.6	65	68.4	9	47.4	10	52.6

**4.4.1 Report to School Regularly**

Results on Table 8, revealed that majority of the respondents 57 (60.0%) of teachers and 13 (68.4%) of head teachers were of the view that teachers did not reported to school regularly. During interviews with BoM Chairpersons, one of the Chairpersons lamented: “Teachers in this school keep on pointing fingers at the School Management. They feel we are witch hunting them when in fact we are insisting that they should stop the habit of being absent from school to attend to unofficial functions. Being absent from school has really hampered teachers’ productivity and pupils’ posting of good results. You can imagine how disastrous it is when a teacher is absent from school without considering recovery for the time lost. We are determined to stop this habit even if it means instituting some disciplinary measures to arrest this situation”. While another Chairperson remarked: “Teacher absenteeism is rampant in this school. When we discuss with teachers why they are absent from school, they comment that the salary they earn is

not enough and the cost of living has sky rocketed. Therefore, they have to engage themselves in other businesses to get extra money. They seem not having a zeal for managing their time well for school activities and they appear not to have children interests at heart. Some have directed most of their energies to farming and operating *kiosks*; others have made a tendency of attending to funerals especially on Fridays without even attending to school work in morning hours. As the board we feel, the government should consider boosting teachers' welfare particularly improving on their salaries". This implied there lacked a proper system of monitor teachers' school attendance. Irregular reporting of teachers in schools robbed the Government tax payers' money since the teachers earned salary for days not worked for. Consequently, teacher absenteeism affected their service delivery and pupils' academic performance. This finding is similar to views of Leithwood (2006) who reported that teacher behaviour associated with low morale included absenteeism, less effective teaching performance, turnover and resistance to change. Regina (2010) also agreed with the finding by reporting that teachers worked in uncondusive classroom environment and their salaries were low and irregular. This led them to be absent from school so as to engage in other businesses to earn extra money to supplement the meagre salaries they earned. Similarly Finlayson (2009) asserted teachers' regular absence from school negatively affected student academic performance particularly on national examinations.

#### **4.4.2 Attend to Lessons Always**

In regard to attending to lessons always, Table 8 shows that majority of the respondents 55 (57.9%) of teachers and 16 (84.2%) of head teachers disagreed that teachers attended to lessons always in schools. During interviews, one of the Chairpersons said: "In this



school, there is a challenge of inadequate number of teachers. Consequently, a few teachers in our school are unable to attend to all lessons as expected in order to complete the syllabus in good time. Teachers have a heavy work load and this has created apathy among them. We are considering engaging unemployed but qualified teachers to help regular teachers. We hope this will boost teachers' morale". In the same perspective, another Chairperson remarked: "The teachers do not attend to all lessons. This is because of pupils' population which is high and we do not have enough teachers to share the work load. The Government should employ more teachers so that the quality of academic work is improved". This finding denoted that teachers' sporadic attendance of class lessons impacted negatively on syllabus coverage and consequently had an implication on pupils' academic performance. The finding agrees with World Bank Report, 2013 which revealed that teachers did not attend to class lessons regularly in Kenyan primary schools. The Report further expounded that for every 100 public school teachers, only 55 teachers were in class teaching and 27 were at school but not in class teaching as indicated on the time table.

#### **4.4.3 Mark Pupils' Assignments Promptly**

Concerning prompt marking of pupils' assignments, Table 8 revealed that 72 (75.8%) of Teachers and 13 (68.4%) of Head teachers were of the opinion that teachers marked pupils' assignments promptly whereas 24.2% of teachers and 31.6% of head teachers disagreed that teachers marked pupils' assignment promptly. The results from 24.2% and 31.6% of the teachers and head teachers signify that teachers did not have enthusiasm in pupils' evaluation. Marking of pupils' assignment is important as it will provide feedback to the teachers whether the pupils have understood the content in topics taught. It is

through the outcomes from pupils' assignment the teacher will determine the next course of action in regard to content coverage in a particular topic. During the interview, one of the Chairpersons said: "We have been performing well because we have inculcated right attitudes among teachers. For example, our school culture demands that teachers should administer and mark pupils' assignments or tests. Teachers also record pupils' results. For example every month we administer exams. There is a performance file where teachers record marks. We conduct meetings every end of the month and see how the pupils have performed. We also see how individual subjects have been performed and demand explanations from teachers for any variance in regard to performance. So far we have not witnessed any resentment arising from this process". In the same vein, another Chairperson expressed: "Our teachers have positive morale. Teachers are appreciated for attending morning or evening prep. They give pupils assignments, mark and carry out revision. There is also parental support in this school to ensure that pupils excel in their studies". The finding implies that majority of teachers marked of pupils assignments and this was one way of improving pupils' academic performance. This is in line with the opinion of Ayeni and Afolabi (2012) who reported that teachers' instructional work such as lesson delivery, marking of assignments, feedback on learning outcomes and classroom management improved quality of education in schools.

#### **4.4.4 Conduct Remedial Teaching**

Results in Table 8 revealed that majority of respondents 68 (71.6%) of Teachers and 14 (73.7%) of Head teachers were of the view that teachers did not conduct remedial teaching. When interviews were carried out, one of the Chairpersons responded: "In this school teachers attend morning preps without breakfast. There is not even a lunch

programme in this school. This makes them to break for lunch to fill their tummies before resuming for afternoon lessons. If they can have lunch in school, we can save more time for remedial teaching to help our pupils. But with this trend, the performance of the school will continue being dismal. I feel we should do something to ensure that the teachers are properly facilitated for them to carry out remedial coaching”. Another Chairperson had this to say: “Majority of the teachers are unable to conduct remedial teaching. This is simply because most of our teachers reside far from the school. We have made an attempt to request teachers who come from this area to willingly transfer to this school but they have refused. This has affected remedial teaching in the morning and evening”. The finding suggested that majority of the teachers were not going an extra mile to carry out remedial teaching in order to address pupils’ individual differences. Remedial teaching is important as it helps the slow learners to catch up with fast learners. It as well helps in solving pupils’ individual academic issues which may not be sorted out during normal class lessons. The remedial teaching programme will also enable the teacher determine value addition for each pupil under this programme. This finding is similar to views of Gakure, Mukuria and Kithae (2013) who stated that teachers were unable to undertake remedial teaching because of heavy workload since majority of them had an average of 40 lessons per week. Further, Mwangi and Nyagah (2011) reported that inability to secure residence within schools hampered remedial teaching during morning and evening preps. However, Kimani, Kara and Njagi (2013) reported that provision of individualized attention to students significantly influenced students’ academic achievement.

#### **4.4.5 Adequate Preparation of Teaching and Learning Materials**

On the issue of adequate preparation of teaching and learning materials, results on Table 8, revealed that majority 62 (65.3%) of teachers and 13 (68.4%) of head teachers disagreed that teachers adequately prepared teaching and learning materials. In respect to this, one of the BoM Chairpersons commented: “The problem of preparation of teaching and learning materials runs deeper than we are seeing it. For example, no records of work covered are available whilst teachers should do it. We noticed this problem during our last inspection. They know what they have covered from the schemes of work! We are also aware they should record work covered. We have instructed the head teacher to ensure that this problem is addressed immediately”. Another Chairperson said: “Teachers do not prepare adequately for their lessons. Our pupils’ performance is low. However we are determined to implore upon them to change their attitude”. This implied that inadequate preparation of teaching and materials by the teachers perhaps might have negatively affected pupils’ academic performance. This finding is consistent with the finding of Mwangi (2013) who reported that teachers lacked enthusiasm and were unable to prepare teaching and learning resources adequately and teach effectively in order to enhance learners’ achievement. However, the finding is inconsistent with Ayeni and Afolabi (2012) who reported that teachers carried out instructional tasks such as preparation of lesson notes, writing of schemes of work and periodic assessment of students’ learning which were significant for student academic performance.

#### **4.4.6 Participate in Classroom Assessment Activity**

In regard to participation in classroom assessment activity in schools, results on Table 8 indicated that majority of the respondents 65 (68.4%) of the teachers and 10 (52.6%)

were of the opinion that teachers did not participate in classroom assessment activity. During interviews, one of the Chairpersons retorted: “Teachers are not taking their work seriously. They do not attend to all their lessons as required. Most teachers have also low opinion towards assessment carried out by the head teacher as secretary of Board of Management. Teachers feel that classroom assessment or visitation is a fault finding exercise destined to fix them. They seem not to want to move away from their comfort zone. Rarely QASOs visit this school to see the extent to which teaching and learning process is being implemented. Consequently, we are experiencing low teachers and pupils productivity. Another Chairperson also expressed that: “More often we receive reports that most teachers do not like to be assessed by fellow teachers regardless of the position they hold in the school. Advice from assessment is important has it helps a teacher to improve on teaching methods. They need thorough sensitization on this! For instance, assessment may build confidence of a teacher and enhance quality team teaching. As a board we are in support of school-based assessment because it improves teachers and pupils’ performance”. This finding implied that majority of teachers did not appreciate classroom assessment though the assessment activity was every critical in enabling teachers improve on their teaching methods and consequently boost pupils’ academic performance. The finding is consistent with that of Reche, Bundi, Riungu and Mbugua (2012) who reported that teachers who were irregularly assessed by head teachers, their pupils posted low mean standard scores in primary schools national examination. Similarly, Ngunjiri (2012) reported that head teachers’ visitation when the teacher is teaching in classroom significantly influenced pupils academic performance.

To understand the influence of teacher morale on pupils' academic performance, mean scores of teachers' morale and pupils' academic performance were compared. The results are shown in Table 9.

Table 9

*Overall Mean Score of Teachers' Morale and Pupils' Academic Performance by School*

School	Teachers' Morale Mean	Standard Deviation	Pupils' Academic Performance Mean Score
School A	3.63	.341	336.09
School B	1.90	.685	233.65
School C	1.80	.758	203.47
School D	1.87	.704	207.37
School E	2.03	.589	210.22
School F	3.70	.332	333.41
School G	1.77	.670	184.18
School H	1.57	.589	208.76
School I	1.77	.423	210.02
School J	3.10	.562	234.53
School K	3.73	.315	257.83
School L	2.77	.332	224.74
School M	2.43	.373	209.40
School N	1.93	.497	197.03
School O	1.90	.572	225.06
School P	1.60	.574	201.54
School Q	1.53	.553	191.19
School R	3.60	.406	276.48
School S	3.57	.514	258.50
Total	2.43	.515	231.76

Table 9 shows that when the mean of teachers' morale was high, the mean score of pupils' academic performance was also high, and vice versa. The overall mean scores of teachers' morale and pupils' academic performance were low with mean scores of 2.43 and 231.76 respectively. These results implied that teacher morale influenced Standard Eight pupils' academic performance. In this respect, one of the BoM chairpersons

remarked: “The performance of teachers and pupils is low because of inadequate resources in the school. The management board is currently sourcing for funds to improve the school infrastructure and purchase more teaching and learning resources in order to improve on teachers’ morale which is very low. Without adequate resources and change of teachers’ attitude towards their instructional work, the learners performance will continue being in jeopardy”. The current research findings established that teacher’s attitude towards preparation of teaching and learning materials, regular class attendance to lessons, and accepting regular assessment influenced pupils’ academic performance. The findings of the study are consistent with those DeBruyne (2001) who stated that teachers’ attitudes have a significant impact on their job performance and academic performance of students. Similarly, Herzberg’s motivation-hygiene theory indicated that attitudes influence an individual’s work performance and morale in an organization (Herzberg et al., 1959). The finding also agreed with that reported by Houchard (2005) and Lou (2007) whose findings had shown that when teachers’ morale was low, students’ achievement was low and vice versa. They further established that low morale scores among the teachers affected their overall morale mean.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of the study findings, conclusions, recommendations and suggestions for further study based on the following study objectives:

- (i) To establish the role of BoM as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.
- (ii) To investigate the school climate as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.
- (iii) To examine the teachers' morale as a determinant of Standard Eight pupils' academic performance in public primary schools in Marani Sub-County.

#### **5.2 Summary of the Study Findings**

##### **5.2.1 To Establish the Role of BoM as a Determinant of Standard Eight Pupils' Academic Performance in Public Primary Schools in Marani Sub-County.**

The study found out that majority of BoM did not participate in matters of discipline in schools but only visited schools during emergencies. The study also revealed that indiscipline in schools was one of the causes of poor academic performance and BoM did not have requisite knowledge and skills on how to deal with teachers and pupils' disciplinary issues hence required training to equip them with knowledge in regard to handling of disciplinary matters.



The study found out that BoM in majority of schools did not promote a culture of dialogue and democratic governance in schools. The study revealed that there were internal wrangles among the BoM members arising from way of management of schools and misunderstanding due to lack of dialogue and effective communication. However, the study revealed that BoM in majority of the schools ensured provision of quality education by availing necessary basic teaching and learning resources and motivating teachers and pupils by giving them prizes/ awards when they performed well.

The study found out that majority of the BoM did not have the requisite capacity to undertake guidance and counseling function in schools. The BoM lacked capacity to interpret the BoM role as indicated in the Basic Education Act 2013 particularly on how to conduct counseling to pupils and teachers. The study also revealed that majority of BoM were constrained with resources hence were not able to enrol for capacity building programmes on the issue of guidance and counseling.

The study established that BoM in majority of the schools did not have sufficient funds to assist in construction of adequate physical facilities. It was revealed from the study that schools depended on Free Primary Education capitation from the Government which was not sufficient to put up more physical facilities for teaching and learning. The study also found out that inadequate teaching and learning facilities hampered BoM role of managing resources in schools.

The study as well found out that when the mean of role of BoM was high by school, the mean score of pupils' academic performance was also high, and vice versa. However, the total overall mean of role of BoM and pupils' academic performance was a score of 2.40

and 231.76 marks respectively. This implied that majority of BoM did not perform their role in schools and pupils' academic performance was also low.

### **5.2.2 To Investigate the School Climate as a Determinant of Standard Eight Pupils' Academic Performance in Public Primary Schools in Marani Sub-County.**

The study revealed that schools experienced a challenge of inadequate teaching facilities which were critical for pupils' academic performance. Respondents from the interviews remarked that classrooms were not enough to solve the problem of overcrowding of pupils in classrooms. This resource was critical for teachers and pupils because it provided for a favourable learning environment intended for the teachers and pupils to complete the syllabus in good time.

The study found out that sanitary facilities were inadequate in schools and might have affected pupils' academic performance. It was established that the number of toilets did not commensurate with the high pupils' enrolment in the schools and were also not in good condition which would lead to diseases outbreak. Girls were found to be the mostly affected group because their toilets were fewer in number than boys' toilets.

The study found out that the pupil-teacher relationship was not positive. There lacked harmony among all partners that is, pupils, teachers, and parents and respondents thought that negative pupil-teacher relationship was the origin of dismal pupils' academic performance in schools. Lack of respect among all the partners and indiscipline issues were also found to be causing the deterioration of pupil-teacher warm relationship in schools.

The study found out that majority of the teachers were not facilitated to attend capacity building programmes due to inadequate funds. Schools as well did not have the capacity to organize for in-service training within to induct teachers on school culture, training in setting of examination and lesson preparation. However, the study established that majority of the schools had basic teaching and learning materials such as text books, teachers' guide books, chalks, exercise books, manilla papers for making charts and pens. Though, a few schools went an extra mile to provide other resources for instance, revision books, note books, schemes of work/lesson preparation books as a way of enhancing pupils' academic performance.

The study revealed that majority of the teachers and pupils were not involved in decision making in schools. This consequently suggested that the teachers and pupils were perhaps unable to own the school's vision in order to strive to achieve their goals and objectives. It was imperative to involve of all stakeholders in decision making as it would enable all actors in teaching-learning process discharge their duties satisfactorily.

The study as well found out that the overall mean scores of the teachers' responses of school climate and standard eight pupils academic performance were low with mean scores of 2.33 and 231.76 respectively. The results as well showed that when the mean of teachers' responses of school climate was high, the mean score of pupils' academic performance was also high, and vice versa. This suggested that school climate was not conducive and it negatively influenced pupils' academic performance.

### **5.2.3 To Examine the Teachers' Morale as a Determinant of Standard Eight Pupils' Academic Performance in Public Primary Schools in Marani Sub-County.**

The study found out that teachers' irregular reporting to school affected their service delivery and therefore affected pupils' academic performance. Further, it was revealed from the study that teachers were absent from school and appeared not to have pupils' interests at heart. This is because they directed most of their time in small scale business in order to earn an extra coin on top of their salary.

The study found out that teachers' sporadic attendance of class lessons impacted negatively on syllabus coverage and consequently had an implication on pupils' academic performance. It was revealed that majority of the teachers did not attend all class lessons as timetabled due to heavy work load caused by low staffing norm and this had consequently created apathy among them. However, the study also established that majority of teachers marked pupils assignments. This was carried out as a way of improving pupils' academic performance. It was as well revealed that majority of schools' BoM had inculcated right attitudes among teachers in respect to marking pupils assignments.

The study found out majority of the teachers did not go an extra mile to carry out remedial teaching in order to address pupils' individual differences. This is because teachers welfare issues were not being taken care of thus did not have interest to undertake remedial teaching. The study also found out that teachers' inadequate preparation of teaching and learning materials negatively affected pupils' academic

performance. Further, it was revealed that preparation of teaching and learning materials by teachers was more of an attitude issue than ignorance.

The study also found out that majority of teachers did not appreciate classroom assessment though the assessment activity was every critical in enabling teachers improve on their teaching methods and consequently boost pupils' academic performance. Teachers felt that classroom assessment was a fault finding exercise destined to fix them.

The study also revealed that when the mean of teachers' morale was high, the mean score of pupils' academic performance was also high, and vice versa. The overall mean scores of teachers' morale and pupils' academic performance were low with mean scores of 2.43 and 231.76 respectively. These results implied that teacher's morale influenced Standard Eight pupils' academic performance.

### **5.3 Conclusions**

**On Establishing the Role of BoM as a Determinant of Standard Eight Pupils' Academic Performance in Public Primary Schools in Marani Sub-County, the Study Concluded the Following:**

The study found out that majority of BoM did not participate in matters of discipline in schools but only visited schools during emergencies. The study concluded that BoM's irregular participation on disciplinary matters due to insufficient knowledge and skills in regard to teachers and pupils' discipline was one of the causes of poor academic performance.

The study found out that BoM in majority of schools did not promote a culture of dialogue and democratic governance in schools. The study concluded that BoM's inadequate promotion of a culture of dialogue and democratic governance was prone to internal wrangles and misunderstanding in schools leading to ineffective communication.

The study revealed that BoM in majority of the schools ensured provision of quality education by availing necessary basic teaching and learning resources and motivating teachers and pupils by giving them prizes/ awards when they performed well. The study concluded that BoM's provision of basic teaching and learning resources in majority of schools did not have a positive influence on pupils' academic performance.

The study found out that majority of the BoM did not have the requisite capacity to undertake guidance and counseling function in schools. The BoM lacked capacity to interpret the BoM role as indicated in the Basic Education Act 2013 particularly on how to conduct counseling to pupils and teachers. The study concluded that majority of schools' BoM inability to handle teachers and pupils guidance and counseling issues was a factor that negatively affected pupils' academic performance.

The study established that BoM in majority of the schools did not have the adequate funds to facilitate construction of adequate physical facilities. It was revealed from the study that schools depended on Free Primary Education capitation from the Government to put up more physical facilities for teaching and learning. The study also found out that inadequate teaching and learning facilities hampered BoM role of managing resources in

schools. The study concluded majority of schools had inadequate physical facility. This might have had direct influence on pupils' academic performance.

The study as well found out that when the mean of role of BoM was high by school, the mean score of pupils' academic achievement was also high, and vice versa. However, the total overall mean of role of BoM and pupils' academic performance was a score of 2.40 and 231.76 marks respectively. This implied that majority of BoM did not perform their role in schools and pupils' academic performance was also low. The study concluded that the role of BoM in schools influenced pupils' academic performance.

#### **On Investigating the School Climate as a Determinant of Standard Eight Pupils' Academic Performance in Public Primary Schools in Marani Sub-County.**

The study revealed that there were inadequate teaching facilities in schools. Respondents from the interviews remarked that classrooms were not enough to solve the problem of overcrowding of pupils in classrooms. The study concluded that majority schools did not have adequate teaching facilities which were essential for a favourable school environment and would help the teachers and pupils to complete the syllabus in good time and excel in academic field.

The study found out that sanitary facilities were inadequate in schools. It was established that the number of toilets did not commensurate with the high pupils' enrolment in this schools and were also not in good condition which would lead to diseases outbreak. Girls were found to be the mostly affected group because their toilets were fewer than boys' toilets. The study concluded that inadequate sanitary facilities in schools affected pupils' academic performance.

The study found out that the pupil-teacher relationship was not positive. There was lack of harmony among all partners that is, pupils, teachers, and parents. Absence of respect among all the partners and indiscipline issues were also found to be causing the deterioration of pupil-teacher warm relationship in schools. The study concluded that negative pupil-teacher relationship contributed to dismal pupils' academic performance in schools.

The study found out that majority of teachers were not facilitated to attend capacity building programmes due to inadequate funds. Schools as well did not have the capacity to organize for in-service training within them to induct teachers on school culture, training in setting of examination and lesson preparation. The study concluded that lack of capacity building programmes for teachers denied the pupils opportunity to receive new knowledge acquired by teachers from trainings.

The study established that majority of the schools had basic teaching and learning materials such as text books, teachers' guide books, chalks, exercise books, manilla papers for making charts and pens. However, a few schools went an extra mile to provide other resources for instance, revision books, note books, schemes of work/lesson preparation books. The study concluded that although basic teaching and learning materials were availed in school, pupils' academic performance was still dismal.

The study revealed that majority of teachers and pupils were not involved in decision making in schools. This consequently implied that the teachers and pupils were perhaps unable to own the school's vision in order to strive to achieve the goals and objectives of



their schools. The study concluded that lack of involvement teachers and pupils in decision making was detrimental to conducive schools climate.

The study as well found out that the overall mean scores of teachers' responses of school climate and standard eight pupils academic performance were low with mean scores of 2.33 and 231.76 respectively. The results as well indicated that when the mean of teachers' responses of school climate was high, the mean score of pupils' academic performance was also high, and vice versa. The study concluded that the schools' climate was not conducive and it negatively influenced pupils' academic performance.

#### **On Examining the Teachers' Morale as a Determinant of Standard Eight Pupils' Academic Performance in Public Primary Schools in Marani Sub-County.**

The study found out that teachers' irregular reporting to school affected their service delivery and pupils' academic performance. Further, it was revealed from the study that teachers who were absent from school appeared not to have pupils' interests at heart. This is because they directed most of their time in small scale business in order to earn an extra coin on top of their salary. The study concluded that there was no clear system of monitoring teacher attendance in schools and proper mechanisms of curbing teacher absenteeism.

The study found out that teachers' sporadically attended class lessons. It was revealed that teachers missed class lessons because of heavy work load caused by low staffing norm in schools and this had created apathy among them. The study concluded that due to sporadic attendance of class lessons, the syllabus would not be covered in good time and this would have a negative impact on pupils academic performance.

The study established that majority of teachers marked pupils assignments. This was carried out as a way of improving pupils' academic performance. It was revealed that majority of schools' BoM had inculcated right attitudes among teachers in respect to marking pupils assignments. The study concluded that teachers were more interested on pupil evaluation than classroom teaching.

The study found out majority of the teachers did not go an extra mile to carry out remedial teaching in order to address pupils' individual differences. This is because teachers welfare issues were not being taken care of thus did not have interest to undertake remedial teaching. The study concluded that learners were not being given extra individualized attention by the teachers a part from the one provided during normal class hours.

The study found out that teachers' inadequate preparation of teaching and learning materials negatively affected pupils' academic performance. Further, it was revealed that preparation of teaching and learning materials by teachers was more of an attitude issue than ignorance. The study concluded that lesson objectives were not being realized because of inadequate preparation of teaching and learning materials by the teachers.

The study found out that majority of teachers did not appreciate classroom assessment though, the assessment activity was every critical in enabling teachers improve on their teaching methods and consequently boost pupils' academic performance. Teachers felt that classroom assessment was a fault finding exercise destined to fix them. The study concluded that teachers were not ready for head teachers' classroom visitations in order to receive guidance or advise on how to improve on their pedagogy.

The study also revealed that that when the mean of teachers' morale was high, the mean score of pupils' academic performance was also high, and vice versa. The overall mean scores of teachers' morale and pupils' academic performance were low with mean scores of 2.43 and 231.76 respectively. The study concluded that teacher morale had influence on Standard Eight pupils' academic performance.

#### **5.4 Recommendations**

Based on the objectives and results of this study, the following recommendations are made:

#### **To Establish the Role of BoM as a Determinant of Standard Eight Pupils' Academic Performance in Public Primary Schools in Marani Sub-County.**

- (i) BoM in a large extent did not participate in handling of disciplinary matters in schools. BoM should be fully involved in matters of discipline in schools because indiscipline was found to be one of the determinants of poor pupils' academic performance.
- (ii) BoM in majority of schools did not promote a culture of dialogue and democratic governance in schools. BoM should strive to instill and encourage a culture of dialogue and democratic governance in order to alleviate internal wrangles and misunderstanding in their respective schools.
- (iii) The study found out that majority of the BoM did not have the requisite capacity to undertake guidance and counseling function in schools. The BoM should be facilitated to attend trainings on how to conduct guidance and counseling to pupils and teachers in schools.

- (iv) The study established that BoM in majority of the schools did not have sufficient funds to assist in construction of adequate physical facilities. BoM should be encouraged undertake resource mobilization from various stakeholders to help in building adequate physical facilities rather than completely depending on Free Primary Education capitation from the Government.

### **To Investigate the School Climate as a Determinant of Standard Eight Pupils'**

#### **Academic Performance in Public Primary Schools in Marani Sub-County.**

- (i) The study revealed that schools experienced a challenge of inadequate teaching facilities such as classrooms which were critical for pupils' academic performance. Schools' management should construct enough classrooms for pupils so as to solve the problem of overcrowding of pupils in classrooms and strive to create child-friendly learning environment.
- (ii) The study found out that sanitary facilities were inadequate in schools and might have affected pupils' academic performance. Schools' management should build adequate number of toilets that commensurate with pupils' enrolment so as to avoid diseases outbreak.
- (iii) The study found out that the pupil-teacher relationship was not positive. Stakeholders in schools should cultivate warm pupil-teacher relationship as it will boost pupils' academic performance.
- (iv) The study established that majority of teachers were not facilitated to attend capacity building programmes due to inadequate funds. The Ministry of

Education, Science and Technology should allocate sufficient funds to schools so as to enable teachers attend capacity building programmes.

- (v) The study revealed that majority of teachers and pupils were not involved in decision making in schools. Schools' Management should endeavor to involve teachers and pupils in decision making in order to enable them own the schools' vision, goals and objectives.

### **To Examine the Teachers' Morale as a Determinant of Standard Eight Pupils'**

#### **Academic Performance in Public Primary Schools in Marani Sub-County.**

- (i) The study found out that teachers' irregular reporting to school affected their service delivery and therefore affected pupils' academic performance. Teachers should be encouraged to spend most of their time in schools to teach pupils and be advised to desist from engaging in small businesses during school time.
- (ii) The study found out that teachers' sporadic attendance of class lessons impacted negatively on syllabus coverage and consequently had an implication on pupils' academic performance. Teachers should be encouraged to attend to all class lessons as timetabled. In case of genuine absenteeism, teachers should be encouraged to make up for the lost lesson time.
- (iii) The study found out majority of the teachers did not go an extra mile to carry out remedial teaching in order to address pupils' individual differences. This is because teachers welfare issues were not being taken care of thus did not have interest to undertake remedial teaching. Teachers should be motivated in

order to create more time besides class time to attend to pupils' academic matters.

- (iv) The study found out that teachers' inadequate preparation of teaching and learning materials negatively affected pupils' academic performance. Teachers should be encouraged to have positive attitude towards preparation of teaching and learning materials.
- (v) The study found out that majority of teachers did not appreciate head teachers' classroom visitation to conduct assessment. They felt that classroom assessment was a fault finding exercise destined to fix them. Teachers should embrace internal quality assurance mechanisms through regular classroom assessment in order to enhance their knowledge, skills and competencies.

### **5.5 Suggestions for Further Research**

This study was unable to conclusively address all areas concerning role of BoM, school climate and teacher's morale as determinants of pupils' academic performance in Marani Sub-County. This was evident during discussion of the study findings. Further studies could focus on the following:

- (i) The current study investigated on the role of BoM, school climate and teacher's morale as determinants of pupils' academic performance. Further studies could focus on influence of BoM members' demographic characteristics such as age, gender, academic and professional qualifications on pupils' academic performance.
- (ii) The current study established the prevailing situation in regard to role of BoM, school climate, teacher's morale and pupils' academic performance in

Marani Sub-County. It is important that a study be carried out to find out influence of schools' inspection/ assessment feedback in regard to BoM's role, school climate and teachers' morale on pupils' academic performance.

- (iii) The present study focused on exploring the role of BoM, school climate, and teacher morale as determinants of pupils' academic performance. There may be other determinants that influence pupils' academic performance for instance school financial management and auditing, teacher accountability, the role of school sponsor, quality assurance, parents' social economic background, and teaching and learning methodologies. Consequently, it is vital to conduct research on other determinants and find out their influence on pupils' academic performance.
- (iv) The current study solicited for information about the role of BoM, school climate and teacher's morale from the schools' BoM chairpersons, head teachers and teachers. There is need to carry out a study to establish pupils' and parents' perceptions particularly on what could be done to improve on primary schools' academic performance.

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**APPENDIX I: APPLICATION FOR A RESEARCH PERMIT**

OGAMBA JOHN KING'OINA  
MAASAI MARA UNIVERSITY  
P.O BOX 861-20500  
NAROK.

**THE CHIEF EXECUTIVE OFFICER  
NATIONAL COMMISSION OF SCIENCE TECHNOLOGY  
AND INNOVATION  
P.O BOX 30623  
NAIROBI.**

Dear Sir/ Madam,

RE: **APPLICATION FOR A RESEARCH PERMIT**

I hereby wish to apply for the above referred document. I am a Maasai Mara University student enrolled for a Ph.D degree in Education Administration and Management.

My proposed research is entitled “*A Qualitative Approach to the Role of Board of Management, School Climate and Teachers’ Morale as Determinants of Pupils’ Academic Performance in Public Primary Schools in Marani Sub-County, Kenya.*”

Any assistance accorded to my request is highly appreciated.

Yours faithfully,

Ogamba John King’oina



## **APPENDIX II: RESPONDENT CONSENT**

I am Ogamba John King'oina a Postgraduate student at Maasai Mara University conducting a study on A Qualitative Approach to the Role of Board of Management, School Climate and Teachers' Morale as Determinants of Pupils' Academic Performance in Public Primary Schools in Marani Sub-County, Kenya. The findings of this study will shed light on influence board of management role performance, school climate and teacher morale on pupils' academic achievement. Full compliance with anonymity and confidentiality is a definite assurance.

Thank you in advance.

Yours faithfully,

Ogamba John King'oina

## QUESTIONNAIRE FOR TEACHERS

### INSTRUCTIONS:

Kindly you are requested to give answers to these questions as honest as possible. Responses to the queries will be treated with utmost confidentiality. Please tick (✓) or write the appropriate response.

### SECTION A

#### **ROLE OF BOARD OF MANAGEMENT (BoM) AS A DETERMINANT OF PUPILS' ACADEMIC PERFORMANCE**

The following statements determine your opinion concerning the role of BoM in your school. There are four possible responses to choose from for each of the statement(s) below. The responses range from: **4. SA** -Strongly Agree; **3. A** – Agree; **2. D**- Disagree and **1. SD** - Strongly Disagree

Please tick (✓) **One** of the responses that **Best** describes your opinion.

S/No.	Indicators Measuring Role of BoM	SA	A	D	SD
1.	Manage discipline				
2.	Promote culture of dialogue and democratic governance				
3.	Ensure provision of quality education				
4.	Promote guidance and counseling programmes				
5.	Provide adequate physical facilities				
6.	Manage school resources				

### SECTION B

#### **SCHOOL CLIMATE AS A DETERMINANT OF PUPILS' ACADEMIC PERFORMANCE**

The following statements determine your opinion concerning the school climate in your school. There are four possible responses to choose from for each of the statement(s) below. The responses range from: **4. SA** -Strongly agree; **3. A** – Agree; **2. D**- Disagree and **1. SD** - Strongly disagree

Please tick (✓) **One** of the responses that **Best** describes your perceived opinion.

S/No.	Indicators Measuring School Climate	SA	A	D	SD
1.	Teaching facilities are adequate				
2.	Sanitary facilities are adequate				
3.	There is positive pupil-teacher relationship				
4.	Teachers are facilitated to attend capacity building programmes				
5.	Teaching and learning materials are adequate				
6.	Teachers and pupils are involved in decision making				

### SECTION C

#### TEACHERS' MORALE AS A DETERMINANT OF PUPILS' ACADEMIC PERFORMANCE

The following statements determine your opinion regarding your morale in school matters. There are four possible responses to choose from for each of the statement(s) below. The responses range from: **4.** SA -Strongly Agree; **3.** A – Agree; **2.** D- Disagree and **1.** SD - Strongly Disagree

Please tick (✓) **One** of the responses that **Best** describes you.

S/No.	Indicators Measuring Teacher's Morale	SA	A	D	SD
1.	Report to school regularly				
2.	Attend to lessons always				
3.	Mark pupils assignments promptly				
4.	Conduct remedial teaching				
5.	Adequate preparation of teaching and learning materials				
6.	Participate in classroom assessment activity				

**-END-**

**THANK YOU!**

## QUESTIONNAIRE FOR HEAD TEACHERS

### **INSTRUCTIONS:**

Kindly you are requested to give answers to these questions as honest as possible. Responses to the queries will be treated with utmost confidentiality. Please tick (✓) or write the appropriate response.

### **SECTION A**

#### **ROLE OF BoM AS A DETERMINANT OF PUPILS' ACADEMIC PERFORMANCE**

The following statements determine your opinion concerning the role of BoM in your school. There are four possible responses to choose from for each of the statement(s) below. The responses range from: **4. SA** -Strongly Agree; **3. A** – Agree; **2. D**- Disagree and **1. SD** - Strongly Disagree

Please tick (✓) **One** of the responses that **Best** describes your opinion.

<b>S/No.</b>	<b>Indicators Measuring Role of BoM</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Manage discipline				
2.	Promote culture of dialogue and democratic governance				
3.	Ensure provision of quality education				
4.	Promote guidance and counseling programmes				
5.	Provide adequate physical facilities				
6.	Manage school resources				

### **SECTION B**

#### **SCHOOL CLIMATE AS A DETERMINANT OF PUPILS' ACADEMIC PERFORMANCE**

The following statements determine your opinion concerning the school climate in your school. There are four possible responses to choose from for each of the statement(s) below. The responses range from: **4. SA** -Strongly agree; **3. A** – Agree; **2. D**- Disagree and **1. SD** - Strongly disagree

Please tick (✓) **One** of the responses that **Best** describes your perceived opinion.

S/No.	Indicators Measuring School Climate	SA	A	D	SD
1.	Teaching facilities are adequate				
2.	Sanitary facilities are adequate				
3.	There is positive pupil-teacher relationship				
4.	Teachers are facilitated to attend capacity building programmes				
5.	Teaching and learning materials are adequate				
6.	Teachers and pupils are involved in decision making				

### SECTION C

#### TEACHERS' MORALE AS A DETERMINANT OF PUPILS' ACADEMIC PERFORMANCE

The following statements determine your opinion concerning teachers' morale in your school. There are four possible responses to choose from for each of the statement(s) below. The responses range from: **4.** SA -Strongly Agree; **3.** A – Agree; **2.** D- Disagree and **1.** SD - Strongly Disagree

Please tick (✓) **One** of the response that **Best** describes you.

S/No.	Indicators Measuring Teacher's Morale	SA	A	D	SD
1.	Report to school regularly				
2.	Attend to lessons always				
3.	Mark pupils assignments promptly				
4.	Conduct remedial teaching				
5.	Adequate preparation of teaching and learning materials				
6.	Participate in classroom assessment activity				

**-END-**

**THANK YOU!**

### **APPENDIX III: INTERVIEW SCHEDULE FOR BOARDS OF MANAGEMENT CHAIRPERSONS**

This research is specifically for academic purpose. It is intended to find out the role of Board of Management, school climate and teachers' morale as determinants of pupils' academic performance in Marani Sub-County, Kenya. Kindly you are requested to give answers to the following questions as honestly as possible. Anonymity and confidentiality is a definite assurance in this interview.

#### **SECTION A: BACKGROUND INFORMATION**

CODE: \_\_\_\_\_

M.S.S of the School: \_\_\_\_\_Marks

#### **SECTION B: ROLE OF BOARD OF MANAGEMENT, SCHOOL CLIMATE AND TEACHERS' MORALE AS DETERMINANTS OF PUPILS' ACADEMIC PERFORMANCE**

##### **ROLE OF BoM AND PUPILS' ACADEMIC PERFORMANCE**

1. What role do you carry out as BoM in order to influence pupils' academic performance in your school?
2. What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic performance?

##### **SCHOOL CLIMATE AND PUPILS' ACADEMIC PERFORMANCE**

3. Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?
4. Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?

##### **TEACHERS' MORALE AND PUPILS' ACADEMIC PERFORMANCE**

5. What is the level of teachers' morale in your school? Give reasons to support your answer.
6. What have you done as BoM to improve on teachers' morale in order to influence pupils' academic performance?

**-END-**

**THANK YOU!**

**APPENDIX IV: MARANI SUB-COUNTY KCPE PERFORMANCE OF  
SAMPLED PUBLIC PRIMARY SCHOOLS FOR THE PERIOD 2011-2015.**

<b>School</b>	<b>Mean Score in KCPE</b>					<b>Average Mean Score</b>
	2011	2012	2013	2014	2015	
A	333.46	338.70	338.17	339.13	331.00	336.09
B	183.95	207.79	337.37	207.84	231.32	233.65
C	177.81	192.38	217.03	230.09	200.04	203.47
D	207.78	220.00	214.78	193.44	200.86	207.37
E	207.50	194.08	212.61	222.61	214.32	210.22
F	333.96	325.25	336.36	334.89	336.58	333.41
G	161.94	182.78	198.53	209.17	168.47	184.18
H	227.19	217.83	202.59	204.38	191.83	208.76
I	200.65	206.41	225.44	213.26	204.35	210.02
J	186.24	227.50	257.00	259.00	242.89	234.53
K	259.61	273.14	253.68	242.07	259.66	257.83
L	222.24	227.76	224.20	216.66	232.85	224.74
M	220.14	209.90	208.46	204.15	204.35	209.40
N	197.05	189.08	167.11	204.44	227.46	197.03
O	204.57	239.35	233.98	223.66	223.72	225.06
P	206.81	200.79	225.80	198.97	175.35	201.54
Q	204.26	184.00	166.95	200.35	200.38	191.19
R	269.94	242.46	278.21	286.67	305.12	276.48
S	237.04	255.15	260.86	250.46	288.97	258.50
<b>Total Average Mean Score</b>						<b>231.76</b>

Source: Marani Sub-County Education Office (2016)

**APPENDIX V: TEACHERS AND HEAD TEACHERS' RESPONSES ON ROLE OF BOARDS OF MANAGEMENT**

*Teachers' Responses on Role of BoM*

Statement	SA		A		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Manage discipline	16	16.8	25	26.3	30	31.6	24	25.3
Promote culture of dialogue and democratic governance	9	9.5	29	30.5	30	31.6	27	28.4
Ensure provision of quality education	48	50.5	40	42.1	6	6.3	1	1.1
Promote guidance and counseling programmes	1	1.1	16	16.8	28	29.5	50	52.6
Provide adequate physical facilities	14	14.7	21	22.1	26	27.4	34	35.8
Manage school resources	30	31.6	12	12.6	26	27.4	27	28.4

*Head Teachers' Responses on Role of BoM*

Statement	SA		A		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Manage discipline	1	5.3	5	26.3	2	10.5	11	57.9
Promote culture of dialogue and democratic governance	2	10.5	6	31.6	5	26.3	6	31.6
Ensure provision of quality education	6	31.6	8	42.1	3	15.8	2	10.5
Promote guidance and counseling programmes	1	5.3	2	10.5	3	15.8	13	68.4
Provide adequate physical facilities	1	5.3	1	5.3	7	36.8	10	52.6
Manage school resources	3	15.8	2	10.5	2	10.5	12	63.2



**APPENDIX VI: TEACHERS AND HEAD TEACHERS' RESPONSES ON SCHOOL CLIMATE**

*Teachers' Responses on School Climate*

Statement	S.A		A		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Teaching facilities are adequate	29	30.5	9	9.5	29	30.5	28	29.5
Sanitary facilities are adequate	20	21.1	13	13.7	27	28.4	35	36.8
There is positive pupil-teacher relationship	20	21.1	11	11.5	26	27.4	38	40.0
Teachers are facilitated to attend capacity building programmes	25	26.3	9	9.5	26	27.4	35	36.8
Teaching and learning materials are adequate	30	31.6	33	34.7	23	24.2	9	9.5
Teachers and pupils are involved in decision making	12	12.6	18	18.9	3	3.2	62	65.3

*Head Teachers' Responses on School Climate*

Statement	S.A		A		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Teaching facilities are adequate	4	21.1	1	5.3	7	36.8	7	36.8
Sanitary facilities are adequate	3	15.8	5	26.3	5	26.3	6	31.6
There is positive pupil-teacher relationship	5	26.3	2	10.5	4	21.1	8	42.1
Teachers are facilitated to attend capacity building programmes	5	26.3	4	21.1	8	42.1	2	10.5
Teaching and learning materials are adequate	7	36.8	6	31.6	3	15.8	3	15.8
Teachers and pupils are involved in decision making	1	5.3	3	15.8	2	10.5	13	68.4

**APPENDIX VII: TEACHERS AND HEAD TEACHERS' RESPONSES ON TEACHERS' MORALE**

*Teachers' Responses on Teachers' Morale*

Statement	SA		A		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Report to school regularly	17	17.9	21	22.1	34	35.8	23	24.2
Attend to lessons always	19	20.0	21	22.1	33	34.7	22	23.2
Mark pupils assignments promptly	33	34.7	39	41.1	16	16.8	7	7.4
Conduct remedial teaching	6	6.3	21	22.1	28	29.5	40	42.1
Adequate preparation of teaching and learning materials	15	15.8	18	18.9	26	27.4	36	37.9
Participate in classroom assessment activity	22	23.2	8	8.4	28	29.5	37	38.9

*Head Teachers' Responses on Teachers' Morale*

Statement	S.A		A		D		SD	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Report to school regularly	4	21.1	2	10.5	10	52.6	3	15.8
Attend to lessons always	2	10.5	1	5.3	7	36.8	9	47.4
Mark pupils assignments promptly	3	15.8	10	52.6	3	15.8	3	15.8
Conduct remedial teaching	3	15.8	2	10.5	1	5.3	13	68.4
Adequate preparation of teaching and learning materials	1	5.3	5	26.3	6	31.6	7	36.8
Participate in classroom assessment activity	5	26.3	4	21.1	3	15.8	7	36.8

## APPENDIX VIII: SCHOOLS' BOM CHAIRPERSONS' INTERVIEWS

<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL A (BoMCP-SA)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	The teachers' morale is good. This is because they are able to prepare teaching and learning materials appropriately before they go to class to teach. Our teachers rarely miss class lessons.	Morale good as shown in preparation of T/L materials; Minimal absenteeism
2.	<i>What have you done as BoM to improve on teachers' morale in order to influence pupils' academic achievement?</i>	In this school, we do not have the capacity to organize for the in service training. For a fact, If there is a new teacher in school, he/she needs to be trained so that he/she is inducted to the culture of this school. The training should entail, setting of examination and lesson preparation. But, because of insufficient funds, the School Board is unable to facilitate the teachers to attend the seminars/workshops in or out of school.	INSET; Attendance of seminar and workshops
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	The School Board has approved procurement of materials such as text books and teachers' guides for all subjects, manilla papers, chalks and schemes of work/lesson preparation books.	Provided T/L materials include: text books, teachers' guides, manilla papers, chalks & schemes of work/ lesson preparation books
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence</i>	It is usually important for teachers to prepare adequately before going to class. We have enough classrooms, resource room/ library and toilets which have been constructed courtesy	Teacher preparations.; and Adequate classrooms, resource room/ library & toilets

	<i>pupils' academic achievement?</i>	of constituency development fund (CDF). There is also adequate playing or sports facilities for our pupils.	
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school??</i>	We motivate teachers and pupils by giving them prizes/ awards when they have performed well. Rewards boosts performance. We have seen it working very well. That is why in this school we have many pupils joining national schools. Secondly, we provide a token of appreciation to teachers for carrying out remedial teaching and provide break tea and lunch to teachers. It motivates teachers. Third, we provide housing to teachers who do not hail from the community. It really motivates teachers to work hard.	Motivation by provision of prizes and awards; token of appreciation; tea and lunch; and housing
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	As the school management, we are challenged with inadequate funds thus unable to give more rewards to the pupils and teachers. We at times invite well-wishers and stakeholders to give their donations which at times use as incentives. The donations are in form of books and money.	Resource constraint
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL B (BoMCP-SB)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	The teachers' morale is low.  Teachers do not prepare adequately for their lessons. Our pupils' performance is low. However we are determined to improve upon them to change	Low morale due bad attitude as reflected through: not preparing adequately T/L resources and dismal pupils' performance

		their attitude.	
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	The Board has attempted to promote teachers' welfare by providing requisite resources so as to support their curriculum and instruction work in school.	Promoting teachers welfare through provision of enough curriculum resources
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and resources have you provided in your school in order to influence pupils' academic achievement?</i>	The school management board has ensured there are enough teaching and learning resources such as stationery, text books, teachers' guides for all subjects, and pieces of chalk.	T/L materials provided: stationery, text books, teachers' guides for all subjects, and chalks
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	There is lack of harmony among all partners that is, pupils, teachers, and parents. I think this is the origin of dismal pupils' academic performance in this school. As a board we believe that team work is important for success of the school. Having good relationship is essential for good academic performance. However, we have started class meetings to build cordial relationships in our school.	Lack of harmony
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	There has been blame games and misunderstanding in the school due to lack of dialogue and effective communication. We have commenced talking with teachers, pupils and other stakeholders on how we can boost performance. We are as well advocating for collaborative teaching and team work	Encouraging dialogue and communication; and collaborative teaching
2.	<i>What challenges does</i>	One of the huge tasks is to	No induction/ training

	<i>the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	interpret the BoM role as indicated in the Basic Education Act, 2013. We need also some short course to be trained on how to handle some of our functions or an induction on how to discharge our mandate. We have a problem to perform some of the functions for example how to conduct counseling to pupils and staff, ensure school finances and other resources are managed well	on how to perform duties
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL C (BoMCP-SC)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
	<b>a) TEACHER MORALE</b>		
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	<p>The teachers' morale is not good.</p> <p>The problem of preparation of teaching and learning materials runs dip than we are seeing it. For example, no records of work covered are available whilst teachers should do it. We noticed this problem during our last inspection. They know what they have covered from the schemes of work! We are also aware they should record work covered. We have instructed the head teacher to ensure that this problem is addressed immediately.</p>	Morale low. No record of work covered
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	As a chairman of the management board, I ensure we meet with the teachers termly to guide them and at the same time address issues which might be affecting their morale. This is usually an open forum and members are allowed to voice their concerns so that the	Board guiding teachers.

		board can take necessary action.	
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	We have a challenge of availing sufficient teaching and learning materials to learners. This is due to overcrowding of pupils in classroom and the resource materials are not enough for distribution to pupils. Consequently, many pupils are forced by the situation to share teaching and learning resources. It is difficult for teachers to give adequate assignment to pupils. This has led to poor pupils' performance particularly in their examinations.	Challenge of availing enough resources.
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	There is need to ensure that teachers teach and cover the syllabus in good time. To ensure there is quality education in the school, the BoM has also constructed classrooms to accommodate more pupils.	schemes of work, lesson plans, teaching and learning aids and records of work covered; erecting of more classrooms
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	In our school we are using motivation in encourage teachers and pupils to work hard and improve on academic performance. We also facilitate for lunch programme for teachers and pupils. In addition we organize for academic trip to visit a national school in our county in order to motivate	Provision of lunch; and Organize for academic trips for teachers

		teachers and pupils.	
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	Indiscipline in this school is one of the causes of poor academic performance. There is an element of sabotage for instance parents do not supervise homework given to their children by teachers. Most teachers in this school come from the surrounding and they feel that parents do not respect them. This has resulted pupils becoming rude because they do not even complete assignments given by teachers leave alone chronic absenteeism committed by them. We have tasked the head teacher and Parents Teachers Association to come up with strategies to mitigate this issue	Indiscipline
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL D (BoMCP-SD)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
	<b>a) TEACHER MORALE</b>		
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	The morale of our teachers is low.  Teachers in this school keep on pointing fingers at school management. They feel we are witch hunting them when in fact we are insisting that they should stop the habit of being absent from school to attend to unofficial functions. Being absent from school has really hampered teachers' productivity and pupils' posting of good results. You can imagine how disastrous it is when a teacher is absent from	Morale low. Complaint about management because of strict supervision; absenteeism,



		school without considering recovery for the time lost. We are determined to stop this habit even if it means instituting some disciplinary measures to arrest this situation	
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	The management board has advised the teachers to be in school all the time. Absenteeism leads to poor academic achievement. This is because the teachers are not able to complete the syllabus in good time if absent. We intend to introduce other good initiatives such as reward scheme as a way of changing their attitude and motivate them.	Counseling teachers and motivating them
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	The school management facilitates the purchase of text books and teachers' guide, pieces of chalk and stationery.	Text books and teachers' guide, pieces of chalk and stationery.
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	In this school the head teacher carries inspection on behalf of the Board to ascertain that teaching and learning is going on well. We have built classrooms and sanitary facilities for staff and pupils.	Inspection and facilities
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	We talk to teachers and pupils to observe high degree of discipline and encourage them to improve on their academic work. Observing school rules and regulations is critical for the success of school	Talking with pupils and teachers to maintain discipline

		programmes. The school daily routine must be followed if the school goals are to be attained.	
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	The school has a shortage of material resources particularly teaching and learning materials. This makes it difficult for us to carry out our duties effectively. We are forced by this circumstance to solicit for funds from the parents to buy the resources for pupils and teachers. Sometimes parents are not happy as they give the money since they know that the government provides free primary education for their children	Inadequate funds; Uncooperative parents
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL E (BoMCP-SE)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
	<b>a) TEACHER MORALE</b>		
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	The morale of teachers towards work in this school is not all that good.  In this school, there is a challenge of inadequate number of teachers. Consequently, a few teachers in our school are unable to attend to all lessons as expected in order to complete the syllabus in good time. Teachers have a heavy work load and this has created apathy among them. We are considering engaging unemployed but qualified teachers to help regular teachers. We hope this will boost teachers' morale.	Bad morale due to pressure of work caused heavy work load. The staffing norm is low

2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	In this institution, the BoM facilitates invitation of resource persons from the County Education Office and teachers from other schools to talk with our teachers. The talks are mainly curriculum based.	Invitation of guest speakers to encourage teachers
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which resources have you provided in your school in order to influence pupils' academic achievement?</i>	As the School Board, we procure approved text books by the ministry of education and teachers' guides for all subjects, manilla papers, chalks and schemes of work/lesson preparation books.	Approved text books by the ministry of education and teachers' guides for all subjects, manilla papers, chalks and schemes of work/lesson preparation books
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	We rarely ensure that teachers and pupils participate in decisions making in school but for effective school climate, I think in my own opinion, they should be allowed to participate in school matters. However, we are emphasizing that teachers must prepare thoroughly and teach the pupils as expected. This is stepping stone for all other indicators of conducive learning environment.	Decision making; Teaching pupils
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	In this school, learning facilities are not enough due to inadequate funds. However, we participate in managing the few resources by ensuring that repairs and maintenances are done for buildings and other facilities in the school.	Inadequate resources due to lack of funds.
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	Management of school resources is a challenge to the BoM. This is because still many pupils share textbooks thus making it hard for teachers to give enough assignments and	High pupils' text book ratio; high population of students; shortage of teachers

		homework. The classrooms are overcrowded and staffing for teachers is low.	
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL F (BoMCP-SF)</b>			
S/No.	QUESTION	RESPONSES	COMMENTS / PERSONAL REFLECTION
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	<p>Teachers' morale towards work in this school is very high.</p> <p>We have been performing well because we have inculcated right attitudes among teachers. For example, our school culture demands that teachers should administer and mark pupils' assignments or tests. Teachers also record pupils' results. For example every month we administer exams. There is a performance file where teachers record marks. We conduct meetings every end of the month and see how the pupils have performed. We also see how individual subjects have been performed and demand explanations from teachers for any variance in regard to performance. So far we have not witnessed any resentment arising from this process.</p>	<p>Morale very high. Adequate preparation of T/L materials; Pupils Assessment records; regular staff meetings for accountability</p>
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	<p>We organize academic clinics where teachers share to improve their academic work. We have also instituted regular assessment of teachers geared towards improving their work</p>	<p>Organizing academic clinics for teachers; regular assessment.</p>
<b>b) SCHOOL CLIMATE</b>			

1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	The resources we facilitate for purchase include but not limited to the following: Lesson preparation books, text books, teachers guide, revision books, note books, pens, chalks, manila papers.	Lesson preparation books, text books, teachers guide, revision books, note books, pens, chalks, manila papers
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	As a management board, we have established good relationship among staff, pupils and parents. Such good relationship is important has it lifts academic performance of the school.	Lesson plans, schemes of work, charts, pupils' assessment records, lesson notes, records of work covered and nature corner are some of the vital T/L resource materials needed by teachers, adequate physical facilities and good interpersonal relationship.
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	The board of management reward teachers and pupils for good performance as a form of motivation, As an appreciation, we facilitate teachers for attending morning and evening preps; We also try to manage school resources efficiently.	Reward teachers and pupils; Token for preps attendance; managing school resources efficiently.
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	As a board, we require workshops to equip us with knowledge on how to deal with teachers and pupils disciplinary issues. We need to understand rule and regulations concerning discipline in order to enable us handle this important function. In most cases we rely on the Secretary of the Board for guidance regardless of the consequences thereafter.	capacity building on disciplinary function.
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL G (BoMCP-SG)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>

<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	<p>The morale of teachers to work in this school is low.</p> <p>More often we receive reports that most teachers do not like to be assessed by fellow teachers regardless of the position they hold in the school. Advice from assessment is important as it helps a teacher to improve on teaching methods. They need thorough sensitization on this! For instance, assessment may build confidence of a teacher and enhance quality team teaching. As a board we are in support of school-based assessment because it improves teachers and pupils' performance.</p>	Low morale. Lack of cooperation from parents; The school infrastructure is in a deplorable state
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	The performance of teachers and pupils is low because of inadequate resources in the school. The management board is currently sourcing for funds to improve the school infrastructure and purchase more teaching and learning resources in order to improve on teachers' morale. Without adequate resources and change of teachers' attitude towards their instructional work, the learners performance will continue being in jeopardy.	Looking for funds to improve infrastructure and resources; strategy to improve teacher morale
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	In this school it is a requirement that we assist in ensuring that procurement of text books, teachers' guide books, chalks, exercise books and pens is done	text books, teachers' guide books, chalks, exercise books and pens
2.	<i>Which necessary school</i>	The management board has	Supervision of teaching

	<i>climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	mandated the head teacher to make sure that important resources for teaching and learning such as schemes of work and lesson plans and teaching/ learning charts are prepared. Proper teaching and learning is the foundation of quality education	and learning
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	Our board has managed to erect adequate classrooms and toilets in the school. Teachers and pupils are given presents if they perform well. But we do not have enough resources to reward them better.	Adequate facilities; Awarding best performers.
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	As indicated earlier we are limited with funds to reward our teachers and beyond what we currently do. However we are thankful to our area Member of County Assembly for facilitating the school to reward teachers and pupils in the last school's prize giving day. We need such good relationship to be emulated by the teachers, pupils and parents in this school.	Limited funds for rewarding pupils and teachers; Wanting relationship.
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL H (BoMCP-SH)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	Our teachers' morale is not very good.  Majority of the teachers are unable to conduct remedial teaching. This is simply because most of our teachers reside far from the school. We have made an attempt to request teachers	Low morale. Due to low performance; long commuting distance to school

		who come from this area to willing transfer to this school but they have refused. This has affected remedial teaching in the morning and evening.	
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	As a board we talk with teachers on how to cultivate right attitude towards their school work.	Board talking with teachers
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	The management board facilitates the buying of teaching-learning resources such as text books, chalk and manilla papers to draw charts.	Text books, chalk and Manilla papers to draw charts.
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	Foremost, we need to incorporate teachers and pupils' ideas as we develop the school. Each member in the school must own the vision of the school. Therefore the school must embrace the element of involvement of all stakeholders in decision making as it will enable all actors in teaching-learning process discharge their duties satisfactorily.	Equipping the school with both material and physical resources
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	We try to manage school resources and facilitate so that the school purchases a few teaching and learning materials.	Manage school resources; Presents are given to teachers and pupils
2.	<i>What challenges does the BoM in your school experience when discharging its role in</i>	In our school, we are faced with a challenge of inadequate teaching and learning facilities such as library and classrooms.	inadequate facilities;



	<i>order to influence pupils' academic achievement?</i>	We need also to construct an ablution block to cater for high enrolment. The inadequacy of the facilities interferes with our role of managing resources.	
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL I (BoMCP-SI)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
	<b>a) TEACHER MORALE</b>		
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	<p>It is difficult to tell about teachers' morale. We think it is not a fair one.</p> <p>The teachers in this school have not been performing well because of clan politics. Some members of this community want a son of the soil to lead this school and they do want the current Board of Management. Since this is a government school, we feel that the entire community should embrace whoever has been given mandate to manage the school. Teachers are not happy with the interference from the community especially on matters concerning school leadership. As a board, we are determined to change this situation through sensitizing the parents on issues of school administration.</p>	Low attitude. Clan politics and interference with school management
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	Presently we are working on organizing for motivational speakers to give motivation talk to our teachers. We are also encouraging PTA to have regular meetings with teachers per class. We hope teachers' morale will be enhanced.	Organizing for motivational speakers. PTA having regular meeting
	<b>b) SCHOOL CLIMATE</b>		

1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	Teachers and pupils are given basic items for example chalks, text books, exercise books and pens.	chalks, text books, exercise books and pens
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	There is need for an ablution block to cater for all pupils in the school. The number of toilets does not commensurate with the high pupils' enrolment in this school. The toilets are not also in good condition thus pupils might contact diseases. However, we have started the process of constructing these sanitary facilities because they are important for the pupils' academic excellence.	Sanitary facilities
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	The BoM encourage teachers through guiding them on how to boost school performance. Sometime, we may sponsor at least one or two teachers in a term to attend seminars organised at sub-county or county level or workshops organized by leading publishers in Kenya.	Encouraging teachers through guidance
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	We have a problem of funds to purchase more learning equipment or facilities, reward our pupils and teachers appropriately. The government needs to provide money to assist in this case. Funds we receive from government are strictly programmed for the activities intended for. No extra funds are provided for needy initiatives.	Inadequate funds for procuring facilities, rewarding teachers and pupils

Interview Schedule for BoM CHAIRPERSON- SCHOOL J (BoMCP-SJ)			
S/No.	QUESTION	RESPONSES	COMMENTS / PERSONAL REFLECTION
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	<p>Teachers have right morale towards work in this school</p> <p>For example, in this school it is a must that teachers prepare teaching-learning aids. We have the manilla papers to be used. There are also local available materials used to prepare teaching-learning aids for science. We believe this helps our pupils to perform better. It is not the work of the teacher to buy the resource materials. The school board ensures all the resource materials required are procured. It is also required that the teachers give the children a chance to draw the charts. By all standards, this is a child centred institution! The subject panels assist in the checking on the preparation of teaching learning aids. The head teacher supervises this work twice a week.</p>	<p>Good morale as shown vide preparation of T/L resources. Facilitation with adequate T/L resources to teachers, regular supervision by subject panels and head teacher</p>
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	<p>We invest on procuring enough teaching and learning resources. This is the secret of ensuring that teachers have high morale and their work performance too is high.</p>	<p>Adequate T/L resources</p>
<b>b) SCHOOL CLIMATE</b>			

1.	<i>Which resources have you provided in your school in order to influence pupils' academic achievement?</i>	As a board, we nearly give teachers all teaching and learning materials ranging from stationery, text books, teachers guides, manilla papers for drawing charts and so on.	stationery, text books, teachers guides, manilla papers for drawing charts
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	There is good relationship between the BoM, teachers, pupils and the community. Our teachers are also very cooperative and hard working. Our pupils are disciplined.	Good relationship among the stakeholders, teacher cooperative and pupils disciplined
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	One of the mandate of the board of management is to approve construction of physical facilities in the school. Although the Free Primary Education money we receive is not sufficient to help us build more facilities for learning.	Manage physical facilities
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	We acknowledge that there is need to purchase more resources for teaching and learning but the funds are not adequate. But we are trying our level best to utilize little funds provided by the government.	Inadequate resources
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL K (BoMCP-SK)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	Our teachers' morale is good.  Teachers are empowered for them to perform well in their duties. We have provided enough resources for academic purposes. The teachers also attend workshops or in service training programmes in order to improve on their skills.	High morale due to facilitation of requisite resources and INSET programmes.

2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	As the School Management Board, we provide the essential teaching and learning materials. We have also facilitated hiring of two BoM registered teachers by Teachers Service Commission. These BoM teachers are truly assisting the school and the regular teachers are happy with this development.	BoM provides enough resources
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and resources have you provided in your school in order to influence pupils' academic achievement?</i>	Our school BoM organizes for purchase of the items such as chalks, dusters, course books, manilla papers and teachers' guide books and exercise books.	chalks, dusters, course books, manilla papers and teachers' guide books
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	The teachers must prepare schemes of work, lesson plan, topic notes, records of work covered. There is no short cut since these are crucial documents for teaching-learning process.	Preparation of Schemes of work, lesson plan, topic notes, records of work covered
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	Our BoM has maintained discipline of teachers and pupils because it is key to better academic performance. In the last one year we have not witnessed a serious indiscipline case from either staff or students and due to that, there is improvement in academic work in this school	Discipline
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic</i>	The board needs training on how to conduct its duties particularly those ones that are protected by the law.	Training

	<i>achievement?</i>		
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL L (BoMCP-SL)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	Teachers have low morale as they do their work.  The teachers do not attend to all lessons. This is because of pupils' population which is high and we do not have enough teachers to share the work load. The Government should employ more teachers so that the quality of academic work is improved.	Low morale. Insufficient resources are provided. There is also heavy work load due to high pupils enrolment
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	To improve on the teachers' morale, we currently sponsor teachers for symposiums/ seminars. This is important because teachers will be able to upgrade their skills and pupils will gain academically.	Sponsorship for teachers to attend seminars.
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	As the management board, we ensure that the school is equipped with requisite tools for teaching such as chalks, text books, and guide books.	chalks, text books, and guide books.
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	In this school, the learning environment is conducive and we have enough space for outdoor games. The pupils must receive holistic education. Our school policies are very clear as they are attached to our aims and goals. The rules and regulations must be followed because they assist in	Holistic education

		ensuring there is discipline in school. We have academic sub-committee of the BoM which carries out regular assessment to ensure that all programmes are running smoothly.	
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	Under our leadership, the school at times sponsor teachers for workshops to update their knowledge or skills especially when funds are available. For instance, last term three teachers were facilitated to attend curriculum related workshops in the County. We believe that teachers gain alot from such noble initiative. We intend to sponsor more in the near future if our school budget will allow.	Management of resources and sponsoring teachers for workshops
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	The funds from the exchequer are inadequate for us to carry out all academic programmes. Prices of some resources have gone high consequently we are not able to cater for all requirements in the school.	Limited finances
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL M (BoMCP-SM)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	The morale of teachers is low.  Teachers are not taking their work seriously. They do not attend to all their lessons as required. Most teachers have also low opinion towards assessment carried out by the	Low attitude. Teachers not attend to lessons as required. Hate supervision carried out by head teacher. Irregular QASOs visitations.

		<p>head teacher as secretary of Board of Management.</p> <p>Teachers feel that classroom assessment is a fault finding exercise destined to fix them.</p> <p>They seem not to want to move away from their comfort zone.</p> <p>Rarely QASOs visit this school to see the extent to which teaching and learning process is being implemented.</p> <p>Consequently, we are experiencing low teachers and pupils productivity.</p>	
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	Currently, the BoM using dialogue as a tool to change teachers' negative attitude and refocus their energies in assisting pupils to improve on their academics.	Talking with teachers to change from bad attitude to work.
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	The role of the BoM is to facilitate provision of resources for example stationery, text books, guide books and chinks.	stationery, text books, guide books and chinks
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	As a governing body, we need support from the Government to enable us have adequate teaching facilities particularly classes and resource room. Though we have made it clear in our school that the teachers have to prepare teaching and learning materials appropriately.	Schemes of work, lesson plan and lesson notes
<b>c) BoM ROLE</b>			



1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	The school board holds meetings in school to share with the teachers on how to improve pupils academic achievement. The BoM also encourages that Parents Teachers Association have regular class conferences to discuss pupils academic progress reports	Meetings for encouragement and discussion of pupils' progress reports
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	As a management board, We sincerely need more money to develop our school facilities. It is important because they (facilities) enhance the quality of education offered in this school.	Limited funds for develop facilities
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL N (BoMCP-SN)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	The teachers have negative morale towards their work  Lesson plans are not prepared regularly in our school but teachers consult the schemes of work as they teach. Sometimes teachers become uncomfortable when we insist that they should not go to classrooms without duly prepared and endorsed lesson plans. This has led to poor preparation of records of work covered and delay in syllabus coverage by the teachers.	Low morale as shown by irregular preparation of T/L resource materials; Delayed syllabus coverage
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	As the BoM, we intend to sponsor more of the teachers to in-service training if and when funds will be available. We strongly believe teachers and pupils will gain immensely.	Plans to sponsor teachers for INSET programme
<b>b) SCHOOL CLIMATE</b>			

1.	<i>Which teaching and resources have you provided in your school in order to influence pupils' academic achievement?</i>	Our main task is to make sure what was budgeted for is bought. In our school, the teachers are given note books and pens, pieces chalk, text books, and guide books. Pupils receive exercise books and share text books	note books and pens, pieces chalk, text books, and guide books, exercise books
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	Currently, we lack enough classrooms to enable us solve the problem of overcrowding of pupils in classes. This resource is critical for children because it provides required favourable learning environment for the teachers and pupils to complete the syllabus in good time. However, we have forwarded a proposal on financial support to erect more classrooms to the Constituency Development Fund committee for consideration.	Inadequate classrooms
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	The Board ensures that there is good or quality education in school by availing necessary resources such as classrooms, latrines, offices and staffroom, teaching and learning materials.	BoM ensures quality education
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	The only challenge we experience is insufficient funds to help the school realize its objectives. The other social problems within the school can be managed.	Inadequate funds
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL O (BoMCP-SO)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of</i>	The Morale of teachers in this	Low morale as shown

	<i>teachers' morale in your school? Give reasons to support your answer.</i>	<p>institution is low</p> <p>Teacher absenteeism is rampant in this school. When we discuss with teachers why they are absent from school, they comment that the salary they earn is not enough and the cost of living has sky rocketed. Therefore, they have to engage themselves in other businesses to get extra money. They seem not having a zeal for managing their time well for school activities and they appear not to have children interests at heart. Some have directed most of their energies to farming and operating kiosks; others have made a tendency of attending to funerals especially on Fridays without even attending to school work in morning hours. As the board we feel, the government should consider boosting teachers' welfare particularly improving on their salaries.</p>	<p>on personal business ventures. Inadequate time for school activities; absenteeism</p>
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	<p>At the moment we have not addressed fully the issue of teachers' morale but we intend to purchase more teaching and learning resources. We hope this will motivate them and enhance their morale towards work.</p>	<p>Intending to procure more teaching and learning resources</p>
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	<p>As a board, we have allocated for funds to cater for teachers' stationery, text books, teachers' guide books and supplementary teaching-learning materials for pupils.</p>	<p>teachers' stationery, text books, teachers' guide books and supplementary teaching-learning materials</p>

2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	There is frosty relationship between the teachers, pupils and administration. This is due to lack of respect among all the partners. In order to improve the pupils' academic performance we are focusing on alleviating the issue of indiscipline which may be causing the deterioration of warm relationship.	Relationships building
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	As a board, we occasionally sponsor teachers for local trainings and ensure that the school has adequate material and physical facilities.	Local workshops and adequate resources
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	There is indiscipline in our school. We are rarely in schools, our coming to schools has set dates save for emergencies. Our role in discipline is to approve pupils' suspension and teachers' interdiction The performance of pupils and teachers is low performance. If pupils' performance is poor, the development of the country will be affected.	Indiscipline
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL P (BoMCP-SP)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	There is low morale of teachers  There is a lot of gossiping, village grapevine, and sabotage for instance parents do not have respect to the teachers. This is truly demotivates teachers.	Low morale. Demotivation of teachers

2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	As a strategy, we have ensured that curriculum related resources are provided and advised that there be PTA meetings to improve on the relationship between teachers and parents. We resolved in our last meeting that there be class conferences and each class set their targets.	Provided enough T/L materials, Having regular PTA meetings
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	Since we receive money for teaching and learning resources from the government, we normally facilitate for the buying of text books, exercise books, pens and other relevant materials.	text books, exercise books, pens and other relevant materials
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	At the moment, the school can only afford the basic teaching and learning materials. We lack enough facilities such as toilets for pupils since the sharing ratio is high especially for the girls. However we have written to stakeholders to assist the school put up enough toilets	School climate not favourable.
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	We are currently working on providing advice to teachers and pupils. This will encourage them to work hard and enable the school achieve high pupils mean scores in final year examination.	Guidance to teachers and pupils
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic</i>	As we speak, the board of management is not united because there seems to be division due to internal wrangles arising from management of this school. We	Internal wrangles

	<i>achievement?</i>	need to speak as one voice so that all other staff and pupils share our vision. Otherwise the performance of this school will continue to be poor if we do not change our attitude.	
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL Q (BoMCP-SQ)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
	<b>a) TEACHER MORALE</b>		
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	<p>The morale of teachers in this school is not so good</p> <p>In this school teachers attend morning preps without breakfast. There is not even a lunch programme in this school. This makes them to break for lunch to fill their tummies before resuming for afternoon lessons. If they can have lunch in school, we can save more time for remedial teaching to help our pupils. But with this trend, the performance of the school will continue being dismal. I feel we should do something to ensure that the teachers are properly facilitated for them to carry out remedial coaching.</p>	Low morale. Lack of attention to teachers welfare e.g no break tea and lunch; lack of facilitation to enable them attend to remedial coaching.
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	As a board of management, we are thinking of improving teachers' welfare by introducing break tea and lunch programme. This will assist in saving more time for remedial teaching geared towards improving learners' performance.	Working on teachers' welfare.
	<b>b) SCHOOL CLIMATE</b>		

1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	The BoM approves purchase of stationery and text books	stationery and text books
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	The BoM is working on strategies on how our children can improve on their academics. However, this board is challenged with shortage of physical facilities. We need to construct the library, teachers' staffroom and add one block of classrooms	Challenge of physical facilities.
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	The BoM acknowledges work done by teachers and students. We give presents or rewards for improved performance in various subjects. But we have to check first the mean score of the pupils and individual performance of the teachers.	Provide presents and rewards; check M.S.S
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	The challenge we are confronted with is poor results from pupils. This has been affected by our work performance. For example, our supervisory role as a Board has been irregular but we have resolved to improve on our operations. I wish we improved on the learners outcomes. Imagine, we have not managed to send any of our pupils to a national school in the last four years. It is really demotivating!	Poor results
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL R (BoMCP-SR)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			

1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	The morale of teachers is high  Teachers welfare must be looked into for example if the teacher is sick, he/ she needs to be attended to. There is also delegation of duties in the school for teachers to feel accommodated in school leadership.	High morale reason being that teachers welfare issues are attended to; the is also delegation of duties
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	The school BoM talks with the teachers and encourages them to work hard. We also provide necessary resource materials to enable them discharge their duties satisfactorily.	Talking with teachers and encouraging them. Provision of adequate resources
<b>b) SCHOOL CLIMATE</b>			
1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	We provide teachers guide books, text books, revision books, note books, lesson plan preparation books, pens, exercise books, manilla papers and felt pens.	teachers guide books, text books, revision books, note books, lesson plan preparation books, pens, exercise books, manilla papers and felt pens
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	The BoM encourages teacher to prepare tools such Schemes of work, lesson plans, topic or unit notes, teaching charts, records of work covered and examination or test results records. These resources are necessary for improved pupils' academic performance.	Schemes of work, lesson plans, topic or unit notes, teaching charts, records of work covered and examination or test results records
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	In this school, the BoM plays a big role in ensuring that the teachers and pupils are guided well to maintain discipline, the school culture and rules. We ensure that safety of pupils and teachers in assured all the time.	Guidance, discipline, school culture, rules, and safety.
2.	<i>What challenges does the</i>	The school has a good academic	Inadequate funds from



	<i>BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	progress, but we need adequate reward resource. This is because the funds we receive from our government are insufficient. The parents are doing a good job in ensuring that they contribute some little money which we use to organize for the school's prize giving day and some of the money we use to buy rewards for teachers and pupils. But as a board we think that it is the responsibility of the Government and more so the Ministry of Education to allocate money for rewarding teachers and pupils for good performance.	government to motivate teachers
<b>Interview Schedule for BoM CHAIRPERSON- SCHOOL S (BoMCP-SS)</b>			
<b>S/No.</b>	<b>QUESTION</b>	<b>RESPONSES</b>	<b>COMMENTS / PERSONAL REFLECTION</b>
<b>a) TEACHER MORALE</b>			
1.	<i>What is the level of teachers' morale in your school? Give reasons to support your answer.</i>	Our teachers have positive morale  Our teachers have positive morale. Teachers are appreciated for attending morning or evening prep. They give pupils assignments, mark and carry out revision. There is also parental support in this school to ensure that pupils excel in their studies.	High morale. Teachers are appreciated. Mark assignments and adequate parental support.
2.	<i>What have you done to improve on teachers' morale in order to influence pupils' academic achievement?</i>	It is essential to organize for teachers to attend seminars. So, we usually organize for in-house workshops for training teachers. This initiative has boosted teachers' morale a lot. We at times invite experts or resource persons to facilitate the trainings.	Facilitate teachers to attend seminars and in-house trainings. Resource persons/ experts as facilitators
<b>b) SCHOOL CLIMATE</b>			

1.	<i>Which teaching and learning resources have you provided in your school in order to influence pupils' academic achievement?</i>	The school board of management authorizes for the buying of text books, guide books, revision pamphlets, stationery, and materials to prepare teaching and learning aids.	text books, guide books, revision pamphlets, stationery, and materials to prepare teaching and learning aids
2.	<i>Which necessary school climate conditions have you put in place in your school in order to influence pupils' academic achievement?</i>	To ensure that the our learning environment is appealing, we have ensured that there is good school-community relations, adequate resources to assist in teaching and learning, and sponsored our teachers for workshops	Enhancement of school-community relations; adequate resources and sponsor for teacher workshops
<b>c) BoM ROLE</b>			
1.	<i>What role do you carry out as BoM in order to influence pupils' academic achievement in your school?</i>	As the highest organ in school management, we ensure that there is adequate teaching and learning materials. We have encouraged departmental committees or subject panels to assist teachers learn from one another	Management of resources, and Promotion of departmental committees or subject panel
2.	<i>What challenges does the BoM in your school experience when discharging its role in order to influence pupils' academic achievement?</i>	The only challenge we are facing as a board is insufficient funds to enable us go for training on school management. Issues dealing with finances require some knowledge to enable BoM interpret financial reports hence need for the short term training.	Insufficient funds to for BoM capacity building

**APPENDIX IX: A MAP SHOWING KISII AND NYAMIRA COUNTIES**




Source: Regional Center for Mapping of Resources for Development (RCMRD), Kenya (2013)


**APPENDIX X: RESEARCH PERMIT**

**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

Serial No. A **5163**


**CONDITIONS: see back page**

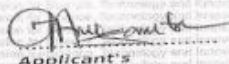
**THIS IS TO CERTIFY THAT:**  
**MR. JOHN OGAMBA KINGOINA**  
 of **MAASAI MARA UNIVERSITY, 0-3**  
 Nairobi, has been permitted to conduct  
 research in **Kisii County**

on the topic: **EFFECT OF TEACHERS' MORALE ON STANDARD EIGHT PUPILS' ACADEMIC ACHIEVEMENT IN PUBLIC PRIMARY SCHOOLS IN MARANI SUB-COUNTY, KENYA**


for the period ending:  
**30th November, 2015**


Permit No : **NACOSTI/P/15/4796/6244**  
 Date Of Issue : **25th May, 2015**  
 Fee Received : **Ksh. 2000**






**Applicant's Signature**






**Director General  
National Commission for Science,  
Technology & Innovation**

**26/5/2015**



**County Director Education  
KISHI COUNTY  
P. O. Box 4499-40200, KISHI**

Date: **26/5/2015**  
 Sign: 

**APPENDIX XI: RESEARCH AUTHORIZATION LETTER**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No.

Date:

25<sup>th</sup> May, 2015

NACOSTI/P/15/4796/6244

John Ogamba Kingoina  
Maasai Mara University  
P.O. Box 861-20500  
NAROK.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Effect of teachers' morale on standard eight pupils' academic achievement in public primary schools in Marani Sub-County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in Kisii County for a period ending 30<sup>th</sup> November, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Kisii County before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
DR. S. K. LANGAT, OGW  
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner  
Kisii County.

The County Director of Education  
Kisii County.



26/5/2015