THE EFFECTIVENESS OF BOARD OF GOVERNORS IN CURRICULUM IMPLEMENTATION IN SECONDARY SCHOOLS IN KEIYO DISTRICT, KENYA

BY

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DECLARATION

DECLARATION BY THE STUDENT

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DEDICATION

This piece of work is dedicated to my loving husband Philip, my children Gloria, Brian and Austin. Your prayers and encouragement provided the spiritual nourishment to keep me going in life. Not forgetting my parents Mr. and Mrs. Raphael Chelimo and Mrs. Salina Kandie with the family members for their encouragement and support throughout the period of my studies.

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LIST OF ABBREVIATIONS

AIC	African Inland Church
BOG	Board of Governors
CDF	Constituency Development Fund
DEB	District Education Board
DEO	District Education Officer.
KCSE	Kenya Certificate of Secondary Education
KDSSHA	Keiyo District Secondary Schools Heads Association
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
LEA	Local Education Act
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
PDE	Provincial Director of Education
PTA	Parents Teachers Association
RoK	Republic of Kenya
TIVET	Technical Industrial Vocational and Entrepreneurship Training
TSC	Teachers Service Commission
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization.
USA	United States of America.

ABSTRACT

Management of schools in Kenya has never been the sole function of the school heads and teachers per see but the Board of Governors have been legally mandated by the Ministry of Education under the Education Act Cap 211 with overall management of secondary schools and colleges. Their immediate roles have not been defined in the laws and there are no standards that have been adopted to mete their outputs in schools. This study aimed at determining the outputs of the BOGs in curriculum implementation in secondary schools in Keiyo District. Specifically, the study explored the effects of types of training undergone by the BOGs and their roles on staff development in relation to curriculum implementation. Further the study established the effects of support provision by BOGs to acquire resources and the BOG discipline policy on effective implementation of the curriculum in schools in Keiyo District. The entire study was propounded on the basis of learning theory postulated by Fiedler (1987). This study was conducted by survey design. Data were collected from a sample of 15 schools among 15 head teachers, 70 teachers and 65 BOG members using stratified, purposive and simple random sampling. The instruments of data collection were interviews, questionnaires and document analysis. Data collected were coded in Statistical Package for Social Sciences (SPSS) and analysed by descriptive statistics, frequency distributions and chi-square tests. Results indicated that training of the members of the BOG was directly related to the implementation of the curriculum with those having higher training being able to effectively assist the school in implementing the curriculum. The BOG members supported the schools to acquire physical resources that eventually helped the school in achieving proper implementation initiatives. Findings from this study have aptly demonstrated that members of the school BOG are an important component in the management of the schools and cannot, therefore, be simply ignored in the managerial efficiency of the schools. BOG have proved to be important in enhancing curriculum development in schools hence the study recommends that schools should strive to provide pre-requisite training to the BOG members.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Education is fundamental in the development of human persons and has been viewed principally in light of a fundamental human right as well as being the cradle of mankind (Kyalo *et al*, 2006). It is thus not surprising that one of the most significant and overriding United Nations Millennium Development goals is the provision of education for all by the year 2015. Consequently, education opportunities in many countries of the world are expanding rapidly and continue to gain prominence as one of the most important subjects especially in less developed countries in Africa. To show the magnitude of the importance attached to education, many developing countries of the world have invested huge sums of their budgets to enhance attainment of basic education to the citizens (Kapkiai, 2007).

On attainment of political independence in 1963, the Republic of Kenya (RoK), households and the private sector collectively endeavored to enhance the development of education in the country (Abagi and Olweya, 1999; Bogonko, 1992; Eshiwani, 1993). The rapid development of education and training in Kenya was an aftermath of the *Sessional Paper No. 10 of 1965* on *African Socialism and its Application to Planning in Kenya,* which emphasized combating ignorance, disease and poverty. It was based on two long-standing concerns that: (i) every Kenyan child, irrespective of gender, religion and ethnicity, has the inalienable right to access basic welfare provision, including education; and (ii) the RoK has an obligation to provide opportunity to all citizens to fully

participate in socio-economic and political development of the country and also to empower the people to improve their welfare.

Development of education since independence has been marked by various changes and challenges. For nearly four decades, therefore, the sector has undergone several reviews by special commissions and working parties appointed by the government, with the aim of improving efficiency and effectiveness of the education provision. The pertinent policy question arising here is: how can the government and other education stakeholders improve the quality of education in schools, without involving teachers in effective management of schools? The answer to this question led to the introduction of external help in school management through the Board of Governors (BOGs) following the recommendation of Ominde Commission (RoK, 1964).

The Board of Governors is one major stakeholder with responsibility of managing education at varied levels depending on the country. School governing body has its roots in the old grammar schools of centuries ago. During the late 1960s and early 1970s there were growing demands for more accountability in the education system and for more public participation in the running of schools in the UK (Mahoney, 1988). In USA governing bodies came into existence in the 1970s due to rising demand for increased influence by the clients of the school in the management, as parents got dissatisfied with the system of education that seemed to exclude their expression of wants and needs, so this led to the pressure to decentralize educational management to local community school boards (Kogan, 1984).

In England and Wales, the 1980 Education Act, shifted the balance of power to favor school governing bodies that were given prominence that made them a force to be reckoned with in the control of schools (Kogan, 1984).

In the Kenyan case management of secondary schools by Board of Governors came into place after independence following recommendation by the Kenya education commission report of Ominde (RoK, 1964). This aimed at giving each school its own personality and decentralization of authority for effectiveness. As per the education Act, Cap 211,and Sessional Paper No. 1 of 2005, Board of Governors have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials (MOEST, 2005; RoK, 2007).

In the Sessional paper No. 6 of 1988, the government accepted the recommendations of the Presidential Working Party on Manpower Training famously known as Kamunge report that:

> *Members of board of governors and school committees be appointed from persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions* (MOEST, 1988:46).

The Education Act Cap. 211 of the laws of Kenya section 10 (RoK, 1980) indicates that the minister appoints members of the Board of Governors through a selected committee comprising of provincial administration, local leaders, (Member of Parliament and councilors), sponsor if any, local education officer and the head teacher. This committee selects 3 persons representing local community, 4 representing bodies and organizations

like sponsor and 3 representing special interest groups. Once officially appointed by the minister, the 10 members select the chairperson of the board and co-opt 3 other persons from the PTA into the board (Opot, 2006).

The role of BOG in all schools in Kenya is similar as stipulated in the Education Act Cap 211, but due to the gap between theory and practice, the BOG roles are interpreted differently in different schools in relation to its context. The study intended to find out whether the government policy on appointment of BOG is adhered to particularly on minimum levels of education. The researcher further investigated whether there is any political influence in appointment of members of BOG and how this impact on school management as is the case in Wales and U.K (Kogan, 1984).

In Keiyo district like other areas in Kenya, the government policy of Board of Governors managing secondary schools has been adhered to but the effectiveness of these boards particularly in curriculum implementation is questionable. There has been continued poor performance in KCSE in most schools in the district as evidenced in (Table 1.1) below with many registering below average marks persistently.

Table 1.1: KCSE Results for Keiyo District 2006-2002

S/NO	SCHOOL	2006	2005	2004	2003	2002
1	SINGORE	8.1	7.6	7.7	8.1	8.4
2	TAMBACH	7.4	6.8	6.8	6.2	6.1
3	ST.PATRICK'S	7.3	7.9	7.8	7.7	7.8
4	AIC KESSUP	6.8	6.5	6.7	6.4	6.7
5	KAPKENDA	6.7	6.8	6.6	6.6	6.1
6	METKEI	6.5	7.6	7.8	6.8	7.5
7	ANIN	5.8	5.4	5.6	4.9	4.4
8	KAPTAGAT	5.6	6.1	5.6	5.8	5.7
9	SIMOTWO	5.8	6.0	6.1	6.1	5.3
10	SOY	5.3	4.0	4.4	4.5	4.4
11	KIPSOEN	5.2	4.8	5.4	4.6	4.7
12	ST.AUGUSTINE EMSEA	5.1	5.3	4.8	5.1	4.5
13	KAPKITONY	5.0	5.1	4.8	4.7	4.7
14	KIMURON	4.7	4.4	4.1	4.2	3.8
15	ATNAS KANDIE	4.6	4.2	3.6	4.0	3.7
16	KOPTEGA	4.6	3.7	4.2	4.0	3.2
17	ST.JOSEPH'S KIPSAINA	4.5	6.6	4.8	4.3	3.8
18	MOKWO	4.5	4.3	4.2	5.0	4.7
19	KITANY	4.4	4.1	4.4	4.4	4.3
20	KAPKESSUM	4.3	4.3	3.8	4.7	3.8
21	BIWOTT	4.3	4.3	4.7	4.0	4.2
22	LELBOINET	4.3	4.8	4.1	4.0	3.4
23	ST.ALPHONSUS MUTEI	4.2	4.2	3.7	4.0	3.8
24	KIPSAOS	4.2	4.2	4.9	3.8	3.4
25	SERGOIT	4.1	4.2	3.9	4.3	3.1
26	KOCHOLWO	4.1	4.0	4.4	4.0	3.8
27	KAPTUM	4.1	NEW	NEW	NEW	NEW
28	KIPTULOS	3.9	3.9	3.9	4.2	3.7
29	KIMWARER	3.8	NEW	NEW	NEW	3.8
30	CHEBONET	3.5	3.8	4.0	4.2	4.3
31	KABULWO	NEW	NEW	NEW	NEW	NEW
32	KESSUP MIXED	NEW	NEW	NEW	NEW	NEW
33	KORKITONY	NEW	NEW	NEW	NEW	NEW
34	CHEPSIGOT	NEW	NEW	NEW	NEW	NEW

Though table 1.1 above shows improvement in most schools the reality as per actual grades of students shows poor performance. In comparing performance in Keiyo with other districts in Kenya, the researcher used Appendix 8 which shows KCSE performance in Kenya in 2005 in all districts. In Appendix 8, Keiyo district was ranked 15 out of 71 districts with mean grade of 5.54.There were 2076 candidates and quality grades were as follows:**1** A plain,**26** A- and **58** B+ in the entire district. Since B+ was the minimum qualification per Joint Admissions Board to public Universities then, this meant that only 85(4.1%) out of the 2076 candidates who sat for KCSE qualified while 734 (35.4 %) had D+ and below. The researcher sought to establish if management of these institutions among other factors, contributed in any way to the poor performance shown.

Based on the above ground, the researcher identified the caliber of persons serving in the secondary schools BOG in Keiyo district as per their educational standards and training, and also established the programmes that varied Boards have put in place to promote staff development, staff and students motivation, improve discipline and physical resource provision all of which are geared towards effective curriculum implementation.

1.2 Statement of the problem

Schools mould children to become future decision makers in the society. In schools, teachers are the core pillars and are in constant touch with the students sometimes influencing their decisions immensely. The BOG members, on the other hand, are the managers of the schools hence should be in constant touch with the students, teachers as

well as with other stakeholders in the school. In many schools, BOG members are often in constant touch with the head teacher and less with students.

In Kenya the government mandated BOG with management of public secondary schools and training colleges. The roles of the board include infrastructural development, financial issues as well as overseeing the delivery of educational programmes and monitoring educational standards (MOEST,2005).The task of Educational management entails prudent utilization of funds and equipment to enhance efficiency in the delivery of quality education (RoK,1999). Further the task force on student discipline and Unrest (RoK, 2001) noted that appointment of unqualified and incompetent BOG members had a bearing on the quality of management of schools hence recommended that BOG be appointed from persons of integrity with a minimum qualification of form four level of education .Further the task force suggested need for induction of BOG on code of management and policy be implemented on their training to enlighten on roles of the board.

The BOG also has responsibility of teacher management and staff and student's discipline which would be realized if BOG members are conversant and well educated on educational programmes and management tasks as pointed out by Koech commission (RoK,1999).The working relationship of the BOG and teachers was also examined since effective implementation of the curriculum depended on the teachers to larger extend and any BOG infringement on teachers would create tension and thus negatively affect smooth running of educational programmes and also student performance. However, when there is constant consultation among the teachers, head teachers and sometimes

BOG members who are very useful instruments to the schools, the levels of managerial efficiency in school can be uplifted.

Further the BOG should look into provision of resources and staff development which greatly impact on curriculum implementation. Currently, there is lack of information about schools in Keiyo district, in particular, and a number of schools countrywide, on levels that BOG members play in the school management systems. Lack of such information has made management of schools to be difficult especially, on issues that involve effective running of schools. Unfortunately for many schools, a number of constraints limiting BOG roles in managerial decision exist. Such constraints will continue to impede curriculum implementation of the schools unless they are elucidated through research findings.

1.3 Purpose of the study

This study identified the role of Board of Governors in curriculum implementation in secondary schools in Keiyo district and the various programmes put in place by the BOG to ensure effective implementation of the curriculum in the district.

1.4 Objectives of the study

The study had the following objectives:

1. To find out types of training in management that BOG in Keiyo district have undergone and the effects on curriculum implementation in schools.
2. To establish BOG roles on staff development and effects on curriculum implementation in schools in Keiyo District

3. To find out the effects of support provision by BOGs to acquire resources on curriculum implementation in Keiyo District
4. To find out effects of BOG discipline policy on the implementation of the curriculum in schools in Keiyo District.

1.5 Research questions

1. What are the effects of BOG training on curriculum implementation in schools within Keiyo District?
2. What are the effects of BOG roles on staff development on curriculum implementation in schools in Keiyo District?
3. What are the effects of support provision by BOGs to acquire resource on curriculum implementation in Keiyo District?
4. What are the effects of BOG discipline policy on effective implementation of the curriculum in schools in Keiyo District?

1.6 Research hypothesis

1. There is no relationship between training levels of BOGs and curriculum implementation in schools within Keiyo District.
2. There is no relationship between the roles of BOG and curriculum implementation in schools in Keiyo District
3. There is no relationship between the BOG support in resource acquisition and curriculum implementation in Keiyo District
4. There is no relationship between BOG discipline policy and effective implementation of the curriculum in schools in Keiyo District.

1.7 Justification of this study

The study has been necessitated by the growing concern of democratization of educational services. Blase and Blase, (2000) notes that the link between democracy and education belong to the sphere of collective school management. When talking about democracy in education, the emphasis rests with the stakeholders in education being fruitfully involved in what has an impact on their life. This study helped shed light on the involvement of BOG members on the schools management systems.

This study is justified on various accounts: It has been necessitated by findings of education inquiry of Koech report (RoK, 1999) which pointed out that management of educational institutions were found to be weak because most BOG members lacked quality management capabilities. The researcher therefore, sought to verify if the above was true in Keiyo district among the BOG. Further, the continued poor performance in KCSE examinations in many schools in the district as per table 1.1, led to the researcher investigating if management per see contributed to the performance.

The researcher also found out that currently there are few studies on the role of BOG in curriculum implementation in secondary schools in Kenya and the literature on this area is also inadequate hence led to the topic chosen. Finally the study has also been undertaken for personal interest in education and career development to meet the requirement for the master's degree award in Educational Management.

The study would also enable schools to understand BOG members' individual managerial abilities that influence decisions made and form a basis for continuing research into factors influencing managerial-decisions.

1.8 Significance of the study

This study would generate new knowledge on the role of BOG in curriculum implementation in secondary schools in Keiyo district and Kenya as a whole. This knowledge would widen the horizons of existing knowledge on the role of BOG forming a data bank for future research. The study findings would assist in outlining the gap between what is in policy relating to curriculum implementation in secondary schools and what exists in practice so as to improve the practice.

The researcher through the findings also made recommendations to the Ministry of Education on the need to pass policy on training of Board of Governors to impart them with skills and knowledge on their roles and matters of curriculum implementation borrowing from what other school governors do in their part.

The findings of the study would be of benefit to the ministry of education when formulating policies concerning curriculum contents, curriculum implementation and improvement of students' performance.

1.9 Scope of the study

The scope of the study was limited geographically to Keiyo district of Kenya .The study was carried out between March and September 2007 in Keiyo district with 34 secondary schools and only 15 of these schools were studied with the participants being the 15 head

teachers, 65 Board of Governors and 70 teachers. This therefore limits the generalizations as data obtained may be representative of schools in similar districts as Keiyo and not to all secondary schools in Kenya.

1.10 Limitation of the study

One of the major limitations of the study was refusal by some of the respondents to voluntarily offer information on the questionnaires for fear of reprisal even though no respondent was expected to write their names in the questionnaires. Some respondents refused to answer questions maintaining that they are not the right people to respond to the questions**.**

Accessibility to some of the areas was difficult because the area has very poor road network. In some areas, steep terrain made the researcher to go on foot to reach some schools which took lots of time.

Performance is a complex factor with varied determinants and management is just but one of them.

1.11 Assumptions of the study

The study had the following assumptions:

- The researcher assumed that all the respondents gave honest and sincere answers.
- That the sample chosen were representative of the total population of secondary schools in Keiyo district hence information obtained could be generalized.
- That the researcher accurately recorded and analyzed the data collected.
- That Board of Governors training would improve their role in curriculum implementation.
- That the findings of this study could be applied hence bring about proper curriculum implementation and improved performance.

1.12 Theoretical framework

This study was based on two contingency management approaches, which outline factors that influence leadership effectiveness. The contingency theory of 1967 by Fiedler points out that effective group performance can only be achieved by matching the manager to the situation or by changing the situation (Bartol and Martin, 1991). This theory is relevant to the study of Board of Governor's role in implementation of the curriculum since it stresses on the need for Governors to apply leadership styles that befit the school situation. The Governors, as shown by the theory, should understand that every school is a complex structure with its own distinctive characteristics which impinge upon the way it can be managed. Some of the characteristics that Governors need to look into include the institutional, structural and environmental, which to some extent directly or indirectly influence the effectiveness of the Board in its role (Kogan, 1984).

This contingency theory is closely related to the cognitive resource theory of 1982 by Fiedler and Garcia which points out that the factors of leaders' intellectual abilities, technical competence and job relevant knowledge have effects on group work performance (Bartol and Martin, 1991; Cole, 1996). These views are relevant to the study of Governor's role since they show the need for Governors to possess right intellectual abilities, technical competence and necessary knowledge to be able to promote effective curriculum implementation in the school.

The above theories provide a framework that is helpful in understanding factors that influence role of Board of Governors in curriculum implementation hence become an eye opener to the Governors to consider the school situation as well as their own competence in order to be more effective in their functions.

1.13. Definition of terms

1. **Board of Governors** – This refers to the body responsible for managing secondary schools in Kenya as per the Education Act Cap 211.
2. **Curriculum implementation** – This refers to the interaction of pupils with teachers, ideas, materials and equipment with a view of achieving the aims and objectives of the curriculum in operation.
3. **Effectiveness**-The ability of BOG as managers to ensure the curriculum is implemented as expected at the school level.
4. **Management**-The control of human, physical, financial and curriculum resources in the school by the BOG.
5. **Resources**-This refers to human, financial, physical and other facilities that a school has which enhance effective implementation of the curriculum.
6. **Role -** This refers to the functions and responsibilities of Governors in the school situation as set by the expectations of the MOE.
7. **Secondary school** – This is the level of education after primary section.
8. **BOG discipline policy**-This refers to the BOG role in both staff and students discipline issues and measures to curb indiscipline in the school.

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CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter provides review of literature related to BOGs involvement in management of secondary schools. The sources include books, journals, periodicals, magazines and Internet. In gathering information for this review, specific sources were located by searching the ERIC database, Education Abstracts/Education full text; reference lists from scholarly works, and recent books from leading education publishers. This review draws largely from empirical sources, but supporting discussion from non-empirical sources was selectively included.

This review, therefore, begins with a summary of the concepts related to school management; then literature reviews concerning issues of existence of BOG are discussed. The third sub-section looks at the issue of training of the BOG members and curriculum implementation followed by subsection four that discusses issues of roles of BOG in support of curriculum implementation. The fifth subsection looks at effects of BOG's discipline policy on the implementation of curriculum and finally, this chapter concludes with a summary of present gaps in available literature on school management and BOGs involvement.

2.2 Concepts related to school management

Management is said to entail the activities of planning, controlling, organizing, appraising and leading the procurement and utilization of both human and physical resources at the disposal of an organization in order to achieve the organization's defined ends (RoK, 1976; MOE, 1999).According to Cole (1996), the managers in planning decide on the objectives of the organization and how to meet them while organizing involves sourcing for human and material resources to carry out the tasks. The employees should also be motivated in order to meet the organization goals and this depends on the management style in operation. Finally controlling has to do with monitoring and evaluating activities and providing correct mechanisms. The BOG as managers in secondary schools should apply the above functions for effective implementation of curriculum in the school.

Participative school management is conceived as an aspect of shared leadership, with the idea of involving teachers, head teachers and all stakeholders in school-level school management .The work of Brooker (2002), describes in detail an image of participative leadership as full participation by teachers, head teachers and non-teaching staff in developing a shared vision, planning and implementing instructional improvements, working with the community, and participating in professional development in job-embedded, collegial ways, in addition to participation in school management. Such models advocates for inclusion of all the stakeholders so that the school can have a shared and a uniform vision in the managerial efficiency of the internal affairs of the school(Whitemore,1980;Wicker,1969).In Kenya,Gachati report(RoK,1976)recommended need to enlist co-operation between sponsors,teachers,parents and various institutions governing bodies as a step towards proper control and discipline in schools.

A more narrowly defined concept is shared governance, which refers to headteachers sharing their governing roles with teachers and other non teaching staff in managing schools including Board of Governors (Blase and Blase, 2000). It is very similar to participative school management, in which teachers participate in various ways and to varying extents, in making decisions in schools that were traditionally made by the head teacher. However, shared governance encompasses other governance or leadership roles that are distinct from school management, including peer supervision or evaluation, action research and school data analysis, and leadership in such areas as staff development and personnel hiring (Blase and Blase, 2000).

Many researchers have pointed to the intricate links between the schools performance and the inclusion of all stakeholders effectively in the management of the schools. For instance, Whitmore (1980) established positive relationships between involvements of parents in the running of schools with improved performance. Similar studies done by Wicker (1969) also established that many stakeholders from outside the schools actually contribute to over 25% in the managerial decision in schools. Later, Bonner *et al*, (2004) proved an existence of positive relationship between the inclusive school management and proper implementation strategies in the schools

2.3 Existence of Board of Governors

Kogan (1984) indicates that in 1970's in USA and UK parents pressed for increased decentralization of school educational management which led to a rise of community school Boards. In USA, the inclusion of governing bodies in school administration stems from the fact that schools differ in character and each school is unique in retrospect with

varied goals that change with time and structure. Hence Governors need to know the institutional, structural and environmental characteristics of the school which to some extent influence the board in its role.

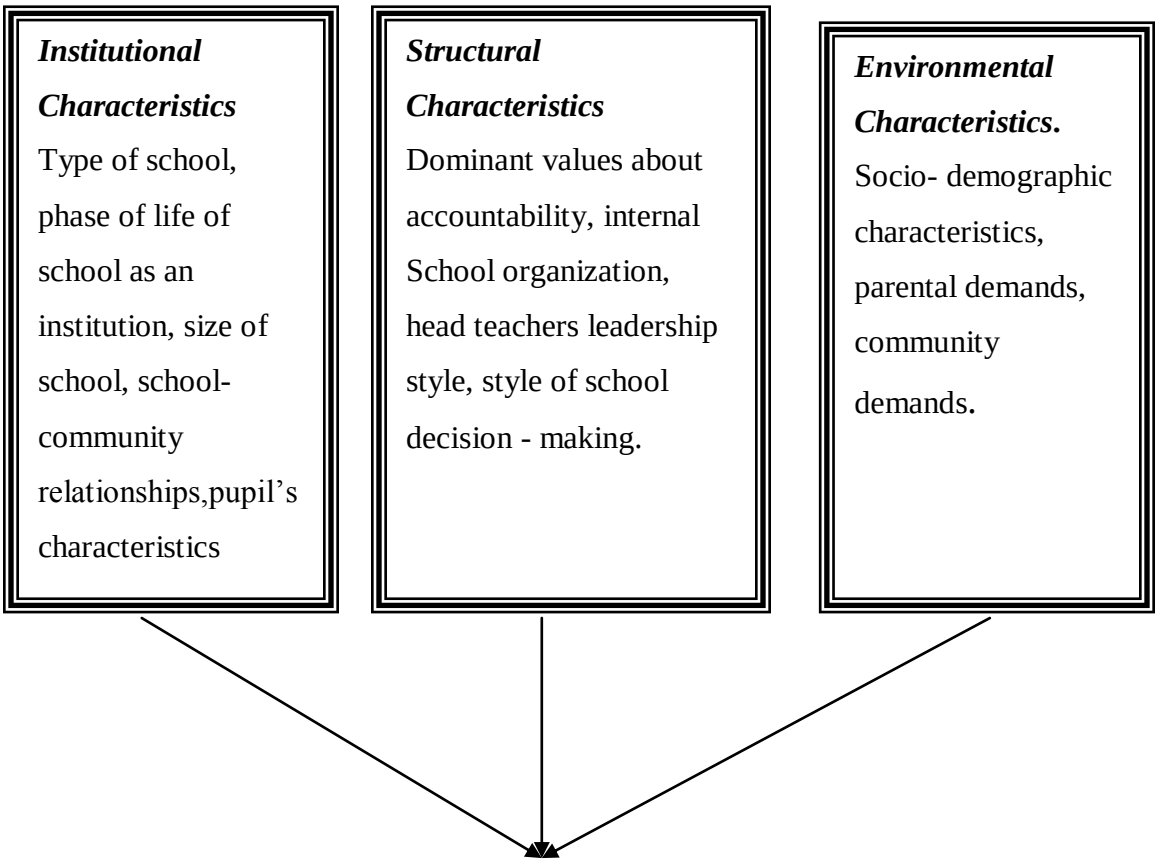

Figure 2.1: The influence of characteristics of the school upon the governing body

School governing body is seen to act as a mechanism of positive support for the school in providing contact with the local community and serving as a potential pressure group to exert pressure and reinforce other requests to the authority.

In Kenya, sessional paper no 6 of 1988(RoK,!988)outlined government decision to vest management of public secondary schools and training colleges to BOG and expects them to develop these institutions and the Sessional paper No. 1 of 2005 further supported this recommendation (MOEST, 2005; MOE, 1999).

In England and Wales, government policy on governors, according to 1986 Education Act, specified that those to be represented in school governing bodies include parents, representatives of the local education act like councilors, headteachers, teacher governors and co-opted governors elected by the rest of the governing body (Wragg and Partington, 1989). This is similar to the Kenyan case as per the Education Act Cap 211 and ministry guidelines pertaining BOG membership where the community, parents and other stakeholders are represented (RoK, 1980; MOEST, 2002).

In Kenya, according to the Ministry of Education, the following are duties of the Board of Governors in secondary schools as presented by Rift Valley Provincial Inspector of Schools (Barno, 1999; Opot, 2006):

- To implement curriculum policies from the government by deliberating in meetings and interpreting these policies with the assistance of the headteacher,
- To help establish and formulate with the headteacher curriculum policies at school level and make decision on implementation by the staff,
- To prepare school budgets, collect revenues and ensure responsible expenditure of funds collected,
- To plan and implement development projects for the school based on priorities in the school development plans,

- To review discipline cases of students and recommend for action if need be to the director while those for teachers are handled in liaison with the TSC.
- Regulate admission of students to the school for maintenance of high education standards and maintain spiritual needs of all members of school community and promote high standards of morality among staff and students.

However as Oyaya (2003) points out, effective BOG should enhance management of all aspects of the school curriculum and its implementation as pointed out by the inspector of schools being:

- Staff development, motivation and discipline.
- Understanding the secondary school curriculum, policy and structure.
- Formulating school mission towards achievement of set goals, promoting school ethics, social mores and cater for character building.
- Ensure proper time tabling is done for effective delivery of the curriculum.
- Ensure justice and fairness in subject choices and proper professional records by the teacher.
- Promote school empowerment which refers to the effective and efficient management and school development planning.
- Provision of adequate resources for effective implementation of the curriculum and putting in place effective guidance and counseling programmes and careers development.
- Check on evaluation and analysis of examinations and set level of quality performance satisfactory to all stakeholders and help build and maintain school image.

On the contrary, one of the key functions of governing bodies is in the area of curriculum which Mahoney (1988:63) describes that:

> *Curriculum Comprise all the opportunities for learning provided by the school. It includes the formal programme of lessons in the timetable, the extra curricula and out-of-school activities deliberately promoted or supported by the school and the climate of relationships, attitudes, styles of behavior and the general quality of life established in school community as a whole.*

The task of curriculum implementation involves two main processes of changing attitudes of people involved in the education sector hence a need to reach all stakeholders, as well as providing the materials and the administrative means to make the process possible (Shiundu and Omulando, 1992).

The draft bill on education and training by Kamunge (RoK, 2007) pointed out the following functions of BOG in secondary schools:

- To develop strategic plans for the school.
- Advise the DEB on the staffing needs of the School.
- Make recommendations for the appointment of head teacher at the school.
- Supervise and oversee curriculum implementation and delivery as well delivery and conduct of examinations and assessment at the school.
- Continuously monitor and evaluate the teachers in terms of curriculum implementation.
- Adopt code of conduct for students and teachers at the school.
- Facilitate and ensure the provision of guidance and counseling to all students.
- Supervise all teachers in the school and undertake teacher management functions.

The above point out government policy in text expected of each school board but as to the practical situation in the school, a lot has to be done to make the Board effective. The Task Force on Student Discipline in Secondary Schools noted that unnecessary political interference resulted in appointment of incompetent BOG members (MOEST, 2001:50) states:

> *Some boards do not have the capacity to measure up to the onerous responsibility of managing the school because of their educational background among others, while some of the board members have vested interest in the procurement of supplies. Some BOG members were appointed to a number of boards thereby affecting their capacity to deliver while some were sidelined by headteachers by not inviting them to meetings.*

Various researchers have tried to define the roles of the BOG members and none of the definitions have compassed the implementation of curriculum in schools (McNeil,1984; Mark and Louis,1997; Masinjila,1996; Mbiti,2004).However, considering that implementation of curriculum is one of the main ways to encourage improved schools performance, and that BOG members help in school management, there is therefore a remote possibility that of a nested linkage between the roles of the BOG members and curriculum implementation, which requires research to establish. In Kenya, there is also lack of systematic research that links the BOG members and curriculum implementation.

2.4 Effects of training levels of BOGs on curriculum implementation in schools

The reinforcement of technical and professional skills, including non-teaching staff training is presented as an educational policy priority for rebuilding education systems from now till 2015. For instance, in Kenya, staff training is a tool for the realization of the National Development Plan (RoK, 1976).

UNESCO (2000) has observed that imported models of staff training, which were developed in the context of economic growth, have proved incapable of supplying skilled labor that meets the highly varied requirements of African systems. A wave of criticism concerning the ineffectiveness and high cost of these programs has been heard, and this form of education has been called into sharp question on the grounds that it is poorly suited to labor markets dominated by informal sector employment (UNESCO, 2002).

The above observations clearly point out that training programs in African countries are not meeting their objectives. African systems and labor market conditions sharply contrast with those of the countries of origin of these training programs. Whereas these programs are suited to formal conditions of the developed economies, they are expected to produce outputs for the informal systems that dominate the African countries. UNESCO has lamented a crisis, - the training system failing to respond to the needs of the growing populations and rapidly changing labor markets (UNESCO, 2002) - a characteristic of an inefficient system. The crisis of inefficiency has two interrelated aspects; the crisis of cost and the crisis of relevance. These have formed the foundation for the criticisms directed at staff of schools and vocational training, which includes poor quality and high cost, training not suitable to the actual socio-economic conditions, disregard for informal sectors needs and disregard of the prevailing school management needs (UNESCO, 2002).

Many African countries consider today that the infrastructure and equipment of training institutions are for the most part obsolete and inadequate, and therefore unable to adapt to private sector expectations and technological change. On the other hand the pace of

technological change requires workers to have new qualifications (preferably certified) in order to perform modern jobs and thus raise competitiveness (UNESCO, 2002). This state of affairs is what has thrown secondary school programs in disarray as pressure is put on them to produce management compliant trainees without the means to do so.

There is a need for systematic short in-service courses which should be conducted on a continuous basis, more so in the wake of any revision of national development objective and priorities (Macharia, 1987).Like pre-service and in-service programme, workshops and seminars help to prepare all those involved in the implementation process by equating them with the new curriculum and familiarizing on how the new curriculum has been initiated and how it can be implemented.

Fullan (1992), points out that it is when people actually try to implement new approaches and reforms that they have the most specific concerns and doubts and it is extremely important that people obtain specific support at the early stage of attempted implementation. This can be done through interactive learning, meeting with resource consultants and fellow Implementers. This constitutes a process of coming to see the meaning of change more clearly.

The report of the commission of inquiry into Kenya's education system (Republic of Kenya, 1999) expressed concern on the political influence in Board of Governors appointment, low level of education and lack of commitment and dedication on the part of most of them, leading to weak management of institutions. The commission recommended on Board of Governors to have representatives from PTA who have school

interests at heart and the government in response implemented this since 2003 (Opot,2006).

> Thody (1992:24) *points out that governing bodies once appointed must attend training courses available during the evenings and at weekends. There is no salary or reimbursement for loss of earnings and time. They are supposed to attend a course on public relations, finance, personnel, equal opportunities and special needs in order to improve their managerial skills in curriculum implementation.*

The above example illustrates the necessity of making board training compulsory by the government to increase their effectiveness. Thody (1992) also indicated that training enables Board of Governors to learn the strengths and weaknesses affecting management of schools hence make suggestions for development because schools would certainly want to provide the best quality of education (Okumbe, 1999).

In Leicestershire, courses for governors cover areas like governor's roles and responsibilities, school visits, procedure for governors' meetings, interview panel and governors' impact in the community (Mahoney, 1988). In UK and USA, training of governing bodies has been given priority and emphasis following the responsibilities involved, Mahoney further comments that:

> *The responsibilities for governing bodies are so important and complex that a governor cannot be expected to discharge them effectively without some training going beyond the normal process of picking up the job by doing it. This process is by itself relatively slow to act and could in this case serve to perpetuate unsatisfactory practice (Mahoney, 1988, 208).*

Mahoney summarizes by stating that training transforms governors from being struggling amateurs to be more knowledgeable, confident and determined school governors, increase awareness and confidence, make them more active, broaden one's knowledge and sharpen their approach to their roles (Mahoney ,1988:214).

In Kenya, Sessional paper No.1 of 2005 indicates that the government intends to undertake regular reviews of the various education and training of management bodies to work out modalities for entrenching professionalism to enhance their management and co-ordination capacities (MOEST, 2005:64). The above shows that in Kenya, training of BOG is voluntary despite the fact that Kenya Educational Staff Institute (KESI) has programmes which offer training in management. Many schools and governors sideline this hence have not benefited from it no wonder the Task Force on Student Discipline and Unrest in Secondary Schools made the following recommendations (MOEST 2001:50-51; Rinny, 2005):

- On appointment, members of the board be inducted into the code of management of secondary schools
- A deliberate policy is put in place to ensure continuous training of BOG members at appropriate intervals.
- Education officers to attend board meetings to provide policy guidelines.

A study on Reform Agenda for Education sector in Kenya noted that the constitution of school management committees and BOGs need to be revisited so that only people who can add value to education, are appointed and be strengthened so that they can play a more active role in institutional governance through a devolved system .There is need also to empower them through training programmes to give them management, accounting, monitoring and evaluation skills (Elimu Yetu Coalition, 2003).

Koskei (2004) pointed out that lack of formal training in management skills has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa. The researcher recommended that

the best way of improving school committee in their management role is to strictly consider their education levels during selection and also provide regular workshops and seminars to sensitize them on education policies and equip them with management skills. This study hence established the caliber of the governors in secondary schools in Keiyo in terms of educational standards and levels of training in management issues and possible ways of developing them.

The task force chaired by Kamunge (RoK (2007 observed that:

- The Education Act does not explicitly provide for the development of the human resource manager for the education sector.
- The majority of education managers have not received any management training to enable the manage education services and institutions efficiently and effectively.
- The current training courses offered by KESI for manager's leads to a certificate of attendants and participation hence the training is inadequate for training of institutional managers.
- That it has not been a requirement for managers of education services and institutions to have undertaken management training prior to their appointment.

Okumbe (1999) recommended the need for BOG's training to be compulsory in order to increase their effectiveness and make the board bring about school development. Such training would enable the board to handle both students' and teachers' discipline issues hence promote effective curriculum implementation at the school. Hence the researcher

established the actual situation on training of BOG and made recommendation towards improving for effective management of schools.

2.5 Role of BOG management support programmes on curriculum development in schools

Management or administration support is also one of the supremely critical conditions of successful implementation of a new innovation.The head teachers and BOG can facilitate curriculum implementation by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for teachers, providing incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers so that they can discuss their teaching techniques and methods of evaluation (Kapkiai,2007).

Okumbe (1999) pointed out that to offer the necessary support to teachers; the managers need support from the Ministry of Education. Head teachers are central to successful management of education, implementation of the total curriculum as noted by RoK (1988) but the unfortunate thing is that most of them are appointed from amongst serving teachers most of whom have had no prior training in institutional management.

According to Gross *et al*., (2001), management is in a better position to clarify the situation if there is ambiguity or confusion in the minds of the staff. It has the authority to establish training programme, provide materials and resources required by the innovation and make changes in the organization management. More so, it has the power

to effectively handle difficulties that arise and in built the maintenance of these conditions. Taba (1962) held the same views. Research has revealed that the support of the central administration is very vital for change to take place.

According to Fullan (1992), teachers and others do not take change seriously unless central administrators demonstrate through actions that they should. The chief executive officers and other key central administrators set the condition for implementation to the extend that they show specific form of support and active knowledge and understanding of the realities of attempting to put change into practice. The innovation in Cambire School America failed due to the failure of the management to alleviate conditions such as teacher overload and teacher frustration (Gross *et al.,* 2001). Consequently, teachers lacked clarity of the catalytic model due to its ambiguity and the failure of administration to provide effective mechanism for teachers to obtain clarification about their role expectations. They hence also lacked knowledge and skills required to implement the innovation (Maranya, 2001).

In his studies, Kapkiai (2007) also established that even if people are willing to implement new policies, they cannot do so unless certain administrative, financial and material criteria are met. It is the administration to ensure that adequate communication takes place; the demands for manpower and its deployment made by curriculum are satisfied. It is the responsibility of the central administration office to seek for ways of funding and informing the principal so that they can work at an agreeable angle. The principal plays a major role in effective implementation and is the person most likely to shape the organizational conditions necessary for the success, such as development of

shared goals, work structure, climate and procedures for monitoring results. The principal is an administrator, a problem solver, and a facilitator of change and has to spearhead any change in the school by giving direction, inspiration and above all, design plan and oversee that change is implemented effectively. The headteacher serves to interpret government policies for the BOG to implement (RoK, 1980; MOE, 1999).

Mbiti (2004) asserts that in order to facilitate efficiency in curriculum development and implementation through administration policies, the following should be observed: coordination between the Ministry of Education and such groups as Kenya Institute of Education (K.I.E) personnel, inspectorate, publishers, teachers, colleges and schools before the time of implementation, communication through circulars and feedback reports from field officers and open mindedness - the freedom to express ideas about curriculum matters and giving their suggestions to bring out improvement.

Administrative support is also provided through supervision by school administration and inspectors of schools. According to Kyalo *et al*., (2006) supervisory roles include working closely with teachers to establish their problem and needs of pupils, building strong group morale and securing effective teamwork among teachers and providing assistance to teachers so as to help them develop greater competence. The inspectors can also assist by bringing teachers to translate theories learnt in college into classroom practice. In addition, they work with teachers to identify and analyze learning difficulties and helping plan effective remedial instruction (Maranya, 2001).

In order to achieve real change in practice, there should be continuous support from inspectors, education administrators, the principal and other education authorities during the stage of implementation. Their role is very crucial and should continue through implementation effort, and especially, where wide range changes are concerned to provide material resources, training, financial support and motivation to teachers (Koskei, 2004).

For effective implementation of curriculum, the headteachers are charged by the Ministry of Education and their employer, the Teachers Service Commission (TSC) with the responsibility of controlling. These responsibilities according to (Wekesa, 1993 and Owens, 1991) include:

i. Treating teachers as professionals by giving them autonomy to act upon their ideas and skills, which make teachers dedicated to their work.
ii. Creating a positive climate of high expectation for staff and pupils.
iii. Helping staff to identify and assist pupils with learning problems
iv. Frequently monitoring of results and providing feedback to teachers and pupils.

(Maranya,2001 and Wendot,2004) pointed out that as teachers endorse the need to improve quality of teaching and pupil performance, headteachers can enhance teacher's performance and transform their schools into effective schools by focusing on the following:

i. Composing a vision statement, setting immediate and long range plans, and determining action plan, helping teachers to develop a shared vision of an effective school.

ii. Developing a curriculum focus in their schools for the benefit of all pupils.

iii. Promoting and protecting school values.

iv. Develop a positive school culture that encourages norms of collegiality among the staff and pupils.

Therefore, headteachers being secretaries to the BOG are expected to possess supervisory behaviors in schools and classrooms that lead to effective implementation of the curriculum in order to ensure high pupil achievement in the classroom directly and eventually through external examinations. This includes supervision of teaching and indirectly developing school level policies and enforcement of practices that require staff to perform certain tasks. In their daily performance of their functions therefore, the headteachers fulfill an essential duty of ensuring the maintenance of high quality curriculum development and implementation. Headteachers as supervisors monitor program implementation at the classroom level, contribute in resource - material development, especially textual materials and programme evaluation (Wekesa, 1993).

However, in England, governors have authority to the curriculum of the school though many have left it to the headteacher and teachers and when they have attempted to involve themselves in what is taught or professional matters, they face resentment from the teachers (Kogan, 1984).

(Osore,1996),in his study on functional relationships of PTA and BOG for effective secondary management revealed vagueness in school management structure leading to conflicts hence recommended that members of BOG and PTA being drawn from professional bodies and avoid illiterate persons. The Reform Agenda for Education sector

in Kenya (Elimu Yetu Coalition, 2003) stated that the effective functioning of some of the BOG is circumscribed by the fact that their membership does not always include informed people and a majority does not clearly know what their roles are. This gives opportunity to the headteacher and few enlightened members to implement (or impose) their own policies, which they just use the committees to rubberstamp.

2.6 Effects of BOG discipline policy on effective implementation of the curriculum

A few studies and reports have associated curriculum implementation with how teachers are supervised in various schools. For instance, the Report of Presidential Working Party on Education and Manpower Development for the Next Decade and Beyond (1988) recommended that it regarded among other things, Proper and efficient management of teachers essential to good teaching and maintenance of high standards of education and discipline (RoK,1988).

In USA, Wragg and Partington (1989) pointed out that Governors play a big role in school discipline when a pupil is excluded from a school by the head. The Governors must be informed hence give a hearing to the affected student and the parent. Mahoney (1988) indicates that in England and Wales, the Governors are responsible in consultation with the headteacher for the general direction of the conduct and discipline within the school and the general principles on which the curriculum of the schools is based.

The above is similar to the Kenyan situation on BOG role in student discipline. Minor offences are dealt with by prefects, teacher on duty or other teachers while major offences are referred to the disciplinary committee (Mbiti, 1974).Serious cases of indiscipline are forwarded to the principal who may suspend the student. According to

the PDE Rift Valley, BOG is in charge of student (s) discipline. Where a student is suspended from the school, the BOG is informed to meet within fourteen days and give a hearing. The Board can recommend for expulsion of the student and the minutes of the full Board in attendance is forwarded to the PDE's disciplinary committee for discussion (PDE's Circular, 2007).The PDE's office observed that some BOG do not adequately deal with discipline cases of students leading to serious administrative problems in the school. The PDE therefore recommended that BOG should handle discipline of students strictly and promptly hence minimize cases of destruction and bring about concentration on curriculum implementation in the schools (PDE's Circular,2007).

Wendot (2004) studied the effectiveness of school management on performance in KCSE and found out that several management variables such as teacher utilization, provision of teaching resources, teacher motivation and staff development significantly influenced school performance. These findings are relevant to this research since they are directly linked to effective curriculum implementation hence help to point out what the board can do in its part to be more effective and relevant to the school it serves.

2.7 Conclusion

This chapter has presented a review of literature on BOG's roles in school management, from its roots in early twentieth-century business management to its present forms in educational settings. It has also explored ongoing attempts to conceptualize participative school management as an agreed-upon construct that explicates the various dimensions of the practice. Though there has been much inquiry into BOGs participation in school management, many questions remain unanswered. There is still no definitive model to

guide further investigations of the effects of BOGs managerial participation. The aim of this study was to advance knowledge of how BOG plays a role in the curriculum implementation in schools.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains how the study was carried out hence it gives details on research design chosen, the study location, target population, sampling procedure, research instruments, data collection and data analytical techniques.

3.2 Research design

This study relied on cross-sectional survey research design. Survey designs are normally used to systematically gather factual quantifiable information necessary for school management about characteristics of populations. According to Kothari (1990), such designs are efficient methods of collecting descriptive data regarding the characteristics of populations, current practices and conditions or needs. They also help gather information from large cases by employing use of samples hence cutting down on costs. Given the above stated attributes, cross-sectional survey research design was adopted in this study in order to capture descriptive data from selected samples and generalize the findings to the populations from which the sample was selected.

3.3 Study area

This study was carried out in secondary schools in Keiyo District, in Rift Valley Province. Keiyo District is situated along the Rift Valley escarpment. The area is approximately 1,439.30 km^2. It lies between latitude 0º52'N and longitude 35º25' E and

35º45' E. The district is bordered by Baringo District to the East, Koibatek to the South, Uasin Gishu to the West and Marakwet to the North.

Keiyo District is a rugged land where mostly subsistence farming in which both cattle rearing and crop growing are carried out. The gently sloping areas support high population while the steep sloping land and the valley are sparsely populated. Iten town is the district headquarters. Administratively, the district is divided into five divisions, namely Metkei, Chepkorio, Kamariny, Tambach and Soy. The district currently has 34 public secondary schools, which have taken part in the Kenya Certificate of Secondary School (KCSE); 6 of which are boys' boarding schools, 10 girls' boarding schools, 8 co-educational day schools, and 10 co-educational boarding schools.

The area was chosen for study because of the low academic performance in the recent years and also to save on the financial resources that were required for the research.

3.4 Research Variables

The dependent variable is the curriculum implementation by the schools. The independent variables were: training of BOG members, involvement of BOG members, development of physical resources and discipline.

3.5 Target population

This study used secondary schools in Keiyo district as the target population. The participants included the teachers, head teachers and members of the Board of Governors in Keiyo district. Currently there are 34 schools within the district's five divisions.

3.6 Sample size

In the 34 secondary schools in Keiyo, 15were sampled forming 50% of the schools in the district. There were 230 teachers in the 15 schools out of which 70(30.1%) were sampled while 15 headteachers(50%)participated .The BOG in the 15 chosen schools were 195 out of which 65(33.3%)participated in the study .The researcher ensured at least 30% or more of the sampled population as per research requirement (Mugenda and Mugenda,1999).

3.6.1 Selection of the study sample

The 15 schools used in this study were selected using the stratified proportional sampling technique. This was based on the idea of stratifying the district under study using the divisions' available and selecting samples that are close to 50% of the proportion for each of the divisions selected. The researcher ensured that equal representation of the teachers, head teachers and BOG members were used for all the schools sampled.

3.6.2 Sampling procedures

The district has a total of 34 secondary schools but only 30 of these had sat for KCSE. 50% of this was used for the study leading to a total of 15 secondary schools. To obtain the sample, stratified random sampling were used where the 30 secondary schools were stratified as per their categories be it district or provincial schools. Later items were selected from each stratum to constitute the sample of 15 schools using purposive sampling technique to enable the researcher identify schools with ease of access and where members of the Board of Governors have been in operation for at least one 3-year term since BOG serve for a period of three years after which they are renewed.

From each stratum the samples were proportionately chosen as per the researcher's decision. Of the 15 secondary schools chosen the sampling units included all the 15 head teachers whereas 65 Board of Governors and 70 teachers were chosen through simple random sampling. In the process of data collection, the researcher visited each study school and issued out the copies of the questionnaire to the groups of respondents. The researcher allowed the respondents some time to respond to the questions and then she went round to collect the questionnaires.

3.7 Research tools and instruments of data collection

The researcher used questionnaires, interviews and existing information as the main tools for data collection. The selections of these tools were guided by the nature of the data to be collected as well as the objectives of the study.

3.7.1 Questionnaires

Questionnaire is a carefully designed written instrument for collecting data directly from people through questions or statements with open-ended and closed – ended questions (Kothari, 1990). The questionnaires were used because they enabled the researcher to cover a wide area and extensive contents within a short period of time. The questionnaires were distributed by the researcher to all teachers and the Board of Governors of the schools sampled. This method is also good in that it helps to reduce biasness of interviews and may lead to honest answers since no identification is needed so respondents give answers without fear. The method gives respondent enough time to reflect on questions before answering.

3.7.2 Interviews

This is the process of obtaining information through face to face interaction (personal interview) between researcher and respondent (Mugenda and Mugenda, 1999). This method was chosen since it allows for in- depth probing leading to more information and also clear expression of feelings, opinions and attitudes from tone of response and facial expression. The headteachers were interviewed since they were only 15 in number and so were convenient and more so they are key persons in school management being secretaries to the board so had more details as to their actual roles.

The Board of Governors of 2 schools was interviewed through focused group discussion to allow them more freedom to elaborate on various issues and also lessen time to be taken. This interview schedule was preferred to be able to push for revelation of sensitive matters and to take care of members of the board who may be illiterate and unable to read and respond to questionnaires on their own.

3.7.3 Existing information analysis

The research also attempted to establish the performance of the schools by seeking information from the past records. This is a method used by researcher to verify some of the information obtained through interview and questionnaire methods also to acquire more information from school records. The researcher studied curriculum documents like syllabuses, schemes, inventories on purchases of teaching materials, development plans, B.O.G minutes book, circulars on curriculum and Board of Governors from Ministry of Education offices.

3.8 Reliability of research instruments

Reliability refers to extend to which research instrument yield measures that are consistent each time it is administered (Ogula, 1997). To check on reliability of the instrument, the questionnaires were pre-tested through a pilot study to ascertain their effectiveness in soliciting the information intended from the sampled groups of the respondents. Pilot study was carried out in neighboring district Koibatek in four schools in order to determine the questionnaires' internal consistency and to detect any difficulties that the respondents were likely to face when responding to the items .The researcher chose schools not in the sample from each category and used for piloting.

One school was from each category of schools such as co-educational boarding, co-educational day, girls' boarding and boys' boarding respectively. The questionnaires were administered to four teachers, 4 members of BOG and 4 headteachers drawn from the four schools. Split half technique was used to obtain X and Y scores. X distribution took odd positioned items, whereas Y distribution took even positional items.

Pearson product moment correlation (r) was used to calculate the reliability coefficient. The coefficient obtained was then converted into an appropriate correlation for the entire test using Spearman and Brown coefficient formula. The reliability coefficient of 0.5 and above was accepted as a good measure of reliability. Computation using the above formula yielded a reliability coefficient of 0.90, which was judged as a very good measure of reliability.

3.9 Validity of instrument

Validity of an instrument is the success of a scale in measuring what it sets out to measure so that differences in individual scores can be taken as representing true differences on the characteristics under study (Koul, 1992). Content validity refers to the subjective agreement among professionals that a scale logically appears to reflect accurately what it purports to measure (Kothari, 1990).

To determine the content validity of the questionnaire items, two lecturers in the department of Educational Management from Moi University examined them and their suggestions and comments were used as a basis to modify the research items and make them adaptable to the study. Based on the feedback offered by those who examined the questionnaire the wording was crosschecked and the entire questionnaires modified to ensure that it achieved the requisite validity.

3.10. Development of the research instrument

Since the research design was cross-sectional factor design, the researcher used questionnaires presented in the Likert Scale method for the respondents. Orodho (2004) noted that in education and social sciences research, the most commonly used instruments are questionnaires, interview schedules and observation forms. Thus questionnaires are used to collect important information about the population. The questionnaire had 54 items presented in the Likert scale type.

3.11 Data collection

Prior to going to the field for data collection, the researcher obtained permission from the Ministry of Education to go out and do the research. The researcher then gave a self introductory letter to the District Education Office and the headteachers of the schools sampled explaining the purpose of the research and request for their permission and participation in the research.

The researcher took the questionnaires in person to all the schools and issued them to the respondents to fill, and later collected them from the principal's office. The researcher liaised with the headteacher to set a convenient day for the interview with the Board of Governors. The researcher also requested the headteacher to avail relevant documents on curriculum such as school development plans, BOG minutes and staff minutes on performance and KCSE results for period of 5 years for verification. The researcher assured the participants of confidentiality on the information given.

3.12 Data analysis

The data collected would not be used in raw form. A master codebook was designed to ensure that all the questionnaires were coded uniformly. Responses from all the open ended and closed ended questions were therefore analyzed to facilitate coding and processing which were then entered into the computer in preparation for analysis. The data was analyzed using computer statistical programme leading to frequency distribution tables and bar graphs.

The percentage mean rank scores were compared by chi-square test. This is a non-parametric test because the percentage rank scores obtained were based on the attitude of the respondents rather than predetermined analytical instrument as such it presumed a non-parametric kind of attribute rather than continuous data. Chi-square test is a statistical technique used to compare the differences between categorical frequencies when data is categorical and drawn from a population with uniform distribution in which all alternative responses are equally likely. The formula used in calculating the chi-square was $\chi^2 = \sum \frac{(O-E)^2}{E}$ where: O is the observed and E the expected ranges in the sample respectively (Mugenda and Mugenda, 1999).

Chi-square test was used to analyse the data collected on the effects of BOG training, levels of education, provision of learning resources and discipline policy on curriculum implementation. All data were analyzed at a level of 95% confidence or $\alpha = 0.05$.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter presents an analysis and discussion of the data gathered using the tools discussed in the previous chapter. It is divided into five sections. The first section presents and discusses the background information of the respondents including; gender, age distribution and highest level of education attained for all the three types of respondents. In addition, occupation and number of years in service for the BOG members are also presented. The second part presents' information concerning the effects of training levels of BOGs on curriculum implementation in schools in Keiyo District.

The third part presents information concerning effectiveness of BOG roles on curriculum implementation while the fourth part provides results of effects of support provision by BOGs to acquire resources on curriculum implementation. Finally, the last part of this chapter provides information concerning the effects of BOG's school discipline policy on effective implementation of the curriculum in schools. Frequency tables and figures were used to summarize and illustrate the findings of the study. Attempts were made to make reference to other related information in different parts of the thesis.

4.2 Background information of the respondents

Before obtaining questions to answer the research hypothesis, the researcher started by establishing the background information of the respondents. The background information sought included; gender, age distribution and highest level of education attained for all the three types of respondents. In addition, occupation and number of years in service for the BOG members were assessed.

4.2.1 Respondents Gender

Gender information is presented in Table 4.1. Among the 70 who responded, there were 29 males (41.4%) and the remaining 41 were female (58.6%). From 15 head teachers, 5 were females (33.3%) and 10 were male (66.7%). The gender proportions of BOG members showed males were significantly higher being 44 (67.7%) whereas females were 21 (32.3%). Though the MOE guideline on BOG selection indicates that at least a third of those appointed should belong to the opposite sex (MOEST, 2005) findings showed that in all the schools studied majority of the members were male.

Table 4.1: Gender distributions of the respondents

		Male	Female	Total
Teachers	Frequency	29	41	70
	% Frequency	41.4	58.6	100
Head teachers	Frequency	10	5	15
	% Frequency	66.7	33.3	100
BOG	Frequency	44	21	65
	% Frequency	67.7	32.3	100

4.2.2 Respondents age details

Table 4.2 depicts the age distributions of both the teachers, head teachers and members of the BOG. Majority of the teachers 44 (63%) were aged above 31 years. On the contrary however, among the head teachers, none was aged below 30 years, 8 (53.3%) of the head teachers were aged between 31-40 years, the remaining 7 (46.7%) were aged over 40 years. Only 4 (6.2 %) of the BOG members were aged below 40 years. 37 (56.9%) of the BOG members sampled were aged between 41-50 years and the remaining 24 (36.9%) were aged above 50 years. This showed that whereas most BOG were elderly, the teachers and the head teachers whom they managed were seemingly younger.

Table 4.2: Age distributions of the respondents

		25-30 years	31-40 years	41-50 years	Above 50 years	Total
Teachers	Frequency	26	40	4	0	70
	% Frequency	37.1	57.2	5.7	0.0	100
Head teacher	Frequency	0	8	6	1	15
	% Frequency	0.0	53.3	40.0	6.7	100
BOG	Frequency	0	4	37	24	65
	% Frequency	0.0	6.2	56.9	36.9	100

4.2.3 Education levels of respondents

Educational levels of teachers, head teachers and BOG members sampled in Keiyo District are shown in Table 4.3. Among teachers, 14(20%) had attained diploma certificate, 53(75.7%) had bachelors degree certificate while the rest 3(5.7%) had attained masters degree .On the other hand, 13(86.7%) of the head teachers had attained bachelors

degree and 2(13.3%) had diploma, however, none of the head teachers sampled had masters degree. Among the BOG members 39(60%) had attained secondary levels of education, 10(15.4%) had attained diploma certificate, 13(20%) had attained degree certificate and the rest 3(4.6%) had attained masters degree. The findings show that most head teachers and teachers are degree graduates as compared to the managers (BOG) who were mostly form four leavers.

Table 4.3: Highest levels of education attained by the respondents

		Secondary	Diploma	Graduate	Masters	Total
Teachers	Frequency	0	14	53	3	70
	% Frequency	0.0	20	75.7	5.7	100
Head teacher	Frequency	0	2	13	0	15
	% Frequency	0.0	13.3	86.7	0.0	100
BOG	Frequency	39	10	13	3	65
	% Frequency	60.0	15.4	20.0	4.6	100

4.2.4 Occupational activities of BOG

Occupation of the BOGs members are shown in Table 4.4. From the Table 4.4, there were no significant differences in the frequency of respondents doing various jobs .There was equal proportion of BOG members engaged in farming, civil servants, professional jobs as well as jobs in business all ranging between 23% and 27%.

Table 4.4: Occupation of the BOG

	Frequency	Percent
Farming	18	27.7
Civil servant	15	23.1
Professional	15	23.1
Business	17	26.2
Total	65	100

4.2.5 Years of service of BOG

Information concerning the number of years the BOG members have been in service is shown in Table 4.5. Majority of the BOG members 41(63.1%) had been in service for less than 5 years as BOG members in schools. 15(23.1%) of the BOG members had been in service for 6 – 10 years, while the rest 9(13.9%) had been in service for longer than 11 years, though their proportion were few in the sample. The data shows that most of the BOG were new in the schools hence need to familiarise themselves with the tradition of the schools and the management tasks expected of them.

Table 4.5: Years of services for the BOG

Year of service	Frequency	Percentage frequency
< 5 years	41	63.1
6 – 10 years	15	23.1
11 - 15 years	4	6.2
16 – 20 years	3	4.6
> 20 years	2	3.1
Total	65	100

4.3 Effects of training levels of BOGs on curriculum implementation in schools within Keiyo District

As earlier reported in the literature review section, the report of the commission of inquiry into Kenya's education system (Republic of Kenya, 1999; 250) expressed concern on the political influence in Board of Governors appointment, low level of education and lack of commitment and dedication on the part of most of them leading to weak management of institutions. Therefore the first objective sought during this study was to determine how levels of training of BOG affected the curriculum implementation in schools within Keiyo District. This led to the formulation of a null hypothesis stating that "Training of BOG had no significant effects on the curriculum implementation in schools within Keiyo District". To reject this null hypothesis, levels of education and types of training for the members of the BOG were cross-tabulated by the curriculum implementation and the significance of the cross-tabulations tested by chi-square test.

4.3.1 Relationship of Education levels of BOG and Curriculum Implementation

Information showing the highest levels of education attained by the BOG members is shown in Table 4.6. There were significant differences in the education levels by the BOG members (χ^2 = 45.708, df = 1, P = 0.000).Three fifth of the BOG members had attained secondary levels of education, one fifth had attained bachelors degree, and of the rest one fifth 15.4% attained diploma certificate and 4.6% had masters degree. This therefore indicates that the members of the BOG cannot be left solely in crucial school management dockets because most of them actually attained secondary school level of education. However considering that up to 15%, 20% and 4.6% have attained diploma,

bachelors and masters degree respectively then the BOG's would actually provide a significant ingredient towards assisting the schools in their managerial decisions.

Even though Clarkson et al., (2001) did not establish any relationships between education levels and management in their studies of the headteachers in schools across selected American schools, other researcher like (Koskei, 2004 and Osore, 1996) have found very strong relationships between levels of education and management. This is because the education levels of the respondents often provide one with necessary cognitive skills that can help them to be involved in management of schools. In the present study it was possible for the levels of education to help the BOG to carry out curriculum implementation. In a report elsewhere by Dawson (2008), many members of the BOG were established to be incompetent because majority were not learned and as such their services were not found to be useful in the schools

Table 4.6: Highest level of education attained by members of the BOG

	Frequency	Percent
Secondary	39	60
Diploma	10	15.4
Bachelor Degree	13	20
Master Degree	3	4.6
Total	65	100

4.3.2 Types of Training undergone by BOG

Once the frequency of educational attendance by the BOG members had been found, then it was imperative to determine the influence of levels of education attained on the curriculum implementation, which was done through a cross tabulation between the highest levels of education attained and curriculum implementation. There were significant differences in the highest levels of education attained in relation to implementation of the curriculum (χ^2 = 39.767, df = 6, P = 0.0001) as shown in table 4.7 below. Among the members of the BOG, those who attained bachelors' degree and PhD degree ensured that better implementation of the curriculum was achieved than BOG members with secondary and diploma levels of education. Similar results have been reported by Koskei (2004) as well as Wendot (2004) who have all highlighted the importance of proper education in the managerial efficiency of schools. When the members of the BOG are well educated then, it is very easy for them to understand the basic concepts involved in management.

Table 4.7: Relationships between the levels of education of the BOG and curriculum implementation in schools in Keiyo District

	Not implemented	Undecided	Implemented
Secondary	20.5	46.2	33.3
Diploma	20.1	29.9	50.0
Bachelor degree	7.5	15.5	77.0
Masters degree	32.6	0.0	67.4

Mahoney (1988) stated that educational training transforms the BOGs from being management amateurs to be more knowledgeable, confident and determined school management decision makers. Training also enhances and broadens their knowledge base, awareness and confidence, making them more active and more focused in discharging their duties. In addition the Kenya, Sessional paper No.1 of 2005 provides a strong linkage for ensuring that the members of the non-teaching staff, including BOG members are regularly trained in management of school affairs (MOEST, 2005).

However, it can be pointed out that many school headteachers or other management organs often emphasize the selection of less educated BOG members who will rarely question their ineptitude in running of schools. Thus rather than select more qualified BOG members who will contribute immense output to the delivery of service and ensure curriculum implementation, they end up selecting close relatives or less qualified members of the BOG as shown in literature review(Elimu Yetu Coalition,2003).

Acquiring education in itself is not a panacea for many of the problems bedevilling the management of schools in Kenya but is a step closer to finding solutions to the problems. However, what is of paramount importance is the quality of educational training obtained by the stakeholder, which can improve the managerial ability of the person. Therefore the next information sought from the BOG members was to determine the types of training that the BOG went through that would help in the management of schools. The results are presented in Table 4.8. The number of BOG members receiving different types of training differed significantly among the respondents (χ^2 = 15.308, df = 2, P = 0.0000). The proportion of BOG members of the 40% trained, those having managerial training

were significantly higher than those with financial and performance training. This reinforces the argument that the BOG members are actually expected to fulfil managerial duties in the schools. Unfortunately, majority of the BOG 39(60%) had no training at all and only 26(40%) were trained in performance, financial or general management.

Table 4.8: Types of training that the BOG obtained

	Frequency	Percent
General management	18	27.7
Financial	5	7.7
Performance	3	4.6
None	39	60
Total	65	100

4.3.3 Effects of BOG Training on Curriculum Implementation

The researcher wanted to establish how the types of training affect the implementation of curriculum in schools in Keiyo District. The results showing the relationships between types of training for the BOG and implementation of the curriculum is shown in Table 4.9. There were significant relationships between types of training and curriculum implementation ($\chi^2 = 12.29$, df = 8, P = 0.047). Majority of the BOG members who were trained in performance management were able to ensure proper implementation of the curriculum than those trained in finance and general management. BOG members in addition need to acquire professional competencies ranging from the techniques for diagnosing the need in the school to formulating ideas. The above shows that in Kenya, training of Board of Governors is voluntary despite the fact that KESI has programmes

and offers training in management courses. Many schools BOGs sideline this hence have not benefited from it (MOEST, 2001).

Table 4.9: Relationships between curriculum implementation and types of training

	Not implemented	Undecided	Implemented	Total
Managerial	7.7	0.0	61.5	69.2
Financial	3.8	7.7	7.6	19.2
Performance	7.6	0.0	3.8	11.5
Total	0.0	0.0	0.0	100.0

Training is also needed to develop capacity to apply psychological and social principles on which curriculum making is based. Training is also aimed at improving communication and problem solving skills for the board member. BOG members can play a vital role in curriculum development and need appropriate and relevant training to be able to handle a new curriculum (Bishop 1985, Shiundu and Omulando, 1992).

Similarly, Sachsenmeier (1978) argued that the BOG members should be involved and real power transferred to them and must also enjoy the right relationship with development team, which include reciprocity, openness, realism, honesty and right amount of formality. Apart from teachers all those who are involved in the implementation process such as education administrators, school managers and head teachers should be trained. Training programmes could be accomplished through intensive workshops, a series of in-service courses, and other in-service training devices to develop the necessary content background of the theory underlying the new programme (Olembo 1977).

4.4 Effectiveness of BOG roles on curriculum implementation in schools in Keiyo District

The second objective of the study was set to determine the effectiveness of BOG roles on curriculum implementation within schools in Keiyo District. This led to the formulation of a null hypothesis stating that "BOG roles had no significant relationship on the curriculum implementation in schools within Keiyo District". To reject this null hypothesis, all the BOG programmes implemented in schools and curriculum implementation was cross-tabulated and the significant differences tested by chi-square goodness of fit test.

4.4.1 Roles played by BOG in relation to curriculum

First the teachers were asked to state the roles of BOG on curriculum issues in their schools. Many teachers believed that the BOG had major roles to play (48.6%), which was followed by teachers stating that they had minimum roles to play (42.9%), the rest who were very few said that the BOG members had no role or didn't respond. Teachers are the custodians of schools as such; they can provide information concerning the way the schools should be run.Like teachers, all those who are involved in the implementation process such as education administrators, school inspectors and head teachers require competent members of the BOG to fulfill the school functions.

Results showing the various roles undertaken by the members of the BOG, together with percentage frequencies and ranks of those roles are shown in Table 4.10. The schools had several roles earmarked for the BOG members ranging from relating to teachers, students

and workers to projects and fees decisions in schools.The BOG members were frequently involved (Mean Rank = 2) in decision such as handling of teachers, students and workers discipline and decisions on subject choice for the students. On the other hand, they were always involved in decisions such as: making decision on fees, maintenance of religious affiliations in schools, decision on projects to undertake, adequacy of teachers and recommendation of teachers transfer.

Table 4.10: Programmes for BOG members in schools in Keiyo District as identified by the teachers

		Frequency	Percent	Rank
Handling teacher discipline	Never	12	18.5	0.2
	At times	31	47.7	1.1
	Always	14	21.5	0.7
	Total	57	87.7	**2.0**
Handling students discipline	Never	15	23.1	0.3
	At times	27	41.5	0.9
	Always	18	27.7	0.9
	Total	60	92.3	**2.1**
Attending to workers discipline	Never	9	13.8	0.2
	At times	25	38.5	1.2
	Always	9	13.8	0.6
	Total	43	66.2	**2.0**
Deciding on fees	Never	2	3.1	0.0
	At times	15	23.1	0.6
	Always	36	55.4	2.0
	Total	53	81.5	**2.6**
Maintaining religious tradition	Never	6	9.2	0.1
	At times	23	35.4	0.7
	Always	35	53.8	1.6
	Total	64	98.5	**2.5**
Decision on projects to undertake	Never	1	1.5	0.0
	At times	11	16.9	0.3
	Always	51	78.5	2.4
	Total	63	96.9	**2.8**
Adequacy of teachers	Never	0	0	0.0
	At times	13	20	0.5
	Always	43	66.2	2.3
	Total	56	86.2	**2.8**
Recommend teacher transfer	Never	2	3.1	0.0
	At times	20	30.8	0.8
	Always	31	47.7	1.8
	Total	53	81.5	**2.5**
Subject option	Never	6	9.2	0.1
	At times	37	56.9	1.3
	Always	16	24.6	0.8
	Total	59	90.8	**2.2**

When it comes to handling the teachers discipline, then many heads of schools would often prefer to deal either with a third party to help them face a teacher whom they believe is errand or they would prefer to seek intervention of the Teachers Service Commission, which are always more often than not transfer letters for the teachers to other areas that the teachers may not prefer. However, many schools in Keiyo district were involved in handling the teachers discipline by themselves at times unless the problems were out of hand.

The BOG members were also involved; to some extend, in handling discipline of the students. Even though the BOG members were not providing discipline to the students, they were involved in the provision of the solution concerning discipline of the teachers.

This type of management where the BOG members closely monitor students and report any indiscipline case to the teachers and head teachers is widely practiced in many schools around the country (Abagi and Olweya, 1999) and has resulted in the establishment of proper discipline among students in many of the schools.

A considerable time was also devoted by the BOG members to attending to workers discipline. The workers are integral part of the schools because without them many of the daily chores of the school will not be performed and many school strikes have always been reported because of the problems from areas such as unclean toilets, lack of water, and poor quality food among other concerns that are handled by the workers. Therefore, the BOG members were found to be useful in helping the schools to handle such types of workers' discipline problems. The BOG members were also found to have subtle decision concerning the choice of subjects that the schools could handle and advising the students appropriately. When the BOG members advice the students on subjects to

undertake and how easily the students can undertake the subjects, then they play a very crucial role in the development of the schools education systems, which according to Wendot (2004), has been accredited with proper performance for many schools. Therefore, the BOG seemed to have substantial roles to play in the managerial efficiency of the schools.

Finally, the BOG members also made decision on teachers' inadequacy and transfer. The members of BOG are supposed to ensure that the schools have adequate teachers throughout and that in case of any shortage; they were supposed to provide solutions that would lead to the employment of new teachers. As such, it is imperative that they perform the roles of ensuring that the schools have adequate teachers and that some of the teachers who bring problems to the schools, are disciplined. The employment of teachers, though done by the TSC, is through the recommendation of the heads of schools .This is where the BOG is crucial because they recommend teacher employment when there the shortages. At present in Kenya, BOG members are also constituted in the interview boards and would always recommend the types of teachers to recruit and using the same role can recommend the kinds of teachers to dismiss from the schools incase of indiscipline and underperformance.

4.4.2 Effects of BOG roles on curriculum implementation

Information concerning the roles of BOG was further subjected to analysis by relating this to the implementation of curriculum in secondary schools within Keiyo District. The chi-square test was used to compare the significant differences. The comparisons were first done by pooling the entire nine variables into a single parameter variable and

comparing it with curriculum implementation. When pooled, the roles of the BOG members significantly affected the curriculum implementation (χ^2 = 17.219, df = 8, P = 0.0007). Once this was obtained the individual variables representing the specific roles of the BOG members were subjected to cross tabulation against curriculum implementation (Table 4.11).

Table 4.11: Effects of the roles of BOG members on curriculum implementation as identified by the teachers

	χ^2	df = (n-1)	P-value
Dependant variable			
Curriculum implementation			
Independent variable			
Handling teacher discipline	12.3442^{*}	10	0.0001
Handling students discipline	15.4441^{*}	22	0.0000
Attending to workers discipline	9.0031^{*}	34	0.0004
Deciding on fees	2.1223^{NS}	21	0.1223
Maintaining religious tradition	6.3421^{*}	11	0.0127
Decision on projects to undertake	1.2231^{NS}	7	0.3411
Adequacy of teachers	0.8772^{NS}	13	0.6754
Recommend teacher transfer	2.2334^{NS}	5	0.1124
Subject option	6.4322^{*}	38	0.01129
Pooled data variables	17.219	8	0.0007

Values with superscript marked with asterisk are significant at = 0.05; NS implies no significant differences are observed in the cross-tabulation

Cross-tabulation of individual independent variables representing various roles of the BOG yielded five significant roles that ultimately affected the implementation of curriculum in schools. These roles were: handling of teacher's discipline, handling of students discipline, handling of workers discipline, maintenance of religious traditions, and role in the subject choice to students. On the other hand, the BOG's role of deciding on fees, decision on projects to undertake, adequacy of teachers and recommendation of teachers transfer did not significantly affect the curriculum implementation by the schools.

This is in agreement with Wekesa (1993) that roles of the non teaching staff such as, enhancing discipline, handling of students and encouraging active participation of the students in religious issues, are often significant in encouraging proper students' initiatives and active participation on the school curriculum. This is probably the reason why Guidance and Counsellors in schools are successful in changing the students' roles in schools.

4.4.3 BOG organisational roles in relation to staff development

The researcher further sought to determine the organisational roles played by the BOG members in schools and how frequently such roles are played in schools. The results of organisational roles played by BOG in schools are shown in Table 4.12. The members of BOG played five major organisational roles in schools mainly by organising workshops and seminars, organising in-service training courses, organising academic trips, benchmarking in other schools and motivation of staff through award schemes. The frequency of performing those organisation roles are indicated by the rank scores

assigned for each role. Organising workshops and seminars, organising in-service courses, organising academic trips and benchmarking were roles that the members of the BOG performed often while staff motivation were done very frequently by the BOG members.

Table 4.12: Organisational roles played by the BOG members in schools as identified by the teachers

		Frequency	Percent	Rank
Organizing Workshops and seminars	Never	4	6.2	0.1
	At times	30	46.2	1.4
	Often	7	10.8	0.5
	Very often	3	4.6	0.3
	Total	44	67.7	**2.2**
Organizing in-service course	Never	16	24.6	0.3
	At times	20	30.8	0.9
	Often	6	9.2	0.4
	Very often	4	6.2	0.3
	Total	46	70.8	**2.0**
Organizing Academic trips	Never	13	20	0.3
	At times	23	35.4	1.0
	Often	5	7.7	0.3
	Very often	4	6.2	0.4
	Total	45	69.2	**2.0**
Bench marking in other schools	Never	17	26.2	0.3
	At times	20	30.8	0.8
	Often	6	9.2	0.3
	Very often	10	15.4	0.8
	Total	53	81.5	**2.2**
Staff motivation through awards	At times	24	36.9	0.5
	Often	23	35.4	0.9
	Very often	4	6.2	0.2
	Total	51	78.5	**3.8**

Staff motivation through award to the teachers was one of the roles that the BOG members played. It is widely recognised that when teachers are motivated, then they are

likely to increase their outputs (Westerlof, 2006). As such, the BOG members provided them with incentive through annual award schemes that improved their overall outputs. Other organizational roles that were not played out very frequently by the BOG members were benchmarking and organizing workshops and seminars; all of which increased the cognitive skills acquired by the BOG members in the schools and consequently helped the school in the implementation of curriculum development. Organization of in-service training was also conducted by the BOG members; however, since such trainings require a lot of financial expenditure, they were undertaken by BOG in less frequent periods to scale down the financial expenditure of the schools in organizing such events.

4.4.4 Relationship of BOG roles in staff development to curriculum implementation

After determining the organisational roles played by the BOG members in schools in Keiyo District, the researcher further determined the relationships between the organisational roles played by the BOG members to the curriculum implementation in schools and findings are shown in Table 4.13. The table indicates that there are three main organisational roles played by the BOG that encouraged the implementation of curriculum in schools in Keiyo District. These roles are organising workshops and seminars, organising in-service courses and staff motivation. Other roles such as organising academic trips and benchmarking for other schools did not result to effective curriculum implementation.

Table 4.13: Relationships between the organisational roles played by the BOG members in schools relative to the curriculum implementation

	χ^2	df = (i-1)(j-1)	Significance
Organizing Workshops and seminars	4.443*	2	0.0431
Organizing in-service course	16.322*	2	0.0023
Organizing Academic trips	3.296	2	0.1113
Bench marking in other schools	1.2353	2	0.3422
Staff motivation through awards	24.122*	2	0.0000

Values with superscript marked with asterisk are significant at P = 0.05; NS implies no significant differences are observed in the cross-tabulation

4.5 Effects of support provision by BOGs to acquire resource on curriculum implementation in Keiyo District

As argued by Wendot (2004), provision of adequate teaching as well as instructional materials is quite useful in the implementation success of any curriculum. When there are adequate and relevant teaching materials, the teachers become positively motivated and hence built confidence in their work and as a result become effective with higher overall work productivity. The third objective of the study was to determine the effect of support provision by the BOG on curriculum implementation. In order to answer this, a null hypothesis was formulated stating, "There is no relationship between BOG support in resource acquisition and curriculum implementation in Keiyo District".

4.5.1 Physical resources necessary for curriculum implementation

The first aspect of this objective involved determining physical resources necessary for effective implementation of the curriculum from the school teachers and head teachers. Results concerning the presence of physical resources according to teachers and head teachers are as shown in Table 4.14. Most of the resources were inadequate (Rank < 2.0). These inadequate resources were library rooms and books, class textbooks, departmental offices and teacher's references books. Other resources that the teachers and head teachers found to be adequate were classrooms, desks and chairs and teaching aids.

Eshiwani (1993) has underscored the importance of developing well adaptive curriculum and thus argues that for this noble duty to be achieved, then adequate and proper learning materials are a pre-requisite. The importance of having adequate teaching material resources in the development of curriculum has also been detailed in chapter two.

Table 4.14 Physical resources necessary for effective implementation of the curriculum according to the teachers and head teachers

		Frequency	Percent	Rank
Library room	adequate	30	42.9	0.9
	Not adequate	40	57.1	0.6
	Total	70	100	**1.4**
Library books	More adequate	10	14.3	0.4
	adequate	19	27.1	0.5
	Not adequate	40	57.1	0.6
	Total	70	100	**1.5**
Class text books	More adequate	5	7.1	0.2
	adequate	50	71.4	1.4
	Not adequate	15	21.4	0.2
	Total	70	100	**1.9**
Departmental offices	More adequate	5	7.1	0.2
	adequate	50	71.4	1.4
	Not adequate	15	21.4	0.2
	Total	70	100	**1.9**
Classrooms	More adequate	18	25.7	0.8
	adequate	51	72.9	1.5
	Not adequate	1	1.4	0.0
	Total	70	100	**2.2**
Desks and chair	More adequate	5	7.1	0.2
	adequate	63	90	1.8
	Not adequate	2	2.9	0.0
	Total	70	100	**2.0**
Teachers references books	More adequate	18	25.7	0.8
	adequate	28	40	0.8
	Not adequate	24	34.3	0.3
	Total	70	100	**1.9**
Teaching aid	More adequate	24	34.3	1.0
	adequate	43	61.4	1.2
	Not adequate	3	4.3	0.0
	Total	70	100	**2.3**

4.5.2 Relationship of resource adequacy to curriculum implementation

In order to determine the roles of BOG in supporting provision of resources, the teachers and headteachers were then asked whether the resources were adequate or inadequate. Of these 41.5% indicated that the resources were adequate while the rest (58.5%) indicated inadequacy of resources for their schools. The researcher then determined the relationships between the adequacy of the resources to the curriculum implementation and the results are as shown in Table 4.15 below. From the tables, it can be seen that there are significant differences in the resources adequacy in relation to the curriculum implementation ($\chi^2 = 11.299$, df = 2, P = 0.0713).

Table 4.15: Relationships between adequacy of resources and curriculum implementation

	Not implemented	Undecided	Implemented	Total
Adequate	16.7	3.3	80.0	100.0
Inadequate	57.1	22.9	20.0	100.0

In schools where there were adequate resources, the BOG members were able to help in the curriculum implementation while in areas where there were inadequate resources, the implementation of the curriculum was found to be difficult among the members of the BOG. According to Bishop (1985), there must be continuous supply of teaching and learning materials with adequate support services. He notes that the greatest single drawback to the implementation of new ideas and techniques is often not lack of funds, but delays and problems in connection with ordering and delivering of equipment. In line with this, Oluoch (1992) recommended that while the development or production of

material resources should be centralized, the distribution should be decentralized for efficient delivery to schools.

4.5.3 BOG support in resource provision and effects on curriculum implementation

The researcher further established from the BOG members the kind of support that they often provide to the schools that would enable them to undertake curriculum implementation. The results are as shown in Table 4.16 below.

Table 4.16: BOG support in provision of learning resources as identified by the BOG members

	Frequency	% frequency
Construction of laboratory	21	32.3
Provision of laboratory equipment	19	29.2
Construction of library	13	20.0
Provision of library books	34	52.3
Provision of textbooks	27	41.5
Building of classrooms	33	50.8
Provision of chairs and desks	10	15.4
Purchases of teaching aids	42	64.6

The BOG members were engaged in several supports that enabled the schools to effectively undertake the pre-requisite curriculum implementation. Majority of these BOG were involved in getting support to provide library books, textbooks, building of classrooms and purchase of teaching aids. Other support to the schools towards curriculum implementation was construction of laboratory, provision of laboratory equipment, construction of library as well as providing assistance to acquire chairs and desks.

The BOG had indicated that they play an active role in the provision of learning resources. However, in order to determine whether the active role they play to ensure acquisition of these resources are actually helpful in the curriculum implementation, then the researcher cross-tabulated the roles of the BOG with curriculum implementation and tested the relationships using chi-square test. Results showing the relationships between the support provision by the BOG towards learning resources and curriculum implementation are shown in Table 4.17. Roles ranging from construction of laboratory and library, provision of library books, textbooks, chairs and desks and teaching aid by the BOG assisted immensely in the curriculum implementation. On the contrary, provision of laboratory equipment and building of classrooms did not advance any progress in curriculum implementation.

Table 4.17: Relationships between support in provision of learning resources and curriculum implementation in schools

	χ^2	df = (i-1)(j-1)	P-value
Construction of laboratory	8.442^{*}	2	0.0031
Provision of laboratory equipment	1.332^{NS}	2	0.3211
Construction of library	7.992^{*}	2	0.0272
Provision of library books	34.433^{*}	2	0.0000
Provision of textbooks	27.233^{*}	2	0.0000
Building of classrooms	3.112^{NS}	2	0.0762
Provision of chairs and desks	10.342^{*}	2	0.0016
Purchases of teaching aids	11.996_{*}	2	0.0011

Values with superscript marked with asterisk are significant at P = 0.05; NS implies no significant differences are observed in the cross-tabulation

Finally, the researcher established from the BOG members actual kinds of support that they solicit in order to help them with the task of curriculum implementation. The findings reveal that BOG members were involved in organizing for PTA funds (51.9%) to help in running the schools; they also solicited for CDF assistance (16.7%), organizing harambees (16.5%) as well as purchase of books (14.8%) Running schools require a lot of funds to purchase various kinds of resources and other materials as well as payment of dues and other allowances to the teachers and other workers.

Therefore, when the school lacks adequate funds, it become difficult to achieve curriculum implementation and most schools often find it difficult to cope with the changing societal needs. Therefore, some schools often engage the BOG members in raising funds through PTA. In the study of the funding of schools, Abagi and Odipo (1997) established that primary schools that had good funding bases through active participation of the members of BOG were established to be performing well. Other sources of finances that were sought by fewer members of the BOG were through CDF assistance which started to be more useful to schools after the enactment of the Constituency Development Funding initiatives.

The BOG members were also involved in sourcing for funds to buy books that have been established as important for curriculum implementation. The researcher then determined if there were any relationships between the active roles played by the BOG members relative to the implementation of the curriculum in the schools. The results are summarized in Table 4.18 in next page. There were significant differences in the active roles played by the BOG in relation to the curriculum implementation ((χ^2 = 18.119, df =

6, P = 0.0153). Through provision of CDF assistance, there was no curriculum implementation while PTA funds and organizing harambees resulted to curriculum not being implemented. On the other hand, purchase of books ensured that there was implementation of curriculum.

As already noted earlier, teaching and learning materials are very essential for effective teaching, which are directly linked to the curriculum implementation. They help learners to achieve the specific objectives constructed for the content. Curriculum developers point out that no curriculum can be adequately and effectively implemented without adequate teaching and learning materials. However, organization fund raising will not translate to curriculum implementation because the money being raised from the fund raising exercise could be geared towards other projects which are not directly linked to the school curriculum.

Table 4.18: Relationships between the BOG actual roles and curriculum implementation

	Not implemented	Undecided	Implemented	Total
CDF assistance.	100.0	0.0	0.0	100
PTA funds	57.1	28.6	14.3	100
Purchase of books	20.0	25.0	55.0	100
Organize harambee	700.0	10.0	20.0	100

4.6 Effects of BOG discipline policy on effective implementation of the curriculum in schools in Keiyo District

The last objective of the study was concerned with the effects of discipline policy on effective implementation of the curriculum in Keiyo district. This led to the generation of a null hypothesis stating that "BOG discipline policy has no relationship with effective curriculum implementation". The researcher first established from the teachers and head teachers about the discipline situation in their schools. The results are as shown in Table 4.19 below.

Table 4.19: Discipline situation in their schools

	Frequency	Percent
Good	35	53.8
Very good	22	33.8
Excellent	8	12.3
Total	65	100

From the table, 35(53.8%) of the teachers attested that their discipline situation in their schools was good this was followed by 22(33.8%) of the teachers and head teachers who stated that discipline in their schools was very good and only 8(12.3%) of the teachers agreed that indeed the discipline in their schools was excellent, which means that the teachers would rather encourage any factors that would improve the students discipline in the schools.

Although the researcher did not quantify the actual role played by the BOG, they played a crucial role in ensuring that schools have high levels of discipline. A high level of discipline among the students is one of the factors that is crucial for the implementation of the curriculum in many schools. This therefore points to the fact that using BOG members who are considered external forces by the students in the discipline did not help the school achieve the curriculum. This result concur with Mulusa (1990) who studied the discipline pattern of students in Nairobi schools using parents, teachers, head teachers and BOG members after along period and established that when the students were disciplined by the teachers and head teachers, the students were more likely to change their attitude and thus likely to achieve more progress in the education development. However, when the students were punished by the parents and BOG members then, most of the students developed negative attitude and resentment because the students believed that they should be punished only by the school authority.

4.6.1 BOG roles in student discipline and effects o curriculum implementation

The researcher sought information from the teachers and head teachers as to whether members of the BOG were being involved in the discipline of students. From the results, 80% and 84% of the teachers and head teachers attested that they are involved in disciplining students. However, in both cases, involvement of the BOG in discipline of the students did not result to any meaningful curriculum implementation ($\chi^2 = 1.411$, df = 4, P = 0.662).

The measures that the BOG members had put in place to discipline the students include BOG members involvement through Guidance and Counseling (51.1%), giving punishment to the students (27.7%) as well as through parents' involvement in discipline of their students (22.2%).

The researcher wanted to establish whether these measures outlined by the members of the BOG were actually affecting the implementation of the curriculum. The results are as shown in Table 4.20 below. There were significant effects of BOG involvement in discipline on curriculum implementation (χ^2 = 21.411, df = 4, P = 0.0002). When the members of the BOG involved the parents, then it was established that curriculum implementation was achieved. However, punishment of the students did not result to any effective implementation of the curriculum. Full involvement of many stakeholders in the school management if done properly, then can result in the realization of the fully implemented syllabus.

Table 4.20: Relationships between measures put in place by the BOG to students discipline on curriculum implementation

	Not implemented	Undecided	Implemented	Total
Parents involvement	30.0	30.0	40.0	100
Guidance and counseling	20.8	8.3	70.8	100
Punishment	46.2	23.1	30.8	100

Clarkson *et al* (2001) established that full involvement of the parents in the management of the school by the BOG led to full implementation of the curriculum. This is because there are shared thoughts from the parents that can be used to manage the schools.

According to Clarkson *et al*. (2001), when the vision of developing the school is shared among interested stakeholders, then it becomes easy to achieve the much needed curriculum development that the school needs. This is particularly important if the stakeholders have deeper interest in the schools due to attachments. The parents have their children in the school and will always want to do anything possible to ensure that the schools achieve the highest education echelons which can be engineered through curriculum implementation.

On a similar note, involving the active participation of Guidance and Counseling in schools seems to improve the curriculum implementation. This is because if the school has strong Guidance and Counseling being provided to the students, then it can lead to the solutions being sought by the students that would enhance their academic performance and curriculum implementation. Involving the Guidance and Counseling also ensured that the teachers are able to facilitate the curriculum implementation because they can easily disseminate information to the students who have been guided on the key issues involving the curriculum implementation.

On the other hand, when the BOG were involved in direct punishment of the students, it was not easy for curriculum implementation to be achieved. Imposition of punishment by the BOG members could have been viewed by the students as measures beyond the BOG jurisdiction and as such, it was not yielding any fruit in as far as curriculum implementation is concern. Much of the punishment has also been outlawed in schools and as such, the students did not allow the BOG members to justify their punishment, which they saw as violation of the laws governing the school management.

4.6.2 BOG involvement in Guidance and Counseling in schools

Finally, the researcher was interested in establishing the key areas in Guidance and Counseling that the BOG members were involved in that ensured proper implementation of the curriculum development in schools. The results are as shown in Figure 4.5 in next page. From the Figure, the BOG members were involved in education (18.0%), career development (18.0%) and spiritual nourishment (14.0%). However, most of the BOG members were engaged in all the above activities of Guidance and Counseling (50.0%).

Therefore the BOG members were involved in the arena of provision of Guidance and Counseling in the education. The BOG members were also involved in counseling students in areas of career development in preparation for future careers. Thus the BOG members were psychologically preparing the students to be able to undertake those subjects in the curriculum that guarantee them brighter and better future. Finally, the BOG members were also more involved in the provision of spiritual nourishment to the students.

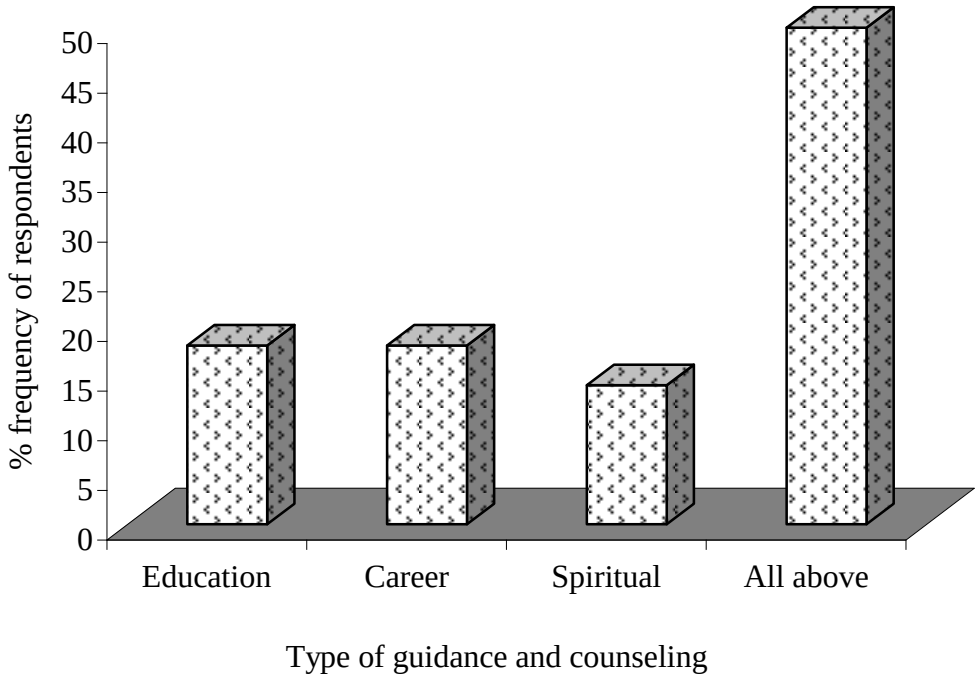

Figure 4.2: Areas of guidance and counseling that the BOG members are involved in as identified by BOG and headteachers

Though counseling in such area does not necessarily translate into direct curriculum implementation, it is important component for attaining uprightness in the society and as such the students can be able to undertake the curriculum without major problems. Spiritual guidance is particularly important because religious knowledge enables the students to avoid misfit behaviors or any deviant behavior brought about by use of illegal substances such as drugs. Though knowledge of spiritual information does not necessarily result to the changes in the human behavior, teaching related to spiritual issues often tend to mould the students to know the wrong things that lead to student indiscipline

4.6.3 Suggestions to improve BOG effectiveness

Finally information was sought on suggestions to improve BOG effectiveness and following details were given by all the respondents:

- Getting educated and professional people to be board members.
- Frequent meetings between BOG and teachers.
- Giving token or motivation to the board.
- Getting people with interest in the school to be in the BOG.
- Taking BOG on benchmarking.
- Getting most parents to be in the BOG.
- Spelling out clear roles of BOG.
- BOG taking oath of office.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents a summary of the study findings, conclusions as well as the recommendations derived from the findings. The chapter also presents suggestions for further research.

5.2 Summary of findings

Based on the research objectives and questions, the following findings were reached:

Majority of the BOG members (60%) had attained secondary levels of education while (15.4%) had diploma, (20%) had bachelor's degree and (4.6%) had master's degree. Members of the BOG who attained bachelors' degree and masters' degree ensured that better implementation of the curriculum was achieved than BOG members with secondary and diploma levels of education. These findings are in line with the report of Task Force on Student Unrest in Schools which pointed out poor educational background of the BOG as a contributing factor towards students' unrest (MOEST, 2001).

It was clearly noted that majority of the BOG were male comprising 67.7% compared to only 32.3% female. Among the headteacher 67% were male and only 33% female. In education levels of respondents 60% of the BOG had secondary level of education whereas majority of the headteachers and the teachers were degree graduates being 86% and 80% respectively. In comparing age differences of the respondents 84%of the BOG were over 40 years of age whereas 94% of the teachers were below 40 years.

The proportion of BOG members having managerial training was very low, 40% of them had some training while 60% had no training at all. Also those trained in general management were more (27.7%) than those with financial and performance training being only (12.3%). This reinforces Mahoney's argument that BOG members should be trained to enable them gain more knowledge and give them confidence and determination in order to make them more effective in their roles (Mahoney, 1988). This is supported by Sessional paper No.1 of 2005 which stated governments need to undertake regular reviews of education and training of management bodies in order to entrench professionalism and enhance management capacities of BOG members (MOEST,2001; MOEST, 2005).

BOG members were involved in several roles that enhanced curriculum development such as; handling of teachers, students and workers discipline, maintenance of religious traditions, and contributing in the subject choices offered to students in the school.

The members of school BOG played five major organisational roles in schools. They were often concerned in organising workshops and seminars, in-service training courses, academic trips and benchmarking in other schools. Most school BOGs were frequently involved in motivation of staff through award schemes.

Few schools embarked on staff workshops mainly in performance management. Efforts to increase number of teachers developed were done by Keiyo District Secondary Schools Heads Association (KDSSHA) in liaison with the District Education Office in organising workshops at subject and departmental levels to help impart necessary skills and update teachers on professional matters. The goal of staff development is to ensure

that staff members perform effectively and efficiently in the light of the dynamics of the teaching profession (Wendot, 2004; Messages and Media Services, 2005).

Most of the resources such as library rooms and books, class textbooks, departmental offices and teacher's reference books were found inadequate. The resources that the teachers and headteachers found to be adequate were classrooms, desks, chairs and teaching aids.

According to the DEOs office, the Ministry of Education (MOE) had also contributed towards resource provision in schools through laboratory equipment fund which had been on since 2003 where 10 schools per district benefit annually. There have also been computer funds from the MOE given to 2 secondary schools in each district. Some schools have received infrastructural funds from MOE or other development partners of the ministry like Organization of Petroleum Exporting Countries (OPEC) and African Development Bank (ADB) for building laboratories and administration blocks. Most BOGs have sourced for funding from Constituency Development Fund (CDF), Harambees and PTA for physical resource development in the schools.

Most of the teachers (53.8%) attested to the fact that the discipline situation in their schools was good. However, 33.8% of the teachers and head teachers stated that discipline in their schools was very good whereas 12.3% of the teachers agreed that indeed the discipline in their schools was excellent.

Involvement of parents by the BOG in student indiscipline cases has been very effective than mere punishment of the affected students. Further, it was found out that those

schools with minimal cases of indiscipline performed better in KCSE since there is effective implementation of the curriculum. This is in line with findings of other researchers such as the one conducted by Wendot (2004). Finally, strengthening Guidance and Counseling in schools and involvement of all stakeholders in discipline matters contributed greatly towards curbing indiscipline in secondary schools as found out by the Commission of Inquiry into Student Unrest (MOEST, 2001).

5.3 Conclusion

Training of the members of the BOG was directly related to the implementation of the curriculum with those having higher training being able to effectively assist the school to implement the curriculum. Hence BOG training is a prerequisite to the effective performance of their duty.

Members of the BOG who attained bachelors' degree and masters' degree ensured that better implementation of the curriculum was achieved than BOG members with secondary and diploma levels of education.

The school BOG members also assisted the schools to promote initiatives that assisted the school to enhance curriculum implementation. Such roles included handling of teachers', students and workers discipline, maintenance of religious traditions, and contributing in the subject choices offered in the school.

The BOG members supported the schools to acquire physical resources that eventually helped the school in achieving proper implementation initiatives. In schools where there were adequate resources, the BOG members were able to help in the curriculum

development while in areas where there were inadequate resources, the implementation of the curriculum was found to be difficult among the members of the BOG.

The discipline policy by the members of the BOG assisted the school in ensuring proper discipline particularly when the parents of the students are fully involved. However punishing students sometimes did not have major contribution toward implementation of the curriculum by the school.

In many schools it was established that BOG played active roles in various aspects of Guidance and Counselling in schools such as education, career, moral and spiritual. These help students in facing various challenges and enhance their academic performance.

The BOG also engaged in staff development through organising workshops, in-service training and motivation. These aided in effective implementation of the curriculum in schools.

In many schools, BOG also worked to provide resources for effective implementation of the curriculum through organising Harambees to collect funds, requesting for CDF and liaising with schools PTA which is a main financier in project development.

5.4 Recommendations

The following are the recommendations derived from the findings:

1. The Ministry of education should establish a mandatory training course for all BOG after inauguration to familiarize them on their managerial roles.

2. There is need for school administration to organize workshops and in-service courses for their BOG and teachers to enlighten them on changing trends and approaches in education and the curriculum.
3. The BOG should avail themselves more in schools and frequently meet with teachers to assess the curriculum and its implementation in the schools.
4. The school management should ensure that adequate resources for learning are provided for effective implementation of the curriculum.
5. Board of Governors should enhance school discipline for both staff and students since bad discipline affects effective implementation of the curriculum.
6. BOG members should give priority to staff development through frequent seminars and in service courses as this aide in proper implementation of the curriculum and curbs indiscipline.
7. Schools should make use of available management course provided by Kenya Education Staff institute (KESI) and train all BOG on their roles. The attendance of MOE official's during BOG meetings should be mandatory hence use opportunity to enlighten BOG and provide guiding principles on various roles and issues of concern. The District Education Officers should also organise regular workshops and in-service courses for BOG to inform on their roles as the study found out that only 2 workshops had ever been organised for the Board in the past in Keiyo district.
8. There is need to check on future selection of BOG to ensure more educated persons with degrees are brought to the board to avoid conflicts that may arise where teachers and headteachers undermine BOG decisions. This in line with

recommendations of the draft bill on education and training by Kamunge (RoK, 2007) which prescribed that qualification for persons suitable for appointment or co-option into the BOG of a secondary school should have a minimum of a degree or its equivalent from a recognized university or institution with experience in matters of education and training and be persons of high integrity and strong character.

9. Schools should also look for non-monetary motivation measures for the teachers since money alone may not be an effective motivator. On the other hand BOG should be given token for their managerial roles.
10. During BOG selection there is need to look for persons with interest in the school and preferably increase parents' representation so as to strengthen BOG and make them more effective in their roles.
11. BOG after inauguration should be made to take an oath of office to enhance responsibility and ensure adherence to code of conduct expected of managers.

5.5 Suggestions for further research

To bring more light into the issue investigated in this study, it was suggested that the following studies be conducted.

1. A similar designed study covering a wider region may be carried out to establish if the findings reached here could be generalized.
2. Future research should be conducted to establish whether secondary school management could be enhanced through incorporation of student representation.
3. A similar study involving managerial decisions of other interest groups not covered in this study, such as parents should be undertaken.

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Appendix 1: Secondary schools in Keiyo district, 2006

	School name	Category	Gender	Day/boarding	No.of teachers	Sponsor
1	AIC Kessup	District	Girls	Boarding	20	AIC
2	Kocholwo	District	Mixed	Boarding	9	
3	**Chebonet**	**District**	**Mixed**	**Day**	**9**	
4	Kapkessum	District	Mixed	Day	8	
5.	**Biwott**	**District**	**Mixed**	**Day**	**9**	
6	**St,Alphonsus Mutei**	**District**	**Girls**	**Boarding**	**9**	**Catholic**
7	Atnas kandie	District	Mixed	Day/Boarding	8	Catholic
8	**Kimuron**	**District**	**Mixed**	**Boarding**	**12**	**Catholic**
9	St,Joseph's Kipsaina	District	Girls	Boarding	16	Catholic
10	Koptega	District	Girls	Boarding	9	DEB
11	**St. Augustine Emsea**	**District**	**Mixed**	**Boarding**	**16**	**Catholic**
12	Sergoit	District	Mixed	Boarding	9	Catholic
13	**Kipsoen**	**District**	**Mixed**	**Day/Boarding**	**18**	**Catholic**
14	**Kitany**	**District**	**Boys**	**Boarding**	**20**	**Catholic**
15	**Soy**	**Disrtict**	**Mixed**	**Boarding**	**9**	
16	Kimwarer	District	Mixed	Boarding	8	Reformed
17	**Anin**	**District**	**Mixed**	**Boarding**	**16**	
18	Kapkitony	District	Girls	Boarding	9	AIC
19	**Kaptagat**	**District**	**Girls**	**Boarding**	**30**	**Catholic**
20	Kiptulos	District	Mixed	Boarding	9	
21	Mokwo	District	Girls	Boarding	20	Catholic
22	Kaptum	District	Mixed	Day	8	
23	Kabulwo	District	Mixed	Day	6	
24	Kessup Mixed	District	Mixed	Day	5	AIC
25	Korkitony	District	Mixed	Day	2	
26	Chepsigot	District	Mixed	Day	2	
27	**Simotwo**	**Provincial**	**Boys**	**Boarding**	**25**	**AIC**
28	**Kipsaos**	**Provincial**	**Boys**	**Boarding**	**11**	**AIC**
29	**Singore**	**Provincial**	**Girls**	**Boarding**	**22**	**Catholic**
30	**Kapkenda**	**Provincial**	**Girls**	**Boarding**	**25**	**AIC**
31	St. Patricks	Provincial	Boys	Boarding	25	Catholic
32	Metkei	Provincial	Girls	Boarding	12	DEB
33	**Tambach**	**Provincial**	**Boys**	**Boarding**	**32**	
34	Lelboinet	Provincial	Boys	Boarding	18	

Adapted from Keiyo District Secondary Schools Heads Association Minutes (June 2006)

NB. Sampled schools in bold

Appendix 2: Document Analysis Guide

	Document (s)	Information required
1	Circulars from ministry of Education DEO, PDE, MOEST	Policies related to BOG and curriculum matters
2	BOG file	Minutes of BOG meetings related to their roles in school management and particularly on curriculum issues.
3	BOG constitution guide/Education Act	Rules on BOG appointment, operations etc
4	School development plan and school newsletters.	The development programmes of the school and the performance.
5	KCSE Results and Analysis.	School performance and deliberations
6	Staff minutes file	Discussions on school projects, requirement per department and issues on curricula.

Appendix 3: Introductory Letter to the Head Teachers

Perpetua Chelimo,

St Joseph sec Kipsaina,

P.o box 3667,

Eldoret.

Dear Sir/ Madam,

RE: Introductory Letter

I am a master of philosophy student in department of management and policy studies at Moi University. am doing research on assessment of role of Board of Governors in curriculum implementation in secondary schools in Keiyo district and your school has been chosen to help the researcher achieve the objectives of the study. The research will involve interview of the head teacher, some Board of Governors and questionnaires to few teachers. Be assured that the findings will purposely be used for the research and all information received will be treated with confidentiality and anonymity.

Thank you for your cooperation.

Yours faithfully,

Chelimo Perpetua.

EDU/PGA/1003/2005

Appendix 4: Questionnaire for the Board of Governors

I am a master of philosophy student at Moi University and doing research on assessment of the role of BOG in curriculum Implementation in secondary schools in Keiyo district. You are among the few people chosen to help the researcher achieve the research objectives .Please answer the following questions and be assured that all information given were treated with confidentiality and used purposely for the research.

Background Information

1 (a) What is your gender? Male [ ] Female [ ]

(b)How old are you? Below 30 years [ ] Between 30-40 years [ ]

Between 41-50 years [ ] Above 51 years [ ]

(c)What is your present occupation? Farming [ ] Civil servant [ ]

Professional [ ] Business [ ]

Other [ ]

(d) What is your highest level of education? Below form four [ ] Form four [ ]

Diploma holder [ ] Degree [ ]

(e) How many years have you served as a Board member in this school?

Below 5 years [ ] 6-10 years [ ]

11-15 years [ ] 15-20 years [ ]

(f) Which category are you representing in the Board?

Community [ ] Sponsor [ ]

Special Interest [ ] Parents [ ]

Role of BOG in Curriculum Implementation

1. After inauguration were you as a board member briefed by the Education office or the Head teacher on your roles?
   Yes [ ] No [ ]

2. (a)Have you as a BOG member attended any seminar, workshop or training on school management?
   Yes [ ] No [ ]

   (b) If yes who organized the training?
   ……
   ……

   (c)What main topics were covered during the training?
   General management [ ] Financial management [ ]
   Personnel management [ ] Performance management [ ]

3. For effective curriculum implementation in the school, which of the following areas of management have you been involved in as BOG? Please tick the one applicable.

Area	Never	At times	Always
Handling teachers discipline			
Handling students discipline			
Attending to workers discipline			
Decide on fees charges			
Maintain religious tradition of the school			
Budget and decide projects to be done			
Ensure adequacy of teachers.			
Evaluate quality of teaching.			
Decide on student admissions.			
Recommend teachers transfer			
Decide subject options.			

4. The following are some of the staff development program's undertaken by schools. Please tick against each to indicate the status they have been attended to in your school.

Area	Never	At times	Often	Very often
Going for workshops and seminars				
Attending in-service courses.				
Going for academic trips.				
Bench marking in other schools				
Staff motivation by awards.				

5. (a) Does the school have adequate resources for learning?
Yes [ ] No [ ]

(b) If no what plans does the BOG have to improve on this?
Organize fund raising [ ] Use PTA funds [ ]
Increase fees [ ] Seek Community development funds. [ ]

6 (a). As a board member are there cases of student indiscipline that you have been called to settle in the school in the last five years? Yes [ ] No [ ]

(b) What measures have the Board of Governors put in place to curb further indiscipline?
Parents involvement [ ] Guidance and counseling [ ]
Manual punishment [ ] Suspension [ ]

7. (a) As BOG do you participate in guidance and counseling programs in the school?
Yes [ ] No [ ]

(b) If yes which of the following types of guidance do you render?
Educational [ ] Career and Vocational [ ]
Spiritual [ ] Moral [ ]

8. (a) How have been the KCSE results in the school in the last five years?
Very good [ ] Good [ ]
Fair [ ] Poor [ ]

(b) What measures have the BOG put in place to improve the results?
Improve admission marks [ ] Motivate teachers [ ]
Provide facilities [ ] Teachers workshops [ ]

9. (a) Are you as BOG involved in co-curricular activities undertaken in the school?
Yes [ ] No [ ]

(b) If yes what have you done to promote these activities?

Purchase equipment [ ] Motivate teachers and students [ ]
Give trophies [ ] Watch students participate [ ]

10. What recommendations can you give to improve BOG effectiveness in their roles as managers in secondary school?

Thank you for your time and participation in this research.

Appendix 5: Interview Schedule for Head Teachers

I am a master's student at Moi University doing research on assessment of role of board of governors on curriculum implementation. You are among the few people chosen to help the researcher in achievement of the research goals by answering following questions on your role as board of governors in school management and particularly issues of curricula. Answer the questions to the best of your ability and be assured that all information given was treated with confidentiality.

1. The gender status.
2. What is your age?
3. What is your level of Education?
4. How many years have you been a head teacher in the school?
5. How effective is your board of Governors?
6. (a) Do you have any conflicts with the board in your roles?
   (b) If yes what kind of conflicts and how have you overcome?
7. What are the educational levels of the Board of Governors of your school?
8 (a) Do the Board of Governors of your school have any training in management issues?
   (b) If yes what types of training have they undergone?
9. What programmes have your Board of Governors put in place towards staff development.
10. (a) Does the school have adequate physical resources for effective implementation of the curriculum?
   (b) If No, what plans have been put in place by the board to provide the resources?
11 (a) Are there cases of indiscipline among the teaching staff in the school?
   (b) What have the Board of Governors done to curb this?
12. (a) Are there cases of student indiscipline that the BOG have been called to settle in the last three years?
   (b) If Yes, What measures have been put in place by the Board to curb further indiscipline?
13(a) How has been the KCSE results in the school for the last 5 years? Give the mean grades from 2001 to 2005.
(b). What efforts have the Board of Governors put towards improving this performance?
14. What roles do the Board of Governor's play in guidance and counseling in the school?
15. What development plans do you have as a school for the period 2005 to 2010?
16. Apart from using PTA funds what other income generating projects does the school have?
17. What recommendations can you give to improve effectiveness of BOG in curriculum implementation?

Thank you for your co-operation..

Appendix 6: Interview Schedule for Officer at DEOs Office

I am a master of philosophy student at Moi University doing research on assessment of the role of Board of Governors in curriculum implementation in secondary schools. You are one of the few chosen to assist the researcher achieve the objectives of the study through answering the questions below. I wish to assure you that any information given was treated with confidentiality.

1. What is your position in the DEOs office?
2. How many years have you served in this capacity?
3. What is your level of education?
4. What role do you play in selection of BOG?
5. Do you think all secondary schools in your jurisdiction are adhering to the policy concerning BOG selection?
6. Do you give any orientation to members of Board of Governors regarding their roles after inauguration?
7. Do you think the Board of Governors in this district has undergone any training in management roles?
8. Mention some of the roles pertaining to curriculum implementation that the BOG in Keiyo has been actively involved in?
9. (a) As an office have you had any problem with BOG pertaining their role as managers of secondary schools?
   b) If yes state the problems.
10(a) Do you have any problems pertaining to selection of BOG in the district?
   (b)If yes mention some of the problems faced.
11. If you were to categorize the members of BOG in Keiyo district basing on academic qualifications, what percentage would you give to each level listed below:
(a) University graduates…….
(b) Diploma holders……..
(c) Form four leavers……
(d) Below form four……..
12. What have the BOG in Keiyo done to promote staff and students discipline in secondary schools?
13. Mention some of the programmes put in place by BOG in the district towards staff development?
14 (a) .As an office have you ever organized workshops or seminars for BOG to enlighten them on their management roles?
   (b)If yes which main topics or areas were covered during the workshop?
15. What suggestions can you give towards improving effectiveness of BOGs in their roles?

Thank you for your co-operation.

Appendix 7: Questionnaire for Teachers

I am a master of philosophy student at Moi University doing research on assessment of the role of Board of Governors in curriculum implementation in secondary schools. Kindly fill the questionnaire below to assist the researcher achieve the objectives of the study. I wish to assure you that all information given was treated with confidentiality.
Please put a tick ( ) in box next to the right response.

1. Gender status ☐ Male ☐ Female

2. What is your age? ☐ Below 25 ☐ between 26-35
☐ Between 36-45 ☐ Above 45

3. How many years have you taught in this school?
☐ 1-2 years ☐ 3-5 years ☐ 6-10 years ☐ above 10 year

4. The following are some areas of management in secondary schools. Tick either Yes or No in the space provided to indicate those management roles that the BOG undertake in this schools.

	Never	At times	Always	Don't know
Evaluating quality of teaching				
Handling pupils discipline				
Handling teachers discipline				
Handling non –teaching staff discipline				
Deciding fees charges and checking payments				
Maintain religious traditions for the school				
Check school accounts				
Budget and decide on projects to be undertaken				
Approve expenditure				
Ensure adequacy of teachers				
Settling school and community disputes				
Organize fund raising for the school				
Recommend teachers for transfer				
Determine subject options to be offered				
Decide on student admissions				

5. The following are some of the staff development programmes that have been undertaken by schools. Tick those that have been done in this school.

	Never	Sometimes	Often	Very often
Going for workshops and seminars				
Attending in service courses				
Academic visits to other institutions				
Provision of academic journals				
Being delegated educational tasks				
Provision for continuing education over holidays				
Role playing in a short training course				

6. The following is a list of physical resources necessary for effective implementation of the curriculum in secondary schools. What can you say about their adequacy in this school? Use the rating below:

MTA – more than adequate; A – adequate; NA – not adequate

	MTA	A	NA
Laboratories			
Laboratory equipment			
Library room			
Library books			
Class text books			
Departmental offices			
Classrooms			
Desks and chairs			
Teachers reference books			
Teaching aids			

7. (a) Have there been cases of indiscipline amongst the students in this school in the last five years that BOG came to resolve?

Yes ☐ No ☐

(b) If yes specify the types of offences committed.

(c) What has the board done to curb indiscipline in the school?

8. How have been the KCSE results in this school in the last five years?
☐ Very good ☐ Good ☐ Fair ☐ Poor

9. Which of the following measures have the Board of Governors put in place to motivate students towards high performance in this school?

		Never	Rarely	Often	Very often
i	Academic trips				
ii	Presents/awards				
iii	Giving certificates				
iv	Holding a party				
v	Giving oral appraisal				
vi	Inviting guests speakers				
vii	Giving scholarship				

10. (a) Are the Board of Governors in this school involved in promotion of co- curricula activities? ☐ Yes ☐ No

(b) If yes what have they done?

11. What recommendations can you give to enable the Board of Governors be more effective in their management roles?

Thank you for your participation.

Appendix 8:KCSE 2005 DISTRICTS RANKINKS

No	District name	Entry	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	Mean
1	Tharaka	488		9	21	43	56	58	96	93	70	31	10	1			6.1168
2	Siaya	3301	8	61	143	239	336	457	586	540	466	317	19	4	18	7	5.9097
3	Rachuonyo	3096	2	53	161	236	306	420	499	507	449	328	98	2	22	1	5.8902
4	Busia	2010	4	20	71	108	182	291	404	398	318	172	34	2	6		5.8284
5	Bondo	2135	13	45	92	128	200	300	391	358	283	210	53	1	15	4	5.8211
6	Kisumu	3704	8	70	156	230	341	515	635	616	574	401	139	7	12		5.8053
7	Migori	3462	7	79	187	246	315	405	545	570	521	401	142	14	23	5	5.805
8	Nyando	2675	1	39	120	144	258	370	484	494	399	257	95	2	6	5	5.8034
9	HomaBay	2229		34	81	135	223	323	398	370	336	210	96	6	13	3	5.7667
10	Meru south	3641	2	43	155	224	353	503	609	620	532	438	137	1	22	2	5.7344
11	Embu	3910	13	71	153	228	356	497	624	659	623	485	172	6	23		5.6731
12	Baringo	2381	4	43	74	151	219	303	362	419	417	314	68		7		5.6724
13	Butere	3188	1	45	94	193	293	432	524	579	479	374	149	15	8	2	5.628
14	Nandi North	3125	2	61	115	196	293	365	448	526	517	434	155	4	9		5.6032
15	**Keiyo**	**2076**	**1**	**26**	**58**	**112**	**183**	**280**	**329**	**353**	**359**	**293**	**70**	**2**	**10**		**5.5424**
16	Marakwet	1376		14	48	83	113	177	202	247	251	180	54	2	3	2	5.5414
17	Suba	889		7	27	38	55	111	170	186	177	91	25	1	1		5.4983
18	West pokot	1193	1	15	26	58	99	143	212	227	232	133	36		11		5.44971
19	Teso	889	2	6	16	32	82	119	190	182	149	62	6			4	5.4792
20	Turkana	771	1	11	32	38	64	108	128	137	96	77	37	2	7	3	5.4565
21	Mombasa	3542	23	90	149	250	305	369	433	511	497	436	385	75	16	3	5.4554
22	Bungoma	8926	26	179	310	495	650	919	1347	1491	1493	1330	594	49	28	1	5.4005
23	Meru North	2417	2	27	71	125	191	319	349	436	381	337	153	9	17		5.3955
24	Kericho	4489	3	55	149	274	342	506	659	712	746	695	321	14	11	2	5.3718
25	Koibatek	1402		4	30	55	86	196	249	265	280	185	42		8	2	5.3331
26	Makueni	9222	28	197	322	506	602	913	1260	1488	1620	1502	704	47	32		5.3052
27	Kitui	4169	4	53	120	215	337	492	642	658	620	628	328	44	18	9	5.3039
28	Vihiga	6475	8	43	164	293	492	753	974	1210	1197	889	406	26	19		5.288
29	Nandi South	2100	1	10	47	74	139	264	356	438	346	304	112	5	3	1	5.271
30	Nairobi	9856	56	341	402	591	759	914	1128	1234	1315	1446	1330	248	83	9	5.2431
31	UasinGishu	5190	10	58	152	266	360	566	734	900	896	790	396	28	26	8	5.2393

32	Nyeri	9650	32	189	397	527	707	944	1097	1339	1572	1569	1134	313	31		5.1902
33	Kakamega	6213	7	52	147	220	411	685	952	1193	1137	934	436	24	14		5.168
34	Kuria	868		2	23	29	63	76	136	189	176	119	46	5	6		5.147
35	Lugari	2149	1	15	36	94	119	236	330	417	432	337	121	5	6		5.136
36	Meru Central	5376	9	78	170	270	363	499	682	883	927	915	494	59	25	2	5.115
37	Laikipia	3113		42	92	147	226	270	381	552	589	517	262	21	16		5.106
38	TransNzoia	4283	6	66	125	232	326	398	493	644	743	766	427	43	22	1	5.105
39	Kajiado	2437	3	20	71	109	160	251	373	394	377	426	216	21	16		5.101
40	Bomet	3447	2	28	76	169	227	321	491	603	624	558	305	32	11		5.062
41	Muranga	5434	80	79	174	265	334	456	680	853	971	996	560	33	25		5.028
42	Nyandarua	5559	11	79	182	261	357	516	617	873	960	1039	597	41	26		5.018
43	Nakuru	12253	26	192	372	555	766	1056	1535	1852	2197	2153	1374	127	45	1	4.999
44	Taita Taveta	2324	1	12	40	81	131	214	366	335	464	411	148	7	13	1	4.984
45	MT Elgon	962		3	23	21	34	104	164	200	190	148	65	4	6		4.9574
46	Mbeere	1762		5	25	60	100	180	264	332	355	301	122	8	9	1	4.9512
47	Marsabit	264		2	5	8	14	25	32	49	71	44	11		3		4.947
48	Kirinyaga	5169	3	40	114	224	320	473	638	815	911	993	573	41	24		4.8783
49	Mwingi	2008		10	32	62	101	176	299	396	404	347	160	11	8	1	4.8755
50	Buret	3953	1	42	88	162	238	367	492	622	704	687	482	45	21	1	4.8654
51	Lamu	369		1	5	12	5	36	59	82	88	51	27	3			4.8428
52	Maragua	5274	2	58	135	227	352	429	573	744	810	1031	809	70	34		4.7503
53	Samburu	504		1	4	13	19	45	67	109	114	92	31		9		4.7143
54	Machakos	11944	5	86	193	381	645	976	1377	1846	2197	2276	1678	226	46	12	4.6088
55	Kilifi	2380	1	13	27	54	92	193	342	409	470	477	271	20	11		4.6084
56	Garissa	574		1	4	16	29	49	71	100	118	126	46	7	6	1	4.608
57	Transmara	584		2	10	18	22	40	78	110	101	127	68	5	4		4.588
58	Wajir	563		1	2	12	24	42	79	94	114	128	64	3			4.5115
59	Isiolo	422			4	5	24	36	51	75	79	80	64	3	1		4.4953
60	Thika	7271	5	59	129	224	365	590	754	961	1263	1539	1213	142	25	1	4.4878
61	Kisii	9433	8	114	241	388	477	667	862	1133	1462	1946	1797	269	61	6	4.4655
62	Malindi	749		4	9	16	36	45	97	97	154	202	83	5	1		4.4606
63	Kiambu	8899	8	64	147	226	454	654	931	1266	1635	1848	1460	165	35	1	4.4453
64	Kwale	1933		3	5	335	68	129	235	349	468	426	200	11	4		4.4289

65	Narok	1431		1	20	22	58	79	158	256	343	308	168	10	8		4.3997
66	Mandera	425		1	3	4	15	38	54	66	94	83	60	7			4.3976
67	Nyamira	9345	2	44	195	295	431	623	892	1263	1575	1816	1845	283	64	13	4.3135
68	Gucha	8935	1	48	157	302	382	588	842	1157	1370	1766	1806	214	118	112	4.1982
69	Moyale	201				2	5	7	18	31	61	59	17		1		4.1045
70	Tana River	418					3	10	16	44	85	140	109	7	4		4.3373
71	Ijara	43							2	6	12	8	10	5			4.2326

Adapted from the principal magazine 2006 edition