

**EFFECTS OF GOVERNANCE PRACTICES ON ACADEMIC PERFORMANCE  
AMONG SELECTED PUBLIC SECONDARY SCHOOLS IN BUURI SUB-  
COUNTY, MERU COUNTY**

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of Master's Degree in Business Administration (Strategic Management) of  
Kenya Methodist University**

**AUGUST, 2019**

**Declaration and recommendation**

This thesis is my own original work. It has not been submitted for any other degree or professional qualification in any other university.

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## **Dedication**

I dedicate this thesis to my family, both nuclear and extended, and my friends who have given me support this far.

## **Acknowledgement**

I thank God for giving me the strength to come up with this thesis irrespective of the difficulties and challenges encountered. I also express sincere gratitude to my supervisors Dr. Clement Nkaabu (PhD) and Dr. Nancy Rintari (PhD) for their professional support; advice, diligence and commitment in making this thesis a success.

## Abstract

The Kenya Education Act 2013 outlines the school management structure, specifically spelling out the composition of the board as the organ responsible for the management of secondary education in Kenya. Despite, this management structure suggested by the Ministry of Education for all the schools, there has been great variability in the performance of schools in Kenya. Governance practices are regarded as significant in influencing performance of learning institutions. The purpose of this study was to investigate the effect of governance practices on performance among secondary schools in Buuri sub-county; Meru County. The study was guided by the following specific objectives; to examine the effect of stakeholders support, leadership style, organization politics, communication and composition of board on performance among secondary schools in Buuri sub-county; Meru County. The study was guided by three theories namely; conservation of resources theory, agency theory and social exchange theory. Review of past literature was done to establish the existing research gaps. The study adopted a descriptive survey research design. It targeted a population of fifteen public secondary schools in Buuri Sub County, Meru County. All the fifteen public secondary schools formed the study population. This is because the number of schools was small. A total of 60 respondents were surveyed from all the schools. The researcher used questionnaires to collect primary data. Data constituted governance practices that the respondents employ in running of schools. The study adopted the drop and pick method in collecting the data. Validity and reliability of the data collection instrument was conducted to ensure that it measured the constructs of the study. Descriptive statistics such as mean and percentages were computed to capture the characteristics of the variables under study while inferential statistics, specifically the Pearson correlation and regression coefficient was used to assess the relationship of the independent and dependent variables. The findings indicated that governance practices (stakeholders support, leadership style, communication and board composition) have a positive and significant effect on performance of learning institutions. However, organizational politics was found to have a negative and significant effect on performance of learning institutions. The study concluded that all governance practices positively influence performance of learning institutions, except organizational politics, which was found to negatively influence performance of learning institutions. Based on the findings, the study recommends that learning institutions in Meru County need to strengthen their stakeholders support, leadership style, communication, organisational politics and board composition related aspects. The results have enormous implications on running of the learning institutions. The study has provided valuable contributions in the learning institutions and informs policy formulation on good governance in the education sector.

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## **List of Acronyms and Abbreviations**

<b>BOM</b>	Board of Management
<b>CC</b>	County Commissioner
<b>CRT</b>	Conservation of Resources Theory
<b>DEO</b>	District Education Officer
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NACOSTI</b>	National Council for Science Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Sciences

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This section comprises the background of the study, the statement of the problem, objectives of the study, hypotheses, justification of the study, the scope and the limitations of the study as well as the research assumptions.

### **1.1 Background of the Study**

Today the education system in the United States has become decentralized and is based on the federal constitution of the United States of America (Shafritz, 2015). The federal government, therefore, reserves power over education to the individual states and other relevant local authorities within each of the states. The state role in the education system is therefore pronounced and more defined according to the United States' constitution. The state controls many aspects of education ranging from administrative, fiscal, and political functions. Among others at the primary level of governance, the state government ensures that it financially supports the public education it provides for its citizens. This financial support includes the operating costs, licenses of public education along and with the governance of higher learning education. It also provides oversight and guidance to local school boards. Other governance duties of the state include the setting of policies and principles that are used in the setting of standards and assessment of school performance (Simonson, 2014).

In Tanzania, public discussions frequently focus on their educational standards. The public's disconcert became more prominent following the release of O-level National Examination results of 2012, 2013 and 2014 in which more than a half of students in government schools who sat for the national examination failed while students in private schools performed well. Student outcomes in government schools do not match the government and parents' investment. The stakeholders are concerned about why the system is generating graduates with poor results. It is argued that the place of effective governance on school performance has

remarkable contributions on secondary schools students' academic achievements (Sabas & Mhonya, 2015).

The Kenyan education sector is regarded as the biggest and quickly developing segment representing 15.97% of the National Budget (Odude, 2013). In this way those taking part in education decision making process in Kenya are worried about the proficient assignment of instruction assets. The effectiveness of an instructive framework can be characterized mostly by the net advantages in life term profit, work profitability and individual fulfillment accumulated to people with more training than those collected to people with less. Instructive Institutions go for giving their graduates these preferences by ingraining in them credits thought about important to acquire such points of interest. These qualities are both subjective scholarly accomplishment and manual abilities, for example, compelling confidence, reliability, inventiveness and inspiration.

Since 1985, the education system in Kenya has been the 8-4-4 system. Where, students study for 8 years in primary school, 4 years in secondary school and 4 remaining years of minimum basic university education. At the end of form four, students take the Kenya Certificate of Secondary Education (K.C.S.E). Good performance at this level is necessary for selection of higher learning and in career paths (Odude, 2013). The need for standard education in Kenya is important and has led to increased competition in secondary schools both public and private. There is a general belief among the Kenyan population that success comes when one is able to competitively pass well in the national examinations. Most courses at the university level require more than a C+ grade for admission besides a good combination in the course cluster. Governance has been described as proper functioning of institutions and their acceptance by the public (Midialo, 2017). Governance has long been regarded as the bed rock of institutional management world over.

Kenyan schools have especially experienced untold problems prompted by ineffective governance in schools. Huque and Jongruck (2018) postulated that governance is the

institutions and traditions where the management of an institution exercises for a common goal, mostly including the process of selection of individuals who are in authority. Also have the capacity to select those who are in the institution to be responsible with the utmost accountability.

Governance is the core foundation for the performing institutions all over the world. Gomper (2013) defines governance as a way for scrutinizing the actions, decisions and policies of an organization. Governance therefore is the mechanism in which organizations are managed and directed to enhance their performance. Certainly, administration provides the basis through which associations find guidance for their destinations, while considering the social set up, management and the channels to advertise. The management structure determines the implementation of rights and obligations to be done by various members in the firm and indicates the rules and systems for enhancing choices in the organizational issues (Donalson, 2015).

Monyoncho (2015) observes that the concept of corporate governance is as old as management itself. Corporate governance enhances accountability of the managers and upgrades the performance of institutions by promoting effectiveness and efficiency in the utilization of institution's resources. When the corporate framework functions well, it benefits the organization through providing access to finances which have lower costs, better performance of the organization and satisfaction of all the stakeholders of the firm (World Bank, 2003). Evidently, superior corporate governance is a precondition for increased investment in any economic sector, education not withstanding; and a vehicle for speedy economic growth of a country.

Rubin et al (2010) acknowledges that academic performance can be defined in various ways. They observe that there is an operational and a conceptual definition of academic performance. According to them, equating academic performance to the cumulative grade point average amounts to operational definition of academic performance while a conceptual definition



entails measuring the students' ability to share knowledge in the classroom. In Kenya, the measure of academic performance is usually done using test scores and grades achieved in the two Kenyan national examinations in primary school and secondary school levels.

### **1.1.1 Performance of Schools**

In Germany, Skopek and Dronkers (2015) article concentrated on wrangle about how educative frameworks influence scholastic execution in schools. The research discoveries in view of a three-level model fusing states, schools and understudies feature the significance of representing the interceding part of schools while breaking down impacts of educative frameworks and the significance of incorporating earlier capacities in the investigation of school performance. Numerous administrations in both the developed and developing nations allot substantial funds into education. This has led to impressive development in the education sector globally. To date, education is one of the biggest sectors in many nations. Kenya has also made effort to allocate more funds into education. For the investment in education to bear fruits, students are expected to progress from one level of education to the next. However, this progression can be hampered by poor academic performance at national examinations.

In Nigeria, Akhimienmhonan (2015) analyzed the relationship between study hours utilization and scholarly performance in high school students in Edo Central Senatorial District, Nigeria. The research found that academic performance of students was average, study-hours allocated for academic exercise in senior secondary schools was 6 hours, study-hours utilized for academic activities in senior secondary schools was 5hrs. 30mins and study-hour utilization in public senior secondary school was more than that of private secondary schools. It was recommended that principals of secondary schools should ensure that supervision of teachers is carried out so that study-hours allocated for academic activities can be properly utilized and that teachers must be committed to their duties by effectively utilizing time allocated for academic exercises in schools in order to enhance academic performance of students.

In Kenya, the process of judging scholarly accomplishment is executed through examinations. Kyalo and Kuthuka (2012) contend that an authentication must not just ensure that a candidate has satisfied the set requirements. Individuals who perform well in education usually secure good employment opportunities and also have a proportionately high efficiency. Examinations are utilized to choose the course one undertakes in the university. The best achievers often end up in the socially lofty vocations like engineering and medicine. These occupations are well paying and these individuals are generally considered to be more productive.

Nationally, the top performing counties are Kiambu, Nairobi, Nyandarua and the top performing schools are Alliance, Starehe Girls, Alliance Girls, Kenya High and Starehe Boys. In terms of counties, Meru is ranked position 37 out of 47. Schools in Meru County have been performing poorly in the national examinations. For instance, in the last 5 years, schools in Meru County have never appeared in top 50 of the best performing schools. In last year's (2017) Kenya Secondary School Examination, the best school in the county was ranked position 98. St. Mary's Igoji, was the only school in Meru County that appeared in the top 100 schools (MoEST, 2017).

There are six sub-counties in Meru County namely: Imenti Central, Imenti South, Imenti North, Igembe East, Igembe West and Buuri. Buuri Sub County was last year (2017) ranked position 4 among the six sub counties. There are a total of 36 schools in Buuri Sub County. In last year's (2017) national examination, Ontulili Boys was ranked as the best school in Buuri Sub County with a mean of 5.3 which is far below the average mean (MoEST, 2017).

The mean score of Buuri Sub County is at this year (2019) at 3.1, which is not impressive at all. Hence, this study is seeking to determine the impact of governance components on the performance of secondary schools in Buuri sub-county. Numerous studies have been conducted on governance practices in other disciplines but not in the field of education. Thus, the researcher is interested in examining the role of governance practices in influencing the performance of secondary schools.

### **1.1.2 Governance practices**

In the United States, schools and colleges have become complex institutions due to their increased size and diversified governance practices (Restine, 2012). These institutions, therefore, require trained head teachers to manage their daily affairs. As such, the head teachers are expected to possess good governance practices. It is noted that the school principals are answerable for everything that happens in the schools. Restine additionally analyzed the encounters of principals in their planning for school authority in America. He found that apart from formal arrangement for school administration, principals conceded that classroom encounters, principals' help, being principals in multi-settings and before encounters in making challenging decisions equipped them for school management. In education, ineffective governance derails educational standards leading to inefficiency in service delivery, poor student performance and the subsequent corrupt actions.

Improved governance has been known to go a long way in curbing mismanagement, demonizing corruption and ultimately improving overall efficiency in offering educational services. School governors play a very crucial role in governance world over. Countries like England have experienced a lot of difficulties in attracting competent school governors to take part in day to day school governance. Other than that, competitively getting and retaining qualified school principals has also been another nightmare especially in private secondary schools (Midialo, 2017).

In growing nations, particularly, in Africa, the school leadership is either lacking or not formal (Bush & Oduro, 2015). The authors further argue that most researches on head teachers in Africa focus on the challenges facing head teachers in the execution of their duties. In South Africa, for instance, apartheid influenced both training and social framework. These impacts incorporate ineffectual administration and administration practices of state funded schools. New expert advancement activities for head teachers and yearning head teachers were presently

canvassed in the Policy Framework for Leadership Education and Management Development in South Africa (Wekhuyi, 2014).

In Kenya, with the scarce financial resources, employing qualified governors has been unattainable. Almost all members of school Board of Management are employed on a part time basis with the members holding other permanent jobs elsewhere. Some secondary schools are so financially stricken that they rely on volunteer board members to guide the schools. This has often led to a lot of management issues especially on governance front since those employed and/or volunteering in school governance don't have any serious formal training on governance (Ellis, 2014). Research has it that training of head teachers and Board of Governors is a precondition for a sustained quality education and management. For a sustained competition in the academic market, secondary schools in Kenya and Africa as a whole therefore need a large number of qualified head teachers and Board of Governance with up to date knowledge and better managing skills (Brooking, 2015). Despite the management structure suggested by the Ministry of Education for all the schools, there have been great variability in the performance of schools in Kenya. Particularly in public secondary schools within Buuri Sub County of Meru County, where none of the selected 15 public secondary schools was featured in the top 50 lists of best secondary schools in Kenya for the last five years.

## **1.2 Statement of the Problem**

Education institutions have the mandate to equip learners with both the curricular and the co-curricular knowledge and skills (Odude, 2013). Consequently, Kenya Education Act 2013 outlines the school management structure, specifically spelling out the composition of the BOM as the organ responsible for the management of secondary education in Kenya. As a matter of fact, the Principal runs the school on behalf of the BOM. Further, towards achieving a level playground for all the learners, Ministry of Education has adopted governance practices for all the secondary schools aimed at promoting excellent performance, transparency and accountability of the school managers to all the stakeholders.

Despite, this management structure suggested by the Ministry of Education for all the schools, there has been great variability in the performance of schools in Kenya. This is particularly so considering the performance of students in the national O-levels examination, KCSE. For instance, none of the 15 secondary schools in Buuri Sub County of Meru County was featured in the top 50 lists of best secondary schools in Kenya for the last five years (Ellis, 2014).

Previous studies have examined the concept of governance practices and performance of schools. Kalungu (2015) explored the impact of Board of Managements' budgetary administration on open auxiliary schools in Westland's District, Nairobi County, Kenya. Ongeru (2015) study examined the effectiveness of boards of management in facilitating quality education in secondary schools in Kajiado County, Kenya. Omar (2016) assessed the effect of leadership style on School performance of secondary schools in Wadajir District, Mogadishu-Somalia.

However, to the best knowledge of the researcher, no study had focused on performance of secondary schools in Buuri sub-county. Therefore, the current study sought to fill the existing contextual and conceptual gaps by establishing the effects of governance practices on the performance among secondary schools in Buuri sub-county; Meru County. The study develops new knowledge in regard to the role of governance practices (stakeholders support, leadership style, school organization politics, communication, and composition of the board of management) and how they influence performance of learning institutions.

### **1.3 Objectives of the Study**

The general objective of this study was to establish the effects of governance practices on academic performance among selected public secondary schools in Buuri sub-county, Meru County

### **1.4 Specific Objectives**

The specific objectives were;

- i. To examine the effect of stakeholders support on performance among secondary schools in Buuri sub-county; Meru County
- ii. To establish the effect of leadership style on performance among secondary schools in Buuri sub-county; Meru County
- iii. To determine the effects of the school organizational politics on performance among secondary schools in Buuri sub-county; Meru County
- iv. To find out the effect of communication on performance among secondary schools in Buuri sub-county; Meru County
- v. To assess the effect of the composition of the board of management on the performance among secondary schools in Buuri sub-county; Meru County

### **1.5 Research Hypotheses**

The study was guided by the following null hypotheses;

**H<sub>01</sub>:** There is no significant relationship between stakeholders support and the performance among secondary schools in Buuri sub-county; Meru County.

**H<sub>02</sub>:** There is no significant relationship between leadership style and the performance among secondary schools in Buuri sub-county; Meru County.

**H<sub>03</sub>:** There is no significant relationship between school organizational politics and the performance among secondary schools in Buuri sub-county; Meru County.

**H<sub>04</sub>:** There is no significant effect of communication on the performance among secondary schools in Buuri sub-county; Meru County.

**H<sub>05</sub>:** There is no significant effect of the composition of the board of management on the performance among secondary schools in Buuri sub-county; Meru County.

## **1.6 Justification of the Study**

This research analyzed the effect of governance components on the performance of secondary schools in Buuri Sub County. The secondary schools will be able to investigate the elements which cause poor performance in delivering services and therefore review the governance practices and also the school policies on the performance of employees which facilitates the improvement of their service delivery and the performance of the organization.

The researcher argued that, there are other institutions which are faced by similar problems and hence, the study will help the organizations to improve their performance based on the governance practices. Also, this will be beneficial to other researchers who have interest in this field and they can use the document as a secondary source of data.

The study will be relevant to the school heads and the county government to manage schools in a better way and improve the performance. The education ministry will benefit from the study as it will enhance the relationship between governance practices to all the education stakeholders to enable them agree on the targets to be implemented and which can be attained, also which the employees can be accountable for their performance merit.

## **1.7 Limitations of the Study**

The research only focused on secondary schools in Buuri Sub County of Meru County. Data was derived from subjects at school management level namely; the Principal, Board representatives and PTA representatives. The researcher encountered challenges such as respondents being unwilling to open up and give the data required because of dread of being deceived. The respondents were guaranteed by the researcher that the investigation was absolutely scholarly and the findings would be given over to the inspector who is Kenya Methodist University.

## **1.8 Scope of the Study**

This research was conducted in the public secondary schools in Buuri Sub County, Meru County. The Sub County is made up of two education divisions, Timau and Buuri. The area under study had fifteen secondary schools. These schools are based in Meru County and under the supervision of Ministry of Education. The scope was suitable given the level of study and the study duration.

## **1.9 Assumptions of the Study**

The research was based on the assumption that the responses which were given by the management of the school, board members representatives and PTA representative would be similar responses that would have been given by other employees of the organization.

## **1.10 Definition of Operational Terms**

**Academic Performance-** Refers to extent to which a student, teacher or institution has achieved their short or long-term educational goals (Quan-Baffour, 2014).

**Board Composition-** This refers to the aspects of school board members such as size, gender ratios, and level of education, professional qualifications and regional background (Mulory, 2013).

**Communication-** Refers to the act of transferring information from one place, person or group to another. Communication is key in any organization since it's the only way the employees can know what is expected of them and it is also a means through which the employees can give their feedback (Jain, 2016).

**Governance Practices-** the framework of rules and practices by which a board of directors ensures accountability, fairness, and transparency in an organization's relationship with all stakeholders (Midialo, 2017).



**Leadership Style-** These are the requisite requirements for the school management in order to effectively influence the schools performance. The knowledge on school management, finance, and delegation and information communication technology is required for this project to be fully completed (Nyenyebe, Maslowski, Nimrod & Peter, 2016).

**Organizational politics** - This refers to external factors that interfere with running of the school that has no control over it for instance wrong decision made by politicians (Pandey, 2015).

**Stakeholders Support-** This refers to the support offered by the school stakeholders on the development projects in order to achieve the defined project objectives in secondary schools (Asiyai, 2015).

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section looks at past studies relating to governance practices as applied to learning institutions; and the subsequent effect on performance. The reviewed literature is organized in line with the five parameters of our study namely; leadership style and performance, stakeholders support and performance, organizational politics and performance, organizational communication and performance, and BOM composition and performance. It also contains the conceptual and the theoretical frameworks.

#### **2.2 Theoretical Framework**

This research was anchored on several theories including Conservation of Resources Theory, Agency Theory and Social Exchange Theory. The theories adequately addressed the five variables of the study. They extensively discuss the issue of engagement of employees in organizations.

##### **2.2.1 Conservation of Resources Theory**

The theory was developed by Hobfoll (2002) taking into consideration the assumption that some resources are important in increasing new resource and facilitating the betterment of an organization. According to this theory, resources are items which are valued by people and hence they work hard to obtain, protect and also retain. The hypothesis assumes that there is mutual benefit in job engagement and resources, indicating that both are essential in providing strength to each other, especially when job resources have been provided to the employees, many times such employees become more engaged, and it is clear that engaged employees are mostly more encouraged to take advantage of the available job opportunities and resources and as a result such employees are provided with more motivation to establish new resources.

The attention and the encouragement that is brought about by engaging the employees enable them to maximize their potential in the job that they are undertaking consequently increasing their productivity.

According to Xanthopoulou et. al (2009), from the past studies, it is clear that job resources which involves social support that one gets from workmates and those supervising them, variety of skills, independence, feedback on the performance of the employees and opportunities for further education among others are all positively associated with and lead to employee engagement. Job resource facilitates the achievement of organizational goals and lead to the employee motivation – both intrinsic and extrinsic motivation.

Van den Broeck et al. (2008) argues that literally, job resources facilitate the growth of the employees, development and learning, as a result to achieve the basic needs such as independence and being competent. He continues to argue that on the other hand, job resources help the employee in achieving the organizational goals. As such, work conditions which give various resources mostly to enhance the effort and dedication when working (Meijman & Mulder, 1998). In such a situation, it is likely that undertakings will be finished in a powerful way. Assets for the activity can be found in various zones including the association, (for example, pay, vocation improvement and preparing), social relations, (for example, administrator and colleague bolster), the association of work (for instance participative basic leadership) and errands (for example skill variety and independence).

One of the weaknesses of the conservation resource theory is that it assumes that at any given point in time, individuals or organizations have a finite set of resources and are required to make resource allocation (investment) decisions to accomplish personal goals within a dynamic environment (Halbesleben et al., 2014). However, this is not always the case, since some individuals or organizations do not always allocate resources appropriately. In most cases, a large portion of the resources is misused.

The conservation of resource theory is relevant to this study since it explains various governance practices that enhance organization performance. In particular, the theory addresses the aspect of stakeholders' support, good leadership and communication skills. Support from stakeholders is a key resource that learning institutions need to achieve efficiency. Good leadership is also a significant factor in influencing performance of learning institutions. In addition, communication should be effective since it is an important resource in promoting good performance of the learning institutions. Therefore, the conservation of resource theory informs this study by linking various resources (governance practices) to improved performance.

### **2.2.2 Agency Theory**

The hypothesis was advanced by Jensen and Meckling (1976) and proposes that the interest of administration and investors regularly struggle since supervisors attempt to meet their interest to the detriment of investors. Thus, investors who are proprietors need to screen and direct the administrators. The creators characterize agency hypothesis as "the connection between the principals, for example, investors and specialists, for example, the organization administrators and managers". In this hypothesis, investors who are the proprietors or principals of the organization, contracts the operators to perform work. Principals appoint the running of business to the executives or administrators, who are the operators to the investor (Clarke, 2004). As indicated by Daily et al. (2003) two components can impact the noticeable quality of organization hypothesis. To begin with, it is a basic hypothesis that decreases the enterprise to two members of managers and investors. Second, agency hypothesis proposes that representatives or supervisors in associations can act naturally intrigued.

In view of the hypothesis, investors anticipate that the specialists will act and settle on choices to the advantage of the principals. However, the agent may not really settle on choices to the greatest advantage of the principals (Padilla, 2000). The possibility of issues emerging from

the division of possession and control in agency hypothesis has been affirmed by (Schoorman & Donaldson, 1997). In agency hypothesis, the agent might be surrendered to self-intrigue, astute conduct and missing the mark regarding compatibility between the goals of the principal and the specialist's interests.

Despite the obstacles, the hypothesis was presented essentially as a detachment of proprietorship and control (Bhimani, 2008). Holmstrom and Milgrom (1994) contended that as opposed to giving fluctuating impetus installments, the specialists will just concentrate on ventures that have an exceptional yield and have a settled wage with no motivating force part. In spite of the fact that this will give a reasonable evaluation, yet it doesn't kill or even limit corporate wrongdoing. Here, the positivist approach is utilized where the operators are controlled by main influenced rules, with the point of optimizing investors' returns. Thus, a more individualistic view is connected in this hypothesis (Clarke, 2004).

The Agency Theory has been criticized on the basis that it presents a narrow model of human motivation and that it makes unnecessary negative moral assessment regarding people. In particular, the assumption about self-interested and opportunistic behavior is considered problematic or false. The critics argue that, focusing on self-interest behavior makes it possible that for the wider range of human motives to be ignored.

The theory is relevant to this research since it explains the relationship between organization management and stakeholders. In this study, the school management acts as the agent and serves the interest of stakeholders including students, parents and government. As such, the school management is expected to put the interest of the stakeholders first. Poor performance by the schools could be as result of the management failing to perform their duties as expected. The Agency theory, therefore, links governance practices (organization politics and BOM composition) to performance of learning institutions.

### **2.2.3 Social Exchange Theory**

According to Saks (2006), Social Exchange Theory offers a very strong theoretical rationale for studying the engagement of employees. He describes Social Exchange Theory as the obligations that are brought up through a progression of collaborations between parties who rely upon each other and commonly advantage from their relationship. The principle contention of social trade hypothesis is that connections form after some time of trust, steadfastness and common duty as long as the two gatherings comply with the guidelines that guide their association with each other. These guidelines of trade ordinarily entail the reimbursement or correspondence deciding the end goals of the activities on a gathering which will lead to a positive or negative reaction or activities by the other party.

The only way that individuals can reimburse their association is through their level of commitment (Saks, 2006). This implies by and large workers can draw in themselves to varying degrees relying upon the measure of assets they get from their association. This argument is in line with definition of engagement by Robinson et al (2004) where he describes engagement as being relationship with two dimensions involving the employee and the employer. Balain and Sparrow (2014) concluded that in order for individuals to get the real cause of engagement and also the cause of engagement such individuals need to describe the point in a theory that is well established and that can give a good explanation of what engagement really is. The theory that is considered most appropriate to carry out this task is social exchange theory.

The social exchange theory has been criticized in that it reduces human interaction to a purely rational process that arises from economic theory, it favors openness as it was developed in the 1970s when ideas of freedom and openness were preferred, but there may be times when openness isn't the best option in a relationship, it assumes that the ultimate goal of a relationship is intimacy when this might not always be the case and places relationships in a linear structure, when some relationships might skip steps or go backwards in terms of intimacy.

The social exchange theory is important to this study as it elaborates the relationship between various parties in an organization and how this translates into improved performance. Similarly, governance entails proper working relationship between various parties in an organization. According to the theory, the level of interaction between parties in an organization determines their performance. As such relationships between parties grow over a long period in loyalty and mutual trust as long as both parties obey the rules that guide their relationship with each other.

This study focuses on performance of secondary schools as influenced by governance practices such as organization politics and BOM composition. Based on the social exchange theory, there must be proper interaction between parties in charge of learning institutions, which is likely to translate into improved performance. Therefore, the theory informs this study by linking governance practices to better performance of learning institutions.

## **2.3 Empirical Literature**

### **2.3.1 Stakeholders Support and Performance of Secondary Schools**

The academic performance of an institution may be affected by the participation of stakeholders. A synergetic interaction between the leadership and the stakeholders is fundamental to the infrastructure and policy development of an institution. The stakeholders may include customers, end users, sponsors, programme managers, portfolio managers, project managers and the project teams. A study by Asiyai (2015) found that including partners in a participatory investigation and basic leadership around group and school execution issues is a vital operational technique. Stakeholders may have differed level of intrigue, association, and effect on the undertaking. It is critical to recognize every one of the partners and oversee them as they can have negative and positive effect on the undertaking. However, the study by Asiyai did not focus on performance of secondary schools in Buuri Sub-county, thus presented a conceptual gap.

According to Mulwa (2013) completion of school projects fails due to poor stakeholders support. The success of a school performance will be measured by support accorded by the stakeholders. The duty of the stakeholders is to guide, direct and oversee the schools human resource. The stakeholders of secondary schools comprise of the community and other public organizations furthermore, similar partners group with the essential duty of guaranteeing usage of the venture. This investigation likewise found that particular partners who are able to enhance the corporate execution of the firms, it involves three measurements methodology which has the investigation of the new skylines, drive and selectivity which makes insight to be effective. Mulwa's study did not focus on secondary schools in Buuri Sub-County, thus presented a contextual gap.

Kiteme (2013) study investigated the impact of stakeholders' involvement in completion of infrastructural projects. The objectives of the study were: to establish the role of school management, BOM members, parents, sponsor and government officials in the completion of infrastructural projects of the school. The study used descriptive survey design. The findings revealed that school management especially the principal in conjunction with the BOM is tasked with various roles including management. It further indicated that the school management was in the hands of the BOM and the school principal who must not do everything alone but should involve other partners in planning, decision making and execution. It was established that the major financiers for secondary school projects were the parents through payment of school fees and PTA levies. However, Kiteme's study presented a conceptual gap since it did not focus on academic performance of the schools.

Emilie (2015) study explored partner cooperation and learning in the Seychelles Eco-School program inside an elementary school setting and an optional school setting. The examination demonstrated that in each Eco-School there is a group of training with the dynamic contribution of instructors and understudies and the incidental association of guardians and associations. Understudies and grown-ups are learning as they draw in together in classroom and field-work



communications, natural undertakings, ecological exercises to recognize natural topic days, ecological battles and co-curricular exercises through the acts of each Eco-School people group. It was additionally found that understudies and grown-ups are making distinctive commitments in the Eco School people group in light of their level of investment in the program. However, the study reveals a contextual gap since it was conducted in Seychelles whereas the proposed study will be done in Kenya.

Emilie (2013) studied stakeholder participation and learning in the Seychelles Eco-School programme within a primary school context and a secondary school context. Data in this study was generated from historical documents analysed, semi-structured interviews, focus group discussions and field notes. Data was also generated from questionnaires completed by organizations involved in the programme at each Eco-School. Data was analysed in two phases, the first phase involved reading across data generated from the methods mentioned above to organize the data under broad themes in relation to the elements of school community. The second phase of analysis involved the use of the conceptual framework of situating learning in a community of practice to interpret and discuss the participatory and learning processes across the two cases. The study showed that in each Eco-School there is a community of practice with the active involvement of teachers and students and the occasional involvement of parents and organizations. Students and adults are learning as they engage together in classroom and field-work interactions, environmental projects, environmental activities to commemorate environmental theme days, environmental campaigns and co-curricular activities through the practices of each Eco-School community. It was also discovered that students and adults are making different contributions in the Eco-School community based on their level of participation in the programme. It is hoped that the findings in this research contribute information regarding community participation in environmental education programmes like the Seychelles Eco-School programme.

Ileri (2012) examined the role of stakeholders and impediments to implementation of strategic plans in public secondary schools Embu County, Kenya. The key objectives were to assess the principal's knowledge in strategic plans; evaluate the process of strategic planning in public secondary schools; find out the roles of stakeholders in the implementation of strategic planning process; and assess the resources available for the implementation of strategic plans. Both questionnaires and interview guides were used to collect data. Findings of the study revealed that not all principals had received training on strategic planning since 2(16.7%) principals out of the 12 who participated in the study reported that they never received training on strategic planning. Most secondary schools effectively formulated vision, mission, goals, objectives and core values. The findings of the study revealed that not all stakeholders were equally involved in the implementation of strategic planning process in secondary schools. The study concluded that most principals in Mbeere North Sub-County have the knowledge required to prepare strategic plans for their schools and they used the authorized documents in the preparation.

Based on the findings, it was recommended that the Ministry of Education should provide training workshops on Strategic planning for all stakeholders including parents. Also, the BOM and government should source and manage the necessary resources as well as facilitate capacity building for all the stakeholders entrusted with strategic planning formulation, implementation and control.

Joyline (2018) investigated teachers perception on ranking of schools in National examinations, to establish the effect of school ranking on students' commitment to academic performance, to determine how school ranking influences parents commitment to academic performance, and, to examine how ranking influences Ministry of Education Officials commitment to academic performance in West Pokot County. The research design adopted in this study was descriptive survey. Findings from the study indicated that ranking had a lot of negative outcomes compared to positive effects and the proposal be reverted for better results

in our schools. The study concluded that, ranking motivates teachers to cover syllabus, change institutional practices, makes them focus their teaching activities towards examination neglecting other aspects of education but has no impact on their self-esteem. It also encourages completion among departments but can lead to unhealthy competition among different categories of schools. However ranking leads to narrowing of curriculum and encourage malpractices in national examination.

On students' commitment on academic performance, ranking acts as motivating factor to performing students but might destroy morale to underperforming ones. Students however become less concerned with performance when ranking is abolished. Ranking influences parents to buy extra teaching and learning materials. It also impacts negatively on parental involvement on school academic programs but does not influence parental support for homework. Ranking impacts negatively on ministry of education officials' commitment of academic matters as it affects their involvement in issues like resource allocations (Joyline, 2018). The study recommends that; the decision of abolishing of ranking by government should be reverted or should be practiced by schools at different levels, it should also be done continuously throughout the academic year to get trends of performance and schools should provide psychological support to all students' especially underperforming ones. Education stakeholders should define measures to curb malpractices in examination among students.

Gichohi (2015) examined stakeholder involvement in schools in the declining performance in public primary schools in Nakuru Municipality. The study adopted ex-post facto research design which defies manipulation of variables since the KCPE results used had already taken place. The study sampled 52 schools using a random sampling technique. The findings established that most schools embraced stakeholder involvement thus school management committees were actively participating in the decision making process in respect to the school management; there is need to sensitize parents to take up roles in their children's class meetings; that more funding is required for the enhancement of participatory activities that

improve the learning environment and that participatory management in most schools contributed positively to academic achievement.

### **2.3.2 Leadership Style and Performance of Secondary Schools**

Leadership is fundamental in effective governance of an institution. Nyenyembe, Maslowski, Nimrod and Peter (2016) observes that the leadership of secondary schools is headed by the Principal who is the school top management, administrator and a leader who facilitates the achievement of the students by enhancing the participation, development, stewardship and implementation of goals and visions which are supported by the society. The principal, as a school leader, plays a central role on development projects' completion rate. This is due to the fact that principals set high expectations and standards for the projects undertaken by the school.

In his study, Mulory (2013) noted that effective principals create an environment that fosters school performance. This is through the physical appearance in the community and maintaining consistent track record of accountability in services provided to the society and the management of employee ensuring that the community benefits from the programmes initiated. Mulory (2013) further observed that the government projects need well versed management teams in order to establish partnering relationship which will help in developing and implementing projects strategy that clearly defines the social mission of the project. It is essential for management to be clear and consistent in communicating the mission and the type of services delivered by the firm in order to cater for the specific needs of the projects. However, the study presented a contextual gap since it did not focus on secondary schools in Buuri sub-county.

Nkirote (2013) study investigated the impact of secondary school principals' on leadership styles in Kenya certificate of secondary education performance in Nairobi. The study used descriptive survey research design. Findings revealed that head teachers who had adopted autocratic leadership styles had their schools KCSE mean score of between 4.1- 6.0 points. On

the other hand, schools whose head had adopted democratic leadership style had relatively higher mean scores of 6.1 to 9.0. Head teachers who used situational leadership had mixed results; whereby, some schools reported low mean scores while majority reported mean scores of 4.1 – 9.0 points. In light of the discoveries it was presumed that open optional schools had embraced situational authority style. Schools which had received situational authority style had blended outcomes in the KCSE; discoveries demonstrate that most had accomplished mean scores of six focuses; in any case, there are likewise the individuals who performed well while other performed ineffectively.

Nkirote (2013) also concluded that democratic leadership style is the second most adopted leadership style among public secondary schools in Nairobi County. It was recommended that the government ought to enhance the head teacher leadership styles through empowering and training them because they usually interact with the students' academic performance. The study proposed that leadership styles in public schools could be improved through encouragement of free expression of feelings including criticism among the teachers and staff in general.

Omar (2016) assessed the effect of leadership style on School performance of secondary schools in Wadajir District, Mogadishu- Somalia. The study utilized quantitative approach design. The findings revealed that most secondary schools principals in Wadajir district had adopted Democratic and transformational leadership style compared to any type of other leadership style. Further, results indicated that principals who are using democratic and transformational initiative style, their understudies and staff perform superior to anything the individuals who are utilizing different kinds of authority styles. The examination suggested that the pioneers of the schools should utilize the most fitting administration style that encourages aggregate obligation and consultative basic leadership with all partners in the schools. However, the study reveals a contextual gap since it was conducted in Somalia.

Minerich (216) contends that initiative assumes an indispensable part in basic leadership and that it guarantees adequacy and execution in an association. His examination discovered that it

is the obligation of the pioneer to assemble solid connections inside the entire association, both vertically and evenly for performance and achievement of results. The study recommended that the leadership ought to be in a position to support their subordinates and treat others equally and give motivation in the undertakings of the school projects.

Ibrahim and Al-Taneiji (2013) investigated whether a correlation exists between the principal's leadership style and both performance level and the principal's effectiveness in schools in Dubai. It also investigated whether the correlations change according to the principal's gender, years of experience, and the level of the school (primary, intermediate, and secondary). The study found that the transformational leadership style was most frequently employed, followed by the transactional style, and then the passive or avoidant style. The study found a positive correlation between the principal leadership style and his/her effectiveness, but found no correlation with school performance. Finally, principal style and effectiveness differed according to the principal's gender and the level of the school, but not according to the principal's years of experience.

Jay (2014) analyzed the influence of leadership styles on teachers' performance in general secondary schools of Gambella region, Ethiopia. The study employed a descriptive design. The study was carried in ten general secondary schools of Gambella region. A total of 190 individuals have participated in the study. Among them 170 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 20 general secondary school principals were included through available sampling technique. Questionnaire and interview were the main instruments of data collection. The finding indicates that there is a positive relationship between leadership styles and teachers' performance. The findings revealed that the independent variable (democratic was the most practiced leadership styles in general secondary schools of Gambella region. Furthermore, the teachers' performance was found to be moderate in general secondary schools. Based on the findings, it is recommended that the principals of general secondary schools should neat a mixture of

autocratic and democratic styles of leadership. While teachers' ideas and taught should be considered in decision-making about the training criteria in their administration in order to enhance better performance amongst teachers.

Wilson (2017) studied the relationship between principals' leadership style and staff job performance in Emohua Local Government Area of River State. Questionnaire items and interview methods were used to elicit primary data, and documentary method was applied to collect secondary data for the study. A total of 210 questionnaires containing 21 questionnaire items each were administered, and 195 questionnaires were successfully retrieved without error and used for the study. The study findings identified 10 different leadership styles adopted by different principals in different secondary schools in the area, and emphasized that the various leadership styles have significant effects on the staff job performance in the schools. Also, the findings proved that the principals face leadership challenges in the discharge of their administrative functions in the schools. Upon the findings, the study recommended that the principals should adopt the needed leadership style in their school to enhance staff job performance, that the various leadership challenge faced by the principals should be addressed accordingly by the government, and that both the principal and government should adopt the recommendations of this study to ensure a better leadership style and adequate staff job performance in the schools.

Ratego (2015) investigated the influence of principals' leadership styles on students' performance in KCSE in Gatundu North Sub-County, Kenya. Specifically, the study sought to establish the extent to which principals' democratic leadership styles influence students' performance, principals' autocratic leadership styles on students' performance, principals' laissez faire leadership styles and principals' transformational leadership styles on students' performance. The study was conducted using the descriptive survey design. From the findings of the study, it was established that democratic leadership style has a great influence on students' performance in public secondary schools. Hence, need for principals to use a

democratic style besides transformational where performance should be positively guided and constructive and not punitive. Basing on areas for further research, the study recommends a replica of the study to be performed in other public secondary schools in other sub counties in Kenya to provide comparison in findings and that an assessment be done on the relationship between students' performance and discipline in public secondary schools in Kenya in order to establish whether there was any kind of relationship between students' discipline and performance.

### **2.3.3 Organizational politics and performance of Secondary schools**

A study by Pandey (2015) found that budgetary process of secondary schools has been characterized by politics within the schools administration as facilitated by monthly, quarterly or other short interval reports from each school head and this is politically influenced. These reports should indicate how closely actual performance matches budgetary projections and it should evaluate deviations and their causes as a basis for developing corrective action programmes. This process is therefore dependent on the prompt recording of financial transactions and the maintenance of up-to-date accounts. The treasurer in collaboration with the department heads is required to report and explain to the appropriate standing committee any variances.

Bozzo (2016) noted in his study that the process which public secondary schools acquire funds to implement and complete their projects is political through lobbying from government and other stakeholders in order to mobilize resources. This constructs nearby responsibility for real resource use, since the individuals who have partaken can be required to request to realize what really happened to the cash. Schools additionally require as a condition from government for part of the exchange to deliver edited compositions of records for inspecting. Schools budgetary control is the process by which schools performance is evaluated and adjusted to help ensure the realization of pre-determined targets.



According to Jennings and Niemi (2015) most of secondary schools are politically influenced and this influences their completion. Expenditure items are normally divided according to the various activities undertaken within each school. Secondary schools have been accused of incurring expenditures in ways that bear little relationship to their ability to raise the standard of schools and fail to result in improved or expanded service delivery which is influenced by organization politics.

Maina (2015) study sought to investigate the policies employed by principals in secondary schools to enhance their improvement of academic performance goals in Embu West District. The study used a descriptive survey design. The findings revealed that majority of the schools always employ strategies on instructional leadership. It was also revealed that majority of schools employed strategies for clarification of vision and mission. Further, results revealed that majority of schools always employed strategies for expectations for success; they also employed strategies for monitoring students' progress and also employed strategies aimed at ensuring opportunity to learn/time on task always. It was revealed that there was no difference in the strategies used by the head teachers in well performing and poorly performing schools. In view of the discoveries of the examination, it was inferred that all schools utilized methodologies that were gone for upgrading scholarly change. It was additionally reasoned that there were no distinction on techniques utilized as a part of well performing in light of the discoveries of the investigation, it was surmised that all schools used methodology that were away to upgrade insightful change. It was in like manner assumed that there were no refinement on methods used as a piece of well performing schools and poor performing schools. However, Maina' study presented a contextual gap since it did not focus on secondary schools in Buuri sub-county.

Ugwu, Ndugbu, Okoroji and Kalu (2014) investigated the impact of organizational politics on employees' performance in the private sectors in Nigeria. The data were mainly primary, collected during face-to-face interviews with managers and subordinates of the two firms.

Study adopts data categorization approach for the analysis of empirical findings to see the connection between theory and practice. Research found that bad political behavior affects negatively employees' performance and lowers organizational productivity; while good political behavior affects positively employees' performance and increases organizational productivity. Reflecting on the problems identified in this study, the authors recommend that every political maneuvering should be managed within reasonable bounds. Again, the authors hereby recommends seven approaches as follows; screen out exceedingly any political individuals during recruitment exercise; create an open-book management system to keep track of employee's behavior; periodic financial and accounting statements for all employees should not be politicized; establish formal conflict resolution and grievance processes; openly identify and reward staff who get real results without political games; disciplinary committee should be set up and defaulters should be apprehended to serve as a deterrent for others to follow; organization should adopt sensitive analysis approach to track and monitor any strange behavior of workers in the work environment. Reflecting on the outcome of this research, firstly, one of the problems encountered in carrying out this research was due to difficulty getting enough people to answer interview questions due to tight schedules of the participant; this has implications on the sample size and is considered as one of the study limitations.

Mutambara, Botha and Bisschoff (2014) assessed the effects of organizational politics. The research took a slightly different angle of organizational politics, one that included traditional conceptualizations of politics as typically having a negative connotation to the organization and the other view of politics as a positive event within the contemporary organization. Statistical analysis was done to identify common factors on the effects of organizational politics. The research adopted exploratory factor analysis. The research revealed that, organizational motivators, organizational demotivators, and labor turnover were common factors of organizational politics. The research recommends that managers and employees must be proactive in dealing with organizational politics. The reactiveness must be encored in

democratic decision making in which all parties demonstrate the will to work with and through organisational politics notwithstanding consolidation of the positive side of politics

Angogo (2016) examined the influence of organizational politics on career development among administrative staff in public universities in Kenya. A case study research design was adopted for the study. Results indicated that majority of the respondents agreed that patronage (ethnicity, tribalism, favoritism and biasness) was practiced at UOE. Similarly, most respondents agreed that information control and decision making did not favor them. The study further revealed that patronage, decision making and information control recorded a negative significant association with career development. The study has recommended among other things, that institutions of higher learning should adopt flexible structure and systems to reduce the effect of organization politics on career development of their employees.

Aidoo and Odoi (2018) investigated the effects of tribal diversity in the relationship between organizational politics and performance in the hospitality industry in Ghana. The study revealed that employees perceive organizational politics to be prevailing within their organizations. The relationship between tribal diversity and organizational politics was established to be significant. The study also found a significant relationship between tribal diversity and organizational performance. The relationship between organizational performance and organizational politics was found to be a negatively significant relationship. The study revealed that organizational politics and organizational performance without the mediating variable (tribal diversity) was significant, but introducing tribal diversity did not change the relationship nor the extent of the relationship. Hence, tribal diversity did not mediate the relationship between organizational politics and organizational performance.

#### **2.3.4 Organizational Communication and Performance of Secondary Schools**

According to the studies carried out by Watson Wyatt Worldwide (2010), drawn in representatives are twice as liable to be top entertainers. He contends that such representatives

miss 20% less days of work than their partners who are less drawn in and that they are steadier of hierarchical change and that they leave the association less much of the time.

From the investigations, successful hierarchical correspondence was observed to be a key driver for representative commitment and a pointer of monetary execution. The return on investment (ROI) was likewise observed to be higher for the connected with workers. This arrival on speculation incorporates an expansion in staff fulfillment which prompts an increment in efficiency. As indicated by HR Solutions (2010), esteem for the association is included through expanded profitability. So also, from the commitment reviews it was discovered that representative commitment increases the value of the association by improving consumer loyalty. This consumer loyalty reflects back to the execution of the workers and all things considered it upgrades client devotion and expands the productivity and development of an association.

From the study carried out by White, Vance and Stafford (2010), it was found out that when the internal organization communication is satisfying facilitated a sense of community and made employees feel more responsible to the organization and as such those employees feel the need to act as an advocate for their various organizations at a personal level. Given these findings therefore, it is clear as to why organizations are putting a lot of emphasis on internal communication channels. From the study, it was found that employee's value face-to-face communications with their bosses and as such, such form of communication increases their level of engagement. Employees involved in the study indicated that communicating directly to their bosses enabled them to have a sense of disclosure of all the necessary information and this enabled them to feel valued. However, a contextual gap exists, since the study did not concentrate on secondary schools.

Carriere and Bourque (2014) investigated the impacts of authoritative correspondence on work fulfillment and hierarchical duty in a land rescue vehicle benefit and the interceding part of correspondence fulfillment. It was found out that internal organizational communication

practices helps employees to share freely their opinions. This was clarified by 49.8% of the purposes behind the variety in correspondence fulfillment, 23.4% of the explanations behind the variety in work fulfillment and 17.5% of the variety in authoritative duty.

This proposes inner hierarchical correspondence frameworks that don't fulfill workers will thus influence their activity fulfillment and authoritative responsibility. Additionally, look into on the intervening part of correspondence fulfillment in inward hierarchical correspondence practices can prompt the improvement of estimation instruments for assessing successful interior correspondence techniques. The study demonstrated that when the internal communication is satisfying it has an effect on the overall job satisfaction and organizational commitment. However, the study presents a contextual gap since it did not focus on secondary schools.

From the study carried out by Yang, Zhao, Yeung and Liu (2016) on Chinese corporations, it was discovered that fulfillment with internal hierarchical correspondence was identified with work fulfillment subsequently representative responsibility. This examination likewise recognized that associations with various societies now and again vary from each other in regards to correspondence channels. The authors found that two-route channels of correspondence, in spite of the fact that not regular of Chinese associations, enable associations to achieve a more elevated amount of worker trust and as a result increase employee commitment which in turn increase their productivity. The study portrayed a contextual gap as it was conducted in China while the current study was carried out in Kenya.

Communication is key in any organization since it's the only way the employees can know what is expected of them and it is also a means through which the employees can give their feedback. Jain (2016) argues that communication should give the employees clear and vivid information based on their effective performance. For employee engagement to be successful and communication to be excellent a two-way symmetrical communication should be adopted. Lack of proper communication can lead to misunderstandings that may affect the productivity

of the employees. In organizations without a two-way communication, employees do not feel part of the organizations and such employees become disengaged (Armstrong, 2011).

Nwosu (2017) examined the extent to which principals' communication strategies contribute to teachers' work performance in secondary schools. The target population comprised of all teachers in public secondary schools in Ikenne Local Government Area of Ogun State. The result shows that 24.7% of the variability observed in the teachers' job performance was accounted for by the principals' communication strategies. A positive significant relationship was found between principals' communication strategies and teachers' job performance in secondary schools. It was also found that socio-demographic variables (gender, marital status and qualification level) accounted for 22.1%, 15.2%, and 24.7% variability of teachers' satisfactions' level of principal communication strategies respectively. The most potent predictor of teachers' satisfactions level on principal communication strategies among the predictor variables of the study was gender, followed by academic qualification. However, the study was carried out in Nigeria and not Kenya.

Communication by schools with their external publics is crucial for both parties. Stakeholders need to know what happens in schools where their children learn. Kiriago (2013) studied the influence of external communication on the corporate image of secondary schools. The research design adopted was a case study of Kitale Academy Secondary. The target population was 420 people from which a sample of 47 was selected using random sampling and non-random sampling. The sample included school administrators, heads of departments, teachers, support staff and students. Data was collected using questionnaires. From the findings of the research it was evident that word of mouth was the channel that was very frequently used by the students, administrators, and heads of departments, teachers and support staff to external target audience. The findings also indicated a strong relationship between feedbacks from external communication on the image of school. Respondents saw their school's cooperate image as very positive while also perceiving others outside as seeing the schools image as

positive. The researcher recommended that secondary schools to put in place a public relations policy so as to interact positively with their external audience.

Syallow (2019) examined the role of organizational communication on employee job satisfaction. The key variables were organizational flow of information, communication climate, nature of organizational communication and information load. The research used descriptive research design. The study concluded that, a majority of employees at the telecommunication industry in Kenya are aware of what organizational communication entails. Therefore, management should strive to ensure that the nature of information they pass to employees produces a cohesive corporate identity by increasing employees' knowledge about the overall organization's philosophy and its strategies which brings job satisfaction and commitment. The study recommended that, managers and supervisors at the telecommunication industry in Kenya should encourage vertical, horizontal and diagonal communication for purposes of improving task-related processes, periodic reports concerning departments and individual performance cutting across the organization. This will help in equipping them with knowledge that will be used extensively.

Sumeya (2016) analyzed the effect of internal communication channels on employee performance at 'Help Leads to Hope Somalia'. For the research methodology, a descriptive study design was used. The population targeted in this study included all the 300 employees at 'Help Leads to Hope in Somalia'. Stratified random sampling was used to select 136 respondents. A structured questionnaire was utilized to collect data for this study. Study findings established that downward communication at 'Help Leads to Hope in Somalia' had a significant association with employee performance. Further, the study established downward communication in the organization was poor and had not played a significant role in improving employee performance. Specifically, superiors at 'Help Leads to Hope in Somalia' did not share information with employees adequately. This affected the direct communication with employees, the way they gave instructions to employees and the way they communicated

policies and procedures. The findings of the study also established that upward communication did not have a significant relationship with employee performance. The study recommends that, 'Help Leads to Hope in Somalia' should enable information sharing between top management and employees, it should also ensure that top management frequently communicate with employees and enable effective communication of instructions and work procedures to enable an effective work performance.

### **2.3.5 Composition of the BOM and Performance of Secondary schools**

Kalungu (2015) explored the impact of Board of Managements' budgetary administration on government owned secondary schools in Westlands District, Nairobi County, Kenya. Specifically, research focused on four aspects namely; Board of Management members' level of instruction, proficient status, gender orientation and the idea of employment done. The findings showed that Board of Management individuals' level of instruction, proficient status, sexual orientation and the idea of occupation done had positive impact on the adequacy of BOMs budgetary administration. The study recommended that the BoM members' should be sensitized on the importance of higher level of education on financial management in schools. They should be encouraged to enroll for developing courses on financial management to better their knowledge and help them in financial management in public secondary schools. However, the study did not focus on secondary schools in Meru County, thus presented a contextual gap.

Ongeri (2015) study examined the efficiency of boards of management in providing quality education in secondary schools in Kajiado County, Kenya. It focused on finances, effective provision of physical facilities and staff personnel discipline, curriculum and instruction, implementation of education policies, the relations of the school committee and enlistment of the staff in Kajiado County. The investigation discovered that the vast majority of the BOM individuals were not successfully engaged with budgetary administration. Be that as it may, it was trusted that their viable investment in the arrangement of Physical offices and material



assets in the schools has enhanced learning conditions in the schools. With respect to administration of the understudy train and staff work force, the BOM individuals were viable in parts, for example, directing sessions in school, inspiring educators and financing instructors to go to refresher courses.

In their study, Nzoka and Orodho (2014) analyzed the methodologies school directors apply to enhance scholastic execution of students in schools under government owned schools in Embu County, Kenya. Various techniques were utilized to gather quantitative and subjective information from the respondents. It was concluded that the school chiefs utilized different procedures to enhance understudies' scholastic execution. The methodologies included: conflicting checking of instructional procedures and understudy evaluation; sponsoring Government financing through government owned schools utilizing wage producing exercises; and ungraceful direction and advising programs.

In spite of these endeavors, the normal enhanced understudies' scholarly execution was not understood due to a great extent to the way that most school supervisors had not experienced administration expertise preparing. Consequently, since chiefs who are familiar with administration practices would be more beneficial accomplices of the Government of Kenya in the execution of approach, it was suggested that school supervisors ought to experience serious authority preparing on all parts of school administration for upgraded understudies' scholarly execution to be figured it out. However, the study presented a methodological gap since it used both quantitative and qualitative methods whereas the current study is purely quantitative.

In his study, Kija (2015) investigated community secondary school boards' contribution in managing community secondary schools in Tanzania. The study adopted the mixed approach which used both qualitative and quantitative approaches. The findings reveal that a good number of teacher participants (81.5%) were aware of the existence of school boards in their

schools. They reported that the local school boards are a critical public link to community secondary schools. A good number of teacher participants (81.5%) acknowledged that school boards have a significant contribution to the development of community secondary schools. The study concluded that school boards are central to the leadership and management of community secondary schools in Rombo district because they play a significant role to the development of those schools. The District Education Officers, the community secondary school boards, school heads, key staff and influential stakeholders in the communities have the capacity to develop and articulate schools' visions and sets of practices in order to collectively manage community secondary schools. However, the study revealed a contextual gap since it was carried out in Tanzania whereas the current study is conducted in Kenya.

### **2.3.6 Learning Institutions Performance**

Quan-Baffour (2014) analyzed the part that school representing bodies' play in enhancing school execution in South Africa. The examination discoveries demonstrated that group individuals, especially guardians, parental figures and watchmen are starting to consider themselves being equivalent accomplices with instructors in training of youngsters. The change in student performance is the co-duty of the home and the school. Further, people group individuals including parents and guardians must be engaged with pertinent abilities to empower them play out their undertakings as school governors. A relevant gap exists since the research was done in South Africa.

Haruna (2016) study explored the effect of lack of discipline on secondary school administration in Nigeria. The research employed survey technique. The discoveries of the investigation show that truancy, taking, examination negligence, sexual perversion and abuse of drugs affect the administration of schools. It was suggested that Ministry of Education should oust and handover failing student to security organizations; and government, guardians, instructors and students should work towards the annihilation of examination negligence in schools.

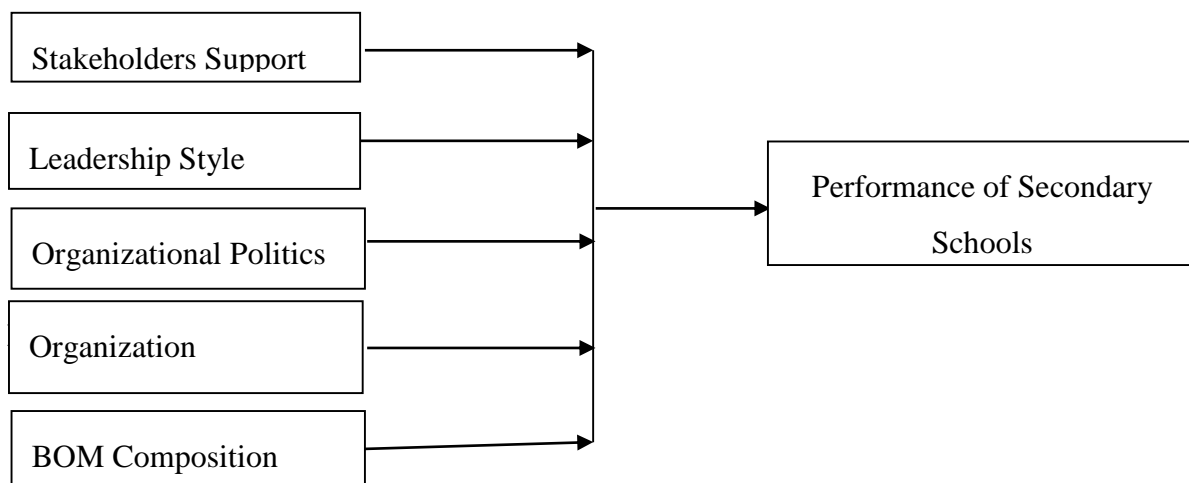
Evelyn (2013) investigated the aspects that affect scholarly excellence of students. It focused on discipline, the availability of resources; level of motivation and teaching approaches. The study employed a descriptive survey technique. The findings revealed that student's discipline and resource availability affect academic performance of students in KCSE. However, there was significant link between motivation, teaching approaches and performance of students. A conceptual gap exists since the research did not address governance practices.

Mbugua, Reche, Bundi, Kareanki and Riungu (2012) examined the components leading to poor execution in Kenya Certificate of Primary Education examination. A descriptive survey technique was used. The investigation uncovered that deficient learning assets, insufficient observing by head instructors, understaffing, high educator turnover rate, lacking earlier arrangement, absence of inspiration for instructors, extensive workload, non-appearance by the two educators and students, understudies delay, absence of help from guardians prompt poor execution. A contextual gap exists since the study was conducted in South Africa.

## **2.4 Conceptual Framework**

A conceptual framework entails a set of broad guidelines and principles which are derived from essential field of enquiry and are used to formulate a subsequent presentation. It is a model which is hypothesized and identifies the model which is being studied on and the relationship that exists between the independent and dependent variables. In this study, the independent variables include; stakeholder support which is measurable through supportive community, ensuring the government is supportive, having effective policies, good relationships and checking on conflicting interests. Secondly is the leadership style where the leader should have a clear vision, must recognize the employees effort, should practice team work, look at core values, be honest, competent and able to solve problems. Thirdly, there is the organizational politics where the leader need to coordinate appointments of school authorities, school community, be good in conflict resolution, check on political support, and interference, check

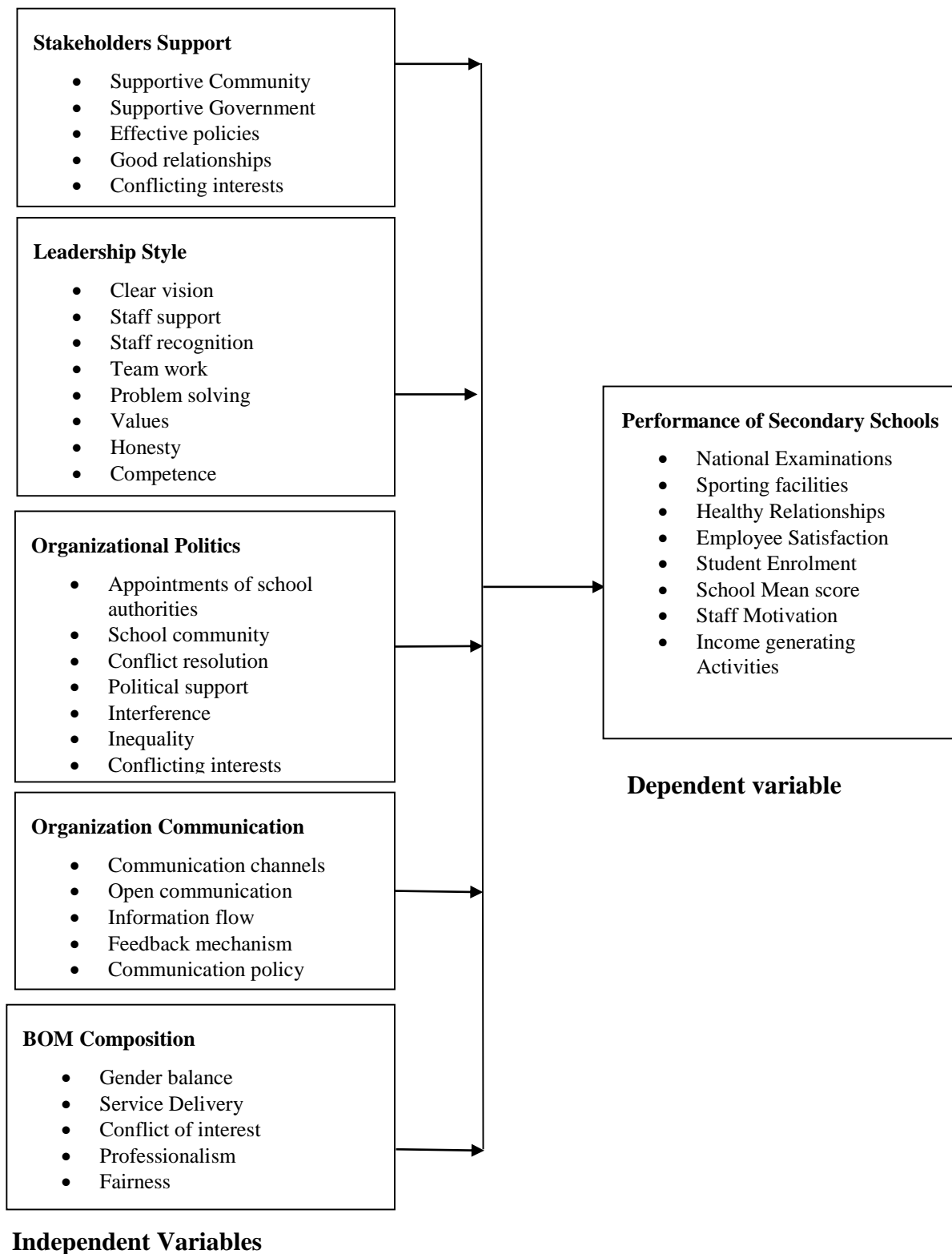
on inequality and conflicting interests. Fourthly the organization communication is crucial in the sense that the leader should have open communication channels, open communication, good flow of information, have a feedback mechanism and a communication policy. Finally, the BOM composition which should consider gender balance, service delivery, conflict of interest professionalism and fairness is also an important factor that needs to be considered. The dependent variable is school performance. Figure 2.1 shows the figurative representation of the variables explored by this study.



**Figure 2.1. Conceptual Framework**

## **2.5 Operational Framework**

The Figure 2.2 shows the operationalization of the study variables. The framework shows the independent variables (governance practices), which include; stakeholders support, leadership style, organization politics, organization communication and, BOM composition. Further, the framework shows the dependent variable (performance of secondary school) and the items that were used to measure it.



**Figure 2.2. Operational Framework**

## **2.6 Chapter Summary**

This chapter reviewed the various theories that explain the study variables. The key theories discussed include; Conservation of Resources Theory and Social Exchange Theory. The conservation of resource theory explained various governance practices that enhance organization performance including stakeholders' support, good leadership and communication skills. Therefore, the conservation of resource theory informs this study by linking various resources (governance practices) to improved performance. The Agency theory explained the relationship between organization management and stakeholders, and therefore linked organization politics and BOM composition to performance of learning institutions. The social exchange theory informed this study by linking governance practices to better performance of learning institutions.

The chapter also reviewed the relevant literature informing the variables of the study. The chapter also outlined the conceptual framework which presented diagrammatically the variables under study (independent and dependent variables). Global and local studies that have been done on governance practices have not focused on the role of governance practices (stakeholders support, leadership style, organization politics, organization communication and BOM composition) in influencing the performance of secondary schools in Buuri sub-county, Meru County. The study, therefore, sought to fill this gap.

## **2.7 Research Gap**

Review of existing literature on governance practices and school performance revealed several research gaps. Emilie (2015) study was done in Seychelles. Kija (2015) study was conducted in Tanzania. Yang, Zhao, Yeung and Liu (2016) study was carried out in China. Omar (2016) study was done in Somalia. These studies reveal a contextual gap since they were conducted in other countries and not Kenya. As such, it is impractical to generalize the findings of the mentioned studies with the Kenyan context. Further, studies done by Mulwa (2013), Nkirote

(2013), Maina (2015), Kalungu (2015) and Ongeru (2015) were conducted in other counties and not Meru, thus presents a contextual gap. In addition, Nzoka and Orodho (2014) study used both quantitative and qualitative methods whereas this study was purely quantitative and thus presents a methodological gap.

Finally, Asiyai (2015) and Kiteme (2013) studies did not focus on academic performance of secondary schools and thus presented a conceptual gap. Despite the existence of past studies on governance practices, none of them had focused on the effects of governance practices on performance among secondary schools in Buuri sub-county; Meru County. This study, therefore, sought to fill this gap.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

The section outlines the methodology adopted by the study, population and sample, data collection procedures, analysis and results presentation.

#### **3.1 Location of the Study**

The study took place in Buuri Sub-County, Meru County. It covered 15 public secondary schools located in Buuri Sub-County. The choice of public secondary schools in Buuri Sub-County was justified since the schools have not been performing well in the National examination, KCSE.

#### **3.2 Research Design**

This study used a descriptive survey. According to Orodho (2008), a descriptive research describes the features of a particular group or individual. The design was suitable for this study because it enhances flexibility in data collection and also the respondents would not get manipulated. Hence this method is used when the study problem is established and it is well designed as indicated in this study. The descriptive survey method also allows the use of questionnaires.

#### **3.3 Target Population**

In determining the members who will take part, the researcher put consideration on the administrators of the schools, the board of management members and parent representatives. Since they are the key players in the daily management and operations, they are the ones to ensure the developments projects are completed. There are a total of 15 secondary schools in Buuri Sub-County, Meru County. This study targeted all the 15 schools since they were not



many. From each school, the study interviewed the principal, deputy principal, board chairperson and PTA chairperson. In case the principal or the deputy principal was not available, the researcher interviewed the senior teacher in that school. Therefore, the total respondents were 60 as shown in Table 3.1.

**Table 3.1.**

***Target Population***

<b>Category</b>	<b>Sample Distribution</b>
Principals	15
Deputy Principals	15
BOM chairperson	15
PTA chairperson	15
<b>Total</b>	<b>60</b>

**Source: County Director of Education, Meru County (January, 2018)**

**3.4 Census Design**

The population of this study was small and therefore a census design was adopted. According to Creswell and Creswell (2017), when the population is small, there is no need to sample, instead the entire population should be surveyed. Therefore, all the 60 respondents were involved in the research.

**3.5 Data Collection Instruments**

Primary data was collected using questionnaires from the selected respondents. Ngei and Kithara (2017) describe a questionnaire as an instrument used to accumulate information which permits estimation for or against a specific perspective. Ngei and Kithara (2017), stresses that a questionnaire can gather more information in a sensibly brisk space of time. The choice of questionnaires is appropriate since they give the researcher a moderately simple amassing of information and give a generally target information which is anything but difficult to examine. The questionnaire consisted of close-ended questions. The questions were organized according to subtopics which were derived from the study objectives. As shown on appendix II. Most of

the questions were on a 5 likert scale. This allowed the respondents to express their opinions in an aptitude scale concerning various aspects related to the study themes. Information for the elements included in the questionnaire was derived from literature reviewed in the previous chapter.

### **3.6 Data Collection Procedures**

The study adopted the drop and pick method in collecting the data. After booking appointment with the respondents, the researcher dropped the questionnaires to the respondents and mutually agreed on the date they would pick them. This method was valuable in overseeing the surveys to the examined populace since it guaranteed independence to the respondents when answering the questions (Neville, 2009). The questionnaires were collected after three days to ensure that the respondents have filled them.

### **3.7 Pilot Study**

Prior to using a questionnaire to collect data, the instrument of collecting data should be pre-tested (Silverman, 2015). The purpose of the pilot test is to refine the questionnaire so that respondents will have no problems in answering the questions. In addition, pre-testing of questionnaire enables the researcher to obtain some assessment of the question's validity and the likely reliability of the data that was collected. In this study, the questionnaire was randomly administered to 10% of the population from schools in neighboring sub-county of Imenti North and who were not included in the final study. According to Neuman (2013), 5 to 10% of the population is adequate for pilot study. The results of the pilot study informed changes made on the questionnaire so as to enhance its validity.

#### **3.7.1 Validity of the Instruments**

Validity refers to the extent to which instruments measures what it is supposed to measure, (Orodho, 2009). This will be done in conjunction with the principal supervisors. A pilot study

was conducted among six respondents which was 10% of the population from schools in Imenti North Sub-County which is in Meru County with the purpose of pre-testing the research instrument to verify the clarity of the questionnaire and its effectiveness in collecting the data needed for the study. This pilot study was also used to test the correctness and information and was helpful in adjusting the questionnaire. In addition, the questions were adapted from previous studies on governance practices and school performance and contextualized to suit the purpose of this study. This further enhanced the reliability of the instruments.

### **3.7.2 Reliability of the Instruments**

According to Sekran and Bougie (2010), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The test-retest method was conducted among 6 respondents which is 10% of the population from schools in Imenti North Sub-County which is in Meru County. The 6 questionnaires were coded and input into Statistical Package for Social Sciences (SPSS) version 22 for running the reliability test. The reliability of the questionnaires was tested using the Pearson correlation coefficient. A coefficient of 0.7 is recommended for a newly developed questionnaire. The closer correlation coefficient is to 1, the higher the internal consistency reliability (Kothari, 2012).

### **3.8 Measurement of Variables**

Stakeholders support was measured using eleven items adopted from Emilie (2015) and Kiteme (2013). Leadership style was measured using eight items adopted from (Nkirote, 2013). Organization politics was measured using eight items adopted from (Maina, 2015). Communication was measured using five items adopted from (Watson, Wyatt & Worldwide, 2010). Composition of BOM was measured using four items adopted from (Ongeri, 2015). School Performance was measured using twelve items adopted from (Ongeri, 2015).

### **3.9 Testing of Regression Assumptions**

This study tested for linearity, multicollinearity, normality, heteroskedasticity and autocorrelation. Linearity was tested using ANOVA results. Multicollinearity test was tested using Variance Inflation Factor (VIF), which was calculated using SPSS. A VIF for all the independent and dependent less than 3 ( $VIF \leq 3$ ) indicate no Multicollinearity while a VIF of more than 10 ( $VIF \geq 10$ ) indicates a problem of Multicollinearity. The normality of data was tested using the Kolmogorov-Smirnov test and the Shapiro-Wilk test. If the probability is greater than 0.05, then the data is normally distributed (Kamasak, Kar, Yavuz & Baykut, 2017).

Test for heteroskedasticity was done using Breush-pagan/Cook-Weisberg Test. The null hypothesis in the test was that error terms have a constant variance (i.e. should be Homoskedastic). The error terms are said to be homoskedastic, if the p value is greater than the conventional p value 0.05, otherwise the errors terms are said to be heteroskedastic. Finally, autocorrelation Test was conducted to establish whether or not the residual are serially correlated, Durbin-Watson test for autocorrelation was used. The Durbin Watson test reports a test statistic, with a value from 0 to 4, where: 2 denotes no autocorrelation; 0 to  $2 < 2$  denotes a positive autocorrelation; while  $> 2$  denotes a negative autocorrelation. The decision rule is that test statistic values in the range of 1.5 to 2.5 are relatively normal. Values outside this range could be cause for concern.

### **3.10 Data Processing and analysis**

According to Zikmund (2010), data analysis alludes to the use of thinking to comprehend the information that has been accumulated with the point of deciding reliable examples and outlining the important subtle elements uncovered in the examination. This includes coding, altering, data entry, and checking the entire data handling process. To decide the patterns uncovered in the data gathered in regards to the chosen factors, data analysis will be guided by the research design.

The data and information obtained through the questionnaires was first checked for comprehensiveness. Quantitative data gathered from correctly filled questionnaires was coded, tabulated and analyzed using SPSS version 22. Descriptive statistics such as mean, percentage were computed to capture the characteristics of the variables under study while inferential statistics, specifically the Pearson correlation and regression coefficient which was used to assess the relationship of the dependent and the independent variables.

### **3.11 Statistical Model**

The following linear regression model was used to test the relationships.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Where:

Y = Performance of Learning Institutions

X<sub>1</sub> = Stakeholder Support

X<sub>2</sub> = Leadership Style

X<sub>3</sub> = Organizational Politics

X<sub>4</sub> = Organization Communication

X<sub>5</sub> = Composition of the BOM

e = error term

$\beta_0$  = represents the constant

$\beta_{1, 2, 3, 4, 5}$  are regression coefficients

### **3.12 Ethical Considerations**

Participation in the study was free and voluntary. Participants were not required to indicate their names on the questionnaire. The researcher obtained permit from the National Council

for Science Technology and Innovation (NACOSTI) to collect data. The researcher then reported to the County Commissioner (CC) and the District Education Officer (DEO) in Buuri District for clearance. In order to administer the questionnaires, the researcher visited the selected schools, made appointments with the principals/ deputy principals before the actual data collection. The researcher explained to the respondents that the research was meant for academic purpose only and assured them of confidentiality. Outmost level of honesty and integrity was observed.

Three key ethical principles were used namely; beneficence, respect and justice. The study considered the respondents' feelings transparency and purely for academic purpose. Contact time was also observed to avoid inconveniencing the respondent work schedule. Anonymity and confidentiality was observed by avoiding the names of the respondents.

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1: Introduction

This chapter analyzed the data and presented the results using tables. The demographic results were presented first, followed by descriptive results and finally regression results.

#### 4.2 The Response Rate

A successful response rate of 86.67% (52 respondents out of possible 60) was obtained. The high response rate was achieved because of the follow up calls that were made in an effort to enhance the successful response rate. Babbie (2004) asserted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. The study response rate was very good according to Babbie (2004) standards. Results are presented in Table 4.1.

**Table 4.1.**

#### *Response rate*

	<b>Response</b>	<b>% Response</b>
Successful	52	86.67%
Unsuccessful	8	13.33%
Total	<b>60</b>	100%

#### 4.3 Pilot Results

During pilot testing, six questionnaires were administered to respondents from public secondary schools in neighboring sub-county of Imenti North. The data collected was used to conduct a reliability test and results were as presented in Table 4.2. A reliability coefficient indicates the goodness of the items in the data for carrying out statistical analysis. According

to Dikko (2016) testing goodness of data is a pre-requisite for data analysis. As indicated in section 3.7.2, this study computed the reliability of the collected data where an overall Cronbach’s alpha coefficient of .802 was found.

**Table 4.2.**

*Reliability Statistics*

<b>Variable</b>	<b>No. of Respondents</b>	<b>No. of Items</b>	<b>Cronbach's Alpha</b>	<b>Comment</b>
Stakeholders Support	6	12	0.817	Reliable
Leadership Style	6	9	0.843	Reliable
Organizational Politics	6	9	0.803	Reliable
Communication	6	6	0.744	Reliable
Board Composition	6	8	0.769	Reliable
Performance of Secondary schools	6	13	0.838	Reliable
<b>Overall</b>		<b>57</b>	<b>0.802</b>	

This indicated 80.2% reliability level. Bonett and Wright (2015) noted that a Cronbach alpha coefficient of 0.7 and above is adequate in social and business research. The overall alpha value of 0.802, which was greater than 0.7 implied that all the items in the questionnaire were considered to be suitable for this analysis. None of the items was discarded.

#### **4.4 Demographic Information**

##### **4.4.1 Gender of Respondents**

The respondents were asked to indicate their gender. Results in table 4.3 revealed that majority (65.4%) of the respondents were male while 34.6% were female. The findings imply that there are more men in school leadership compared to women. However, the gender composition of the respondents meets the constitutional threshold of 33.3%. Good governance of secondary schools is expected when both men and women take part in governance.



**Table 4.3.*****Gender of the Respondents***

	Frequency	Percent
Male	34	65.4
female	18	34.6
Total	52	100

**4.4.2 Age of the Respondents**

The respondents were required to indicate their age bracket. Results in table 4.4 reveal 36.5% of the respondents were aged 36-40 years, 28.8% were aged 41-45 years, 19.2% were aged 46-50 years while 15.4% of the respondents were aged over 50 years.

**Table 4.4.*****Age of the Respondents***

Response	Frequency	Percent %
36-40 years	19	36.5
41-45 years	15	28.8
46-50 years	10	19.2
over 50 years	8	15.4
Total	52	100

The findings implied that over 60% of the respondents were aged 36-45 years. This means that the respondents are relatively young and energetic and therefore are expected to provide good governance that will drive performance of the schools. According to Pillai, and Al-Malkawi, (2018), age plays a key role in performance of individuals.

**4.4.3 Respondents' Level of Education**

The respondents were asked to indicate their level of education. Results in Table 4.5 indicated that majority (53.8%) of the respondents had a degree, 25% had a diploma, 11.5% had masters while 9.6% had other professional courses. This means that all the school leaders had attained a minimum of diploma education and therefore should have the necessary governance skills to

manage the affairs of the schools. According to Armstrong, Blouin, Jagolinzer and Larcker (2015), higher education is associated with effective governance.

**Table 4.5.**

***Respondents Level of Education***

<b>Categories</b>	<b>Frequency</b>	<b>Percent %</b>
Diploma	13	25
Degree	28	53.8
Masters and above	6	11.5
Other professional courses	5	9.6
<b>Total</b>	<b>52</b>	<b>100</b>

**4.4.4 Years worked with secondary school**

The respondents were asked to indicate the number of years they had worked with the secondary school. Results in Table 4.6 indicated that 50% of the respondents had worked with secondary schools for 16-20 years, 23.1% had worked for 5-10 years, 17.3% had worked for 11-15 years while 9.6% had worked for more than 21 years. This means that the school leaders have adequate experience to provide good governance to the schools.

**Table 4.5.**

***Respondents***

<b>Response</b>	<b>Frequency</b>	<b>Percent %</b>
5-10 years	12	23.1
11-15 years	9	17.3
16-20 years	26	50
Above 21 years	5	9.6
<b>Total</b>	<b>52</b>	<b>100</b>

## 4.5 Diagnostic Tests

Prior to running a regression model, statistical tests were conducted. The statistical tests conducted included linearity test, multicollinearity test, normality test, test for heteroscedasticity and test for autocorrelation. This was performed to avoid spurious regression results from being obtained.

### 4.5.1 Tests of Linearity

The study used ANOVA test to test for linearity of the data and to visually show whether there was a linear or curvilinear relationship between two continuous variables before carrying out regression analysis. The regression models can only accurately estimate the relationship between dependent and independent variables if the relationship is linear (Austin & Steyerberg, 2015). Results presented in table 4.6 revealed that the F statistic was significant at 0.05 significance level. Hence the study concluded that there is a significant linear relationship between the dependent and the independent variables. As such, the data relating to the variables of this study was appropriate to use for regression analysis.

**Table 4.6.**

#### *ANOVA Test*

<b>Indicator</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	8.073	5	1.615	37.484	.000 <sup>b</sup>
Residual	1.981	46	.043		
Total	10.054	51			

### 4.5.2 Test for Multicollinearity

Test for multicollinearity was done using Variance Inflation Factor (VIF). A VIF for all the independent variables less than 3 ( $VIF \leq 3$ ) indicate no multicollinearity while a VIF of more than 10 ( $VIF \geq 10$ ) indicated a problem of Multicollinearity. Results in Table 4.7 indicated a

VIF value of 5.319, which was less than 10. Therefore, the study concluded that there was no multicollinearity among the independent variables.

**Table 4.7.**

*Correlation Matrix*

<b>Variables</b>	<b>Tolerance</b>	<b>VIF</b>
Stakeholder support	0.127	7.896
Leadership style	0.128	7.787
Organizational politics	0.452	2.211
Communication	0.24	4.161
Board composition	0.22	4.54
<b>Total</b>		<b>5.319</b>

**4.5.3 Test for Normality**

The normality of data was tested using the Kolmogorov-Smirnov test and the Shapiro-Wilk test. If the probability is greater than 0.05, then the data is normally distributed (Kamasak, Kar, Yavuz & Baykut, 2017). The results in Table 4.8 present test for normality results, which established that the data was normally distributed since the probability value is greater than 0.05.

**Table 4.8**

*Test for Normality*

	<b>Tests of Normality</b>					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
School Performance	.066	52	.200*	.980	52	.525

a. Lilliefors Significance Correction

**4.5.4 Heteroskedasticity Test**

The Ordinary Least Squared assumption states that the residuals should be Homoskedastic. The Breusch-Pagan/Cook-Weisberg test was used in the study where the null hypothesis of the test

was that error terms have a constant variance (i.e. should be Homoskedastic). The results in the table 4.10 indicated that the error terms are homoskedastic, given that the p-value of the chi-square was greater than 0.05.

**Table 4.9.**

***Breusch-Pagan/Cook-Weisberg test for Heteroskedasticity***

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Breusch-Pagan/Cook-Weisberg test
H0: Constant Variance (Homoscedasticity)
chi2 (1) = 0.18
Prob>chi <sup>2</sup> = 0.6684

---

**4.5.5 Test for Autocorrelation**

To establish whether or not the residual are serially correlated, Durbin-Watson test for autocorrelation was conducted. The Durbin Watson test reports a test statistic, with a value from 0 to 4, where: 2 denotes no autocorrelation; 0 to 2<2 denotes a positive autocorrelation; while >2 denotes a negative autocorrelation. The decision rule is that test statistic values in the range of 1.5 to 2.5 are relatively normal. Values outside this range could be cause for concern (King, 2018). The results are as indicated in Table 4.1 and therefore the null hypothesis of no autocorrelation is accepted and that residuals are not auto correlated (Durbin- Watson statistic value=1.5).

**Table 4.10.**

***Autocorrelation Test***

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<b>Durbin-Watson Test for autocorrelation</b>
H0: no first-order autocorrelation
F(5, 46) = 37.484
Durbin-Watson = 1.5

---

## **4.6 Descriptive Analysis**

The study presented the descriptive analysis results. Specifically, this was done in line with the objectives of the study.

### **4.6.1 Influence of Stakeholders support on performance of Learning Institutions**

The first objective of the study was to examine the effect of stakeholders support on performance among secondary schools in Buuri sub-county; Meru County. Results in Table 4.12 indicated that 59.6% of the respondents agreed with the statement that the community living around the institution is supportive, 71.2% agreed that the County Government of Meru is supportive, 82.6% agreed that the religious leaders living around the institution are supportive, 71.2% agreed that the parents are supportive of the school program.

Further, 82.7% of the respondents agreed that the school relates well with other neighboring schools, 59.6% noted that the government agencies are supportive, 75% agreed that there is harmonious relationship between the school leadership, parents and other education stakeholders which influences the performance of secondary schools positively, 67.3% of the respondents agreed that there is conflicting interest between stakeholders which influences the performance of secondary schools, 69.2% agreed that there is regular meetings with the school stakeholders to discuss matters of performance in the secondary schools while 71.1% agreed that the school has effective policies that guided the education stakeholders. However, 53.8% of the respondents disagreed that there was conflict between school leadership, parents and other education stakeholders which influenced the performance of secondary schools.

The overall mean of the responses was 3.72 which showed that most of the participants were in agreement with the statements on stakeholders support. However, the answers were varied as shown by a standard deviation of 1.21. The study findings are consistent with the work of Asiyai (2015), who alluded that including partners in a participatory investigation and basic

leadership around group and school execution issues is a vital operational technique. Further, Mulwa (2013) noted that the completion of school projects fails due to poor stakeholders' support.

**Table 4.11.**

*Stakeholders support*

<b>Statements</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>strongly agree</b>	<b>Mean</b>	<b>Std. Dev</b>
The community living around the institution is supportive	9.60%	17.30%	13.50%	25.00%	34.60%	3.58	1.38
The County Government of Meru is supportive	3.80%	19.20%	5.80%	25.00%	46.20%	3.90	1.29
The religious leaders living around the institution are supportive	7.70%	3.80%	5.80%	40.40%	42.30%	4.06	1.16
The parents are supportive of the school program	1.90%	11.50%	15.40%	30.80%	40.40%	3.96	1.10
The school relates well with other neighboring schools	0.00%	3.80%	13.50%	40.40%	42.30%	4.21	0.83
The government agencies are supportive	7.70%	19.20%	13.50%	32.70%	26.90%	3.52	1.29
There is harmonious relationship between the school leadership, parents and other education stakeholders which influences the performance of secondary schools	3.80%	13.50%	7.70%	26.90%	48.10%	4.02	1.21
There is conflict between school leadership, parents and other education stakeholders which influences the performance of secondary schools	19.20%	34.60%	23.10%	17.30%	5.80%	2.56	1.16
There is conflicting interest between stakeholders which influences the performance of secondary schools	1.90%	23.10%	7.70%	36.50%	30.80%	3.71	1.19
There is regular meetings with the school stakeholders to discuss matters of performance in the secondary schools	9.60%	15.40%	5.80%	34.60%	34.60%	3.69	1.35
The school has got effective policies that guides the education stakeholders	9.60%	11.50%	7.70%	36.50%	34.60%	3.75	1.31
<b>Average</b>						<b>3.72</b>	<b>1.21</b>

Further, the respondents were asked to rate the stakeholders support in terms of satisfaction in their school. Results in Table 4.13 indicated that 32.7% of the respondents were highly satisfied

with stakeholders' support, 25% were slightly satisfied, 17.3% were neutral, 15.4% were slightly dissatisfied while 9.6% were highly dissatisfied. The findings implied that most of the respondents were satisfied with the support from the school stakeholders.

**Table 4.12.**

*Stakeholders Support Rating*

<b>Rating</b>	<b>Frequency</b>	<b>Percent %</b>
highly satisfied	17	32.7
slightly satisfied	13	25
Neutral	9	17.3
slightly dissatisfied	8	15.4
highly dissatisfied	5	9.6
<b>Total</b>	<b>52</b>	<b>100</b>

**4.6.2 Influence of leadership style on performance of Learning Institutions**

The second objective of the study was to establish the effect of leadership style on performance among secondary schools in Buuri sub-county; Meru County. Results in Table 4.14 indicated 80.8% of the respondents agreed with the statement that school leaders communicate a clear and positive vision of the future, 90.4% agreed that school leadership treats staff as individuals, supports and encourage their development, 86.5% agreed that school leadership gives encouragement and recognition to the staff while 76.9% noted that school leadership fosters trust, involvement and co-operation among team members. Further, 78.8% of the respondents agreed that school leadership encourages thinking about problem in a new way, 62.9% agreed that school leadership is clear about its values, 78.9% agreed the school leaders practices what they belief while 84.6% agreed that the school leaders inspire others by being highly competent.

The overall mean of the responses was 4.09 which showed that most of the participants were in agreement with the statements on leadership style. However, the answers were varied as



shown by a standard deviation of 0.93. The study findings concur with the findings by Omar (2016) who concluded that schools run by principals who use appropriate leadership styles perform better compared to those who use poor leadership styles.

**Table 4.13.**

*Leadership Style*

<b>Statements</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>strongly agree</b>	<b>Mean</b>	<b>Std. Dev</b>
Communicates a clear and positive vision of the future	0.00%	13.50%	5.80%	42.30%	38.50%	4.06	1.00
Treats staff as individuals, supports and encourage their development	0.00%	3.80%	5.80%	40.40%	50.00%	4.37	0.77
Gives encouragement and recognition to the staff	0.00%	11.50%	1.90%	51.90%	34.60%	4.1	0.91
Foster trust, involvement and co-operation among team members.	1.90%	13.50%	7.70%	53.80%	23.10%	3.83	1.00
Encourages thinking about problem in a new way.	0.00%	3.80%	17.30%	28.80%	50.00%	4.25	0.88
Clear about his/her values	0.00%	17.30%	13.50%	32.70%	36.50%	3.88	1.10
Practices what he/she beliefs	0.00%	9.60%	11.50%	46.20%	32.70%	4.02	0.92
Inspire others by being highly competent	0.00%	5.80%	9.60%	42.30%	42.30%	4.21	0.85
<b>Average</b>						<b>4.09</b>	<b>0.93</b>

Further, the respondents were asked to rate leadership style in terms of satisfaction in their school. Results in Table 4.15 indicated that 48.1% of the respondents were highly satisfied with the leadership style, 40.4% were slightly satisfied, 9.6% were neutral, while 1.9% were slightly dissatisfied. The findings implied that most of the respondents were satisfied with the leadership styles adopted in schools.

**Table 4.14.***Leadership Style Rating*

<b>Rating</b>	<b>Frequency</b>	<b>Percent %</b>
highly satisfied	25	48.1
slightly satisfied	21	40.4
Neutral	5	9.6
slightly dissatisfied	1	1.9
<b>Total</b>	<b>52</b>	<b>100</b>

**4.6.3 Influence of school organizational politics on performance of Learning Institutions**

The third objective of the study was to determine the effects of the school organization politics on performance among secondary schools in Buuri sub-county; Meru County. Results presented in Table 4.16 indicated that 55.8% of the respondents agreed with the statement that appointment of School authority is highly politicized, 65.4% agreed that school community is divided along political line while 67.3% agreed that schools has good mechanism of conflict resolution brought about by infighting and politics.

Further, 73.1% agreed that there is political support to certain schools which influences the performance in secondary schools, 76.9% agreed that the school sponsors have some influence which negatively affects the performance, 53.9% agreed that there is students and teachers conflicts and this affects the school performance. However, 51.9% of the respondents disagreed that all the employees are not treated equally and this affects the school performance.

The overall mean of the responses was 3.66 which showed that most of the participants were in agreement with the statements on organization politics. However, the answers were varied as shown by a standard deviation of 1.30.

The study findings agree with the work of Jennings and Niemi (2015) who noted that most secondary schools are politically influenced and this influences their completion. Further, Pandey (2015) found that budgetary process of secondary schools has been characterized by politics within the schools administration as facilitated by monthly, quarterly or other short interval reports from each school head and this is politically influenced.

**Table 4.15.*****Organizational Politics***

<b>Statements</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>strongly agree</b>	<b>Mean</b>	<b>Std. Dev</b>
Appointment of School authority is highly politicized	5.80%	11.50%	26.90%	21.20%	34.60%	3.67	1.23
School community is divided along political line	5.80%	13.50%	15.40%	32.70%	32.70%	3.73	1.22
School has good mechanism of conflict resolution brought about by infighting and politics	3.80%	23.10%	5.80%	26.90%	40.40%	3.77	1.31
There is political support to certain schools which influences the performance in secondary schools	7.70%	9.60%	9.60%	30.80%	42.30%	3.90	1.27
The school sponsors have some influence which negatively affects the performance.	1.90%	13.50%	7.70%	34.60%	42.30%	4.02	1.11
There is students and teachers conflicts and this affects the school performance	11.50%	23.10%	11.50%	30.80%	23.10%	3.31	1.37
All the employees are not treated equally and this affects the school performance	26.90%	25.00%	3.80%	11.50%	32.70%	2.98	1.67
<b>Average</b>						<b>3.66</b>	<b>1.30</b>

Further, the respondents were asked to rate organizational politics in terms of satisfaction in their school. Results in Table 4.17 indicated that 36.5% of the respondents were slightly dissatisfied, 32.7% were highly dissatisfied, 17.3% were neutral, 7.7% were highly satisfied while 5.8% were slightly satisfied. The findings implied that most of the respondents were not satisfied with organizational politics within the schools.

**Table 4.16.*****Organizational Politics Rating***

<b>Rating</b>	<b>Frequency</b>	<b>Percent %</b>
highly satisfied	4	7.7
slightly satisfied	3	5.8
Neutral	9	17.3
slightly dissatisfied	19	36.5
highly dissatisfied	17	32.7
Total	52	100

**4.6.4 Influence of communication on performance of Learning Institutions**

The fourth objective of the study was to find out the effect of communication on performance among secondary schools in Buuri sub-county; Meru County. Results presented in Table 4.18 indicated that majority (71.2%) of the respondents agreed with the statement that there is proper channels of communication in the school and this has impact on the performance, 73.1% agreed that there is open communication within the school and this influence the school performance, 92.3% agreed that there is good feedback mechanism that ensures flow of information and this influences the school performance, 86.6% agreed that there is proper channels for airing grievances and this have influenced the school performance while 82.7% agreed that there is effective policy on school communication and this have enhanced the performance.

The overall mean of the responses was 4.05 which showed that most of the participants were in agreement with the statements on communication. However, the answers were varied as shown by a standard deviation of 1.06.

The findings were consistent with the works of White, Vance and Stafford (2010) who found that that when the internal organization communication is satisfying, it facilitates a sense of community and makes employees feel more responsible to the organization. Further, Jain (2016) observed that communication is key in any organization since it is the only way the employees can know what is expected of them and it is also a means through which the employees can give their feedback.

**Table 4.17.*****Communication***

<b>Statements</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>strongly agree</b>	<b>Mean</b>	<b>Std. Dev</b>
There is proper channels of communication in the school and this has impact on the performance	1.90%	17.30%	9.60%	30.80%	40.40%	3.90	1.18
There is open communication within the school and this influence the school performance	3.80%	13.50%	9.60%	42.30%	30.80%	3.83	1.13
There is good feedback mechanism that ensures flow of information and this influences the school performance	1.90%	3.80%	1.90%	40.40%	51.90%	4.37	0.86
There is proper channels for airing grievances and this have influenced the school performance	5.80%	3.80%	3.80%	40.40%	46.20%	4.17	1.08
There is effective policy on school communication and this have enhanced the performance	3.80%	9.60%	3.80%	48.10%	34.60%	4.00	1.07
<b>Average</b>						<b>4.05</b>	<b>1.06</b>

Further, the respondents were asked to rate communication in terms of satisfaction in their school. Results in Table 4.19 indicated that 50% of the respondents were highly satisfied, 25% were slightly satisfied while 25% of the respondents were neutral. The findings implied that school governing body is not doing enough to enhance communication within the schools. Therefore, a lot need to be done to ensure that there is effective and satisfactory communication in schools.

**Table 4.18.*****Communication Rating***

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
highly satisfied	26	50
slightly satisfied	13	25
Neutral	13	25
<b>Total</b>	<b>52</b>	<b>100</b>

**4.6.5 Influence of Board composition on performance of Learning Institutions**

The fifth objective of the study was to assess the effect of the composition of the board of management on the performance among secondary schools in Buuri sub-county; Meru County. Results presented in Table 4.20 indicated majority (67.3%) of the respondents agreed with the statement that there is gender balance in appointment of BOM, 80.8% agreed that there is good delivery of service where membership is well educated, 55.7% agreed that there is good delivery of service where membership is well experienced, 82.7% agreed that BOM members are committed to the wellbeing of the school while 78.9% agreed that composition of BOM is well balanced in terms of professional mix. On the other hand, 53.9% of the respondents disagreed with the statement that there is conflict of interest in manners which school supplies are handled while 55.9% disagreed that there is evidence that appointment of BOM chairs is a long tribal line, religious line or political line. The overall mean of the responses was 3.56 which showed that most of the participants were in agreement with the statements on composition of the board. However, the answers were varied as shown by a standard deviation of 1.25.

The study findings agree with those of Kija (2015) who concluded that school boards are central to the leadership and management of community secondary schools. Kalungu (2015) further established that Board of Management individuals' level of instruction, proficient status, sexual orientation and the idea of occupation done had positive impact on the adequacy of BOMs budgetary administration.

**Table 4.19.*****Composition of the Board***

<b>Statements</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>strongly agree</b>	<b>Mean</b>	<b>Std. Dev</b>
There is gender balance in appointment of BOM.	3.80%	13.50%	15.40%	32.70%	34.60%	3.81	1.17
There is good delivery of service where membership is well educated.	3.80%	13.50%	1.90%	50.00%	30.80%	3.90	1.11
There is conflict of interest in manners which school supplies are handled.	23.10%	30.80%	7.70%	23.10%	15.40%	2.77	1.44
There is evidence that appointment of BOM chairs is a long tribal line, religious line or political line.	15.40%	40.50%	5.80%	23.10%	15.30%	2.88	1.40
There is good delivery of service where membership is well experienced	9.60%	17.30%	17.30%	26.90%	28.80%	3.48	1.34
BOM members are committed to the wellbeing of the school.	3.80%	5.80%	7.70%	38.50%	44.20%	4.13	1.05
Composition of BOM is well balanced in terms of professional mix	9.60%	3.80%	7.70%	38.50%	40.40%	3.96	1.24
<b>Average</b>						<b>3.56</b>	<b>1.25</b>

Further, the respondents were asked to rate composition of the board in terms of satisfaction in their school. Results in Table 4.21 indicated that 38.5% of the respondents were highly satisfied, 28.8% were slightly satisfied, 13.5% were neutral and highly dissatisfied respectively while 5.8% were slightly dissatisfied. The findings implied that most of the respondents were satisfied with composition of the board in their schools.

**Table 4.20.***Composition of the board rating*

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
highly satisfied	20	38.5
slightly satisfied	15	28.8
Neutral	7	13.5
slightly dissatisfied	3	5.8
highly dissatisfied	7	13.5
<b>Total</b>	<b>52</b>	<b>100</b>

**4.6.6 Performance of Secondary Schools**

The dependent variable in this study was performance of secondary schools. Results in Table 4.22 indicated that majority, 51.9% of respondents agreed that schools perform well in Buuri Sub-County, 67.3% agreed that school performs well in games and sport compared with other schools, 63.4% agreed that school have healthy relationships with outsiders, 65.4% agreed that employees are happy working for the school, 71.2% agreed that the students enrolment rate is on upward trend while 80.8% agreed that the school mean score has improved consecutively.

Further, 88.4% agreed that at least every year we have students who join university, 67.3% agreed that the teaching staff are highly motivated while 80.8% agreed that the school has income generating activities which increase its liquidity ratio. However, 57.7% of the respondents disagreed that school performs well in National Examination. Further, 51.9% of respondents disagreed that school have adequate sporting facilities.

The findings confirm the problem stated in chapter one where public secondary schools in Buuri Sub-County have not been performing well at the national level. Over 50 percent of the respondents noted that schools in Buuri Sub-County have not been performing well in national examination, KCSE. This revelation is crucial as it informs recommendations made in the next chapter.



**Table 4.21.***Performance of Secondary Schools*

<b>Statements</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>strongly agree</b>	<b>Mean</b>	<b>Std. Dev</b>
School performs well in National Examination	25.00%	32.70%	9.60%	11.50%	21.20%	2.71	1.50
School performs well in Buuri Sub-County	3.80%	28.80%	15.40%	32.70%	19.20%	3.35	1.20
School have adequate sporting facilities	17.30%	34.60%	3.80%	13.50%	30.80%	3.06	1.56
School performs well in games and sport compared with other schools	3.80%	9.60%	19.20%	26.90%	40.40%	3.90	1.16
School have healthy relationships with outsiders	5.80%	23.10%	7.70%	26.90%	36.50%	3.65	1.34
Employees are happy working for the school	9.60%	13.50%	11.50%	30.80%	34.60%	3.67	1.34
The students enrolment rate is on upward trend	3.80%	9.60%	15.40%	38.50%	32.70%	3.87	1.10
The school mean score have improved consecutively	3.80%	7.70%	7.70%	40.40%	40.40%	4.06	1.07
At least every year we have students who joins university	0.00%	0.00%	11.50%	53.80%	34.60%	4.23	0.65
The teaching staff are highly motivated	3.80%	13.50%	15.40%	32.70%	34.60%	3.81	1.17
The school has income generating activities which increase its liquidity ratio	0.00%	5.80%	13.50%	34.60%	46.20%	4.21	0.89
<b>Average</b>						<b>3.68</b>	<b>1.16</b>

Further, the respondents were asked to rate performance of the schools in terms of satisfaction.

Results in Table 4.23 indicated that 38.5% of the respondents were highly satisfied with their school performance, 30.8% were slightly satisfied, 23.1% while 5.8% were slightly dissatisfied.

**Table 4.22.***Performance of Secondary Schools*

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
slightly satisfied	20	38.5
Neutral	16	30.8
slightly dissatisfied	12	23.1
highly dissatisfied	3	5.8
<b>Total</b>	<b>51</b>	<b>100</b>

## **4.7 Inferential Analysis**

### **4.7.1 Correlation Analysis**

The correlation analysis results in Table 4.24 indicated a positive, strong significant association between stakeholders' support and performance of learning institutions ( $r=0.819$ ,  $p=0.000$ ). The results indicated a positive, strong significant association between leadership style and performance of learning institutions ( $r=0.861$ ,  $p=0.000$ ). Further the results showed a positive, strong significant association between communication and performance of learning institutions ( $r=0.769$ ,  $p=0.000$ ), and a positive, strong significant association between board composition and performance of learning institutions ( $r=0.675$ ,  $p=0.000$ ). These findings implied that stakeholders support, leadership style, communication, board composition and performance of learning institutions, change in the same direction.

In addition, results indicated a negative, strong significant association between organizational politics and performance of learning institutions ( $r=-0.655$ ,  $p=0.000$ ). These findings implied that organizational politics and performance of learning institutions change in opposite direction.

**Table 4.23.*****Correlation Matrix***

		Performance of secondary schools	Stakeholder s support	Leadershi p Style	Organiz ational politics	Commu nication	Board composition
Performance of secondary schools	Pearson Correlati on	1.000					
	Sig. (2-tailed)						
Stakeholders support	Pearson Correlati on	.819**	1.000				
	Sig. (2- tailed)	0.000					
Leadership Style	Pearson Correlati on	.861**	.601**	1.000			
	Sig. (2- tailed)	0.000	0.000				
Organizational politics	Pearson Correlati on	-.655**	-.679**	-.593**	1.000		
	Sig. (2- tailed)	0.000	0.000	0.000			
Communication	Pearson Correlati on	.769**	.717**	.701**	-.617**	1.000	
	Sig. (2- tailed)	0.000	0.000	0.000	0.000		
Board composition	Pearson Correlati on	.675**	.782**	.765**	-.701**	.647**	1.000
	Sig. (2- tailed)	0.000	0.000	0.000	0.000	0.000	

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

**4.7.2 Regression Analysis**

Table 4.25 showed that the coefficient of determination also called the R squared was 80.3%. This means that jointly, the predictor variables (board composition, organizational politics, leadership style, communication, stakeholder support) explain 80.3% of the total variations in the dependent variable (performance of secondary schools). The correlation coefficient of 89.6% indicates that the joint effect of the predictor variables has a strong correlation with performance of secondary schools.

**Table 4.24.*****Model Fitness***

<b>Indicator</b>	<b>Coefficient</b>
R	0.896
R Square	0.803
Adjusted R Square	0.782
Std. Error of the Estimate	0.20754

a. Predictors: (Constant), Board composition, Organizational politics, Leadership Style, Communication, Stakeholder support

Table 4.26 provides the results on the analysis of the variance (ANOVA). The results indicated that the overall model was statistically significant. Further, the results implied that the independent variables are good predictors of performance of secondary schools. This was supported by an F statistic of 37.484 and the reported p value of 0.000, which was less than the conventional probability of 0.05 at 5% level of significance.

**Table 4.25.*****Analysis of Variance***

<b>Indicator</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	8.073	5	1.615	37.484	.000 <sup>b</sup>
Residual	1.981	46	.043		
Total	10.054	51			

a. Dependent Variable: Performance of Secondary Schools

b. Predictors: (Constant), Board composition, Organizational politics, Leadership Style, Communication, Stakeholder support

Table 4.27 presented results on regression of coefficients. The results indicated that stakeholders support and performance of secondary schools are positively and significantly related ( $\beta=0.270$ ,  $p=0.016$ ). The results further indicated that leadership style and performance of secondary schools are positively and significantly related ( $\beta=0.669$ ,  $p=0.010$ ). It was further

established that organizational politics and performance of secondary schools are negatively and significantly related ( $\beta=-0.175$ ,  $p=0.034$ ). In addition, the results showed that communication and performance of secondary schools are positively and significantly related ( $\beta=0.251$ ,  $p=0.029$ ).

Finally, the findings indicated that board composition and performance of secondary schools are positively and significantly related ( $\beta=0.250$ ,  $p=0.034$ ).

This implied that an increase in stakeholders support, leadership style, communication and board composition by 1 unit would lead to an improvement in secondary schools' performance by 0.270, 0.669, 0.251 and 0.250 units respectively. Further, an increase in organizational politics by 1 unit would reduce performance of secondary schools by 0.175 units.

The findings are consistent with the work of Asiyai (2015), who alluded that including partners in a participatory investigation and basic leadership around group and school execution issues is a vital operational technique. Further, Omar (2016) concluded that schools run by principals who use appropriate leadership styles perform better compared to those who do not use poor leadership styles. Jennings and Niemi (2015) noted that most secondary schools are politically influenced and this influences their completion. Jain (2016) observed that communication is key in any organization since it's the only way the employees can know what is expected of them and it is also a means through which the employees can give their feedback. In addition, Kija (2015) concluded that school boards are central to the leadership and management of community secondary schools.

**Table 4.26.*****Regression of Coefficients***

	<b>β</b>	<b>Std. Error</b>	<b>t</b>	<b>Sig.</b>
(Constant)	0.461	0.644	0.715	0.478
Stakeholder support	0.270	0.111	2.43	0.016
Leadership Style	0.669	0.25	2.68	0.010
Organizational politics	-0.175	0.08	-2.188	0.034
Communication	0.251	0.111	2.261	0.029
Board composition	0.250	0.115	2.181	0.034

a. Dependent Variable: Performance of Secondary Schools

The optimal model for the study was;

Performance of Secondary Schools = 0.461+0.27stakeholders support+0.669leadership style-0.175organizational politics+0.251communication+0.25board composition

### **4.7.3 Research Hypotheses**

The t statistic was used for hypothesis testing. The criterion was to reject the null hypothesis if the calculated t value was greater than the critical t value at 5% level of significance. Based on regression of coefficient results, all the null hypotheses in this study were rejected since the calculated t values ( $t_{cal}=2.43, 2.68, -2.188, 2.261$  and  $2.181$ ), were greater than the critical t value of 1.96 at 5% level of significance. Therefore, stakeholders support, leadership style, organizational politics, communication and composition of the board have a significant influence on performance of secondary schools.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter deals with the summary of the findings, the conclusion and recommendations. This was done in line with the objectives of the study. Areas of further research are suggested and limitations of the study were taken into account.

The research sought to establish the effects of governance practices on academic performance among public secondary schools in Buuri sub-county, Meru County. The research concentrated on five key constructs: stakeholders support, leadership style, organizational politics, communication and board composition and their effect on performance of secondary schools in Buuri sub-county; Meru County. The study was guided by three theories: conservation of resources theory, agency theory and social exchange theory. Previous researches relevant to these study variables were also reviewed and research gaps identified.

Further, the research employed descriptive survey design. The study targeted 15 secondary schools in Buuri Sub County, Meru County. Primary data was collected using questionnaires. Census design was adopted since the population was small. Content and construct validity helped to ensure data quality, while cronbach's alpha value was used to test the reliability of the questionnaire. Mean, standard deviation, and linear regression analysis were used in analyzing research data. Findings were presented using tables.

#### **5.2 Summary of study**

This section summarizes the findings obtained in chapter four in line with the study objectives.

##### **5.2.1 Influence of Stakeholders support on performance of learning institutions**

The first objective of the study was to examine the effect of stakeholders' support on performance among secondary schools in Buuri sub-county; Meru County. The findings

indicated that majority of the schools related well with other neighboring schools, there is harmonious relationship between the school leadership, parents and other education stakeholders, there are effective policies that guide the education stakeholders, religious leaders living around the institution are supportive, parents are supportive of the school program and the county government of Meru is supportive.

Further, the correlation results indicated that there was a significant and positive association between stakeholders support and performance of secondary schools. This was supported by a correlation coefficient of 0.819 and p value of 0.000. The regression results indicated that there was a positive and significant relationship between stakeholders support and performance of secondary schools. This was supported by a regression coefficient of 0.270 and a p value of 0.016.

In addition, the null hypothesis of no significant relationship between stakeholders support and the performance of secondary schools was rejected since the calculated t value of 2.43 was greater than the critical t value of 1.96 at 5% level of significance. Therefore, the alternative hypothesis that there was a significant relationship between stakeholders support and performance of secondary schools was accepted.

### **5.2.2 Influence of Leadership style on performance of learning institutions**

The second objective of the study was to establish the effect of leadership style on performance among secondary schools in Buuri sub-county; Meru County. The findings indicated that in majority of the schools, leaders communicate a clear and positive vision about the future, school leadership treats staff as individuals, supports and encourage their development, they give encouragement and recognition to the staff and leaders inspire others by being highly competent.

Further, the correlation results indicated that there was a significant and positive association between leadership style and performance of secondary schools. This was supported by a



correlation coefficient of 0.861 and p value of 0.000. The regression results indicated that there is a positive and significant relationship between leadership style and performance of secondary schools. This was supported by a regression coefficient of 0.669 and a p value of 0.010.

In addition, the null hypothesis of no significant relationship between leadership style and the performance of secondary schools was rejected since the calculated t value of 2.68 was greater than the critical t value of 1.96 at 5% level of significance. Therefore, the alternative hypothesis that there was a significant relationship between leadership style and performance of secondary schools was accepted.

### **5.2.3 Influence of Organizational Politics on performance of learning institutions**

The third objective of the study was to determine the effects of the school organization politics on performance among secondary schools in Buuri sub-county; Meru County. The findings indicated that there was conflict between schools board members, school leadership, parents and other education stakeholders and this affected school performance, the school sponsors had considerable influence which negatively affected the performance, the school community is divided along political lines and appointment of school authority is highly politicized.

Further, the correlation results indicated that there was a significant and negative association between organizational politics and performance of secondary schools. This was supported by a correlation coefficient of -.655 and p value of 0.000. The regression results indicated that there was a negative and significant relationship between organization politics and performance of secondary schools. This was supported by a regression coefficient of -0.175 and a p value of 0.034.

In addition, the null hypothesis of no significant relationship between organizational politics and the performance of secondary schools was rejected since the calculated t value of -2.188 was greater than the critical t value of 1.96 at 5% level of significance. Therefore, the

alternative hypothesis that there was a significant relationship between organizational politics and performance of secondary schools was accepted.

#### **5.2.4 Influence of Communication on performance of learning institutions**

The fourth objective of the study was to find out the effect of communication on performance among secondary schools in Buuri sub-county; Meru County. The findings indicated that there were proper channels of communication in the schools, there was open communication within the school, there was good feedback mechanism that ensured flow of information, there was proper channels for airing grievances and there was effective policy on school communication. Further, the correlation results indicated that there was a significant and positive association between communication and performance of secondary schools. This was supported by a correlation coefficient of 0.769 and p value of 0.000. The regression results indicated that there was a positive and significant relationship between communication and performance of secondary schools. This was supported by a regression coefficient of 0.251 and a p value of 0.029.

In addition, the null hypothesis of no significant relationship between communication and the performance of secondary schools was rejected since the calculated t value of 2.181 was greater than the critical t value of 1.96 at 5% level of significance. Therefore, the alternative hypothesis that there was a significant relationship between communication and performance of secondary schools was accepted.

#### **5.2.5 Influence of Board Composition on performance of learning institutions**

The fifth objective of the study was to assess the effect of the composition of the board of management on the performance among secondary schools in Buuri sub-county; Meru County. The findings indicated that in majority of the schools, there was efficient delivery of services where members were well educated, there was gender balance in appointment of board, board

members are committed to the wellbeing of the school and that composition of board was well-balanced in terms of professional mix.

Further, the correlation results indicated that there was a significant and positive association between board composition and performance of secondary schools. This was supported by a correlation coefficient of 0.675 and p value of 0.000. The regression results indicated that there was a positive and significant relationship between board composition and performance of secondary schools. This was supported by a regression coefficient of 0.250 and a p value of 0.034.

In addition, the null hypothesis of no significant relationship between board composition and the performance of secondary schools was rejected. Therefore, the alternative hypothesis that there was a significant relationship between board composition and performance of secondary schools was accepted.

## **5.3 Conclusions**

### **5.3.1 Stakeholders support and performance of learning institutions**

Based on the findings, the study concluded that stakeholders support has a positive and significant effect on the performance of secondary schools in Buuri sub-county; Meru County. In particular, the most essential aspects of stakeholders' support that were significant in driving the performance of secondary schools included; good relations with other schools, support from parents, effective policies, support from religious leaders and support from the county government.

### **5.3.2 Leadership style and performance of learning institutions**

From the findings, the study concluded that leadership style has a positive and significant effect on the performance of secondary schools in Buuri sub-county; Meru County. In particular, the findings provided several most essential aspects of leadership style that are significant in

driving the performance of secondary schools. These are: clear and positive vision about the future, respect for other employees, staff support and recognition.

### **5.3.3 Organizational Politics and performance of learning institutions**

From the findings, the study concluded that organization politics has a negative and significant effect on the performance of secondary schools in Buuri sub-county; Meru County. In particular, the findings provided several aspects of organizational politics that are significant in deterring the performance of secondary schools. These are: conflict between schools board members, school leadership, parents and other education stakeholders, negative influence of school sponsors on school performance, division of school community along political line and highly politicized appointment of school authority.

### **5.3.4 Communication and performance of learning institutions**

Based on the findings, the study concluded that communication has a positive and significant effect on the performance of secondary schools in Buuri sub-county; Meru County. In particular, the findings provided several most essential aspects of communication that are significant in driving the performance of secondary schools. These are: proper channels of communication in the schools, open communication within the school, good feedback mechanism that ensures flow of information, proper channels for airing grievances and effective policy on school communication.

### **5.3.5 Board Composition and performance of learning institutions**

Based on the findings, the study concluded that board composition has a positive and significant effect on the performance of secondary schools in Buuri sub-county; Meru County. In particular, the findings provided several most essential aspects of board composition that are significant in driving the performance of secondary schools. These are: delivery of service where members are well educated, gender balance in appointment of board, commitment of the board members to the wellbeing of the school and balanced board in terms of professional mix.

## **5.4 Recommendations**

### **5.4.1 Recommendations based on Stakeholders Support and Performance of Learning Institutions**

Findings from this study indicated that stakeholders' support had tremendous influence on performance of secondary schools in Buuri sub-county; Meru County. As such, this study recommends the need for the secondary schools to strengthen their relations with the stakeholders. In particular, the institutions should focus on the following aspects; ensure that there are good relations with neighboring schools, support from parents, effective policies, support from religious leaders and support from the county government.

### **5.4.2 Recommendations based on Leadership Style and Performance of Learning Institutions**

This study noted an imperative influence of leadership style on performance of secondary schools in Buuri sub-county; Meru County. It is therefore, important for the secondary schools to strengthen their leadership related styles. Particularly, they should ensure that their leaders have clear and positive vision about the future; leaders respect other staff, leaders support and encourage other employees to grow and also recognize other staff for their efforts.

### **5.4.3 Recommendations based on Organizational Politics and Performance of Learning Institutions**

The findings of this study established that organizational politics are distractive and could negatively influence the performance of secondary schools in Buuri sub-county; Meru County. Therefore, the study recommends the need for the secondary schools to restructure their politics. In particular, they should avoid conflict between schools board members, school leadership, parents and other education stakeholders, school community should not be divided along political line, appointment of school authority should be politicized and school sponsors should not introduce politics in schools.

#### **5.4.4 Recommendations based on Communication and Performance of Learning Institutions**

Organization communication was empirically proved to have significant positive influence on performance of secondary schools in Buuri sub-county; Meru County. This points out the need for the secondary schools to strengthen their communication related aspects. These are: proper channels of communication in the schools, open communication within the school, good feedback mechanism that ensures flow of information, proper channels for airing grievances and, effective policy on school communication.

#### **5.4.5 Recommendations based on Board Composition and Performance of Learning Institutions**

According to the findings, board of management composition was found to have had a remarkable influence on performance of secondary schools in Buuri sub-county; Meru County. The study, therefore, recommends the need for secondary schools to strengthen their board composition related aspects including having educated members, gender balance in appointment of the board, committed members and balanced board in terms of professional mix. This is expected to enhance academic performance of the schools.

#### **5.5 Recommendations for Further Research**

This study focused on how governance practices affect academic performance of public secondary schools in Buuri sub-county; Meru County. Further studies need to be done on the effects of governance practices on academic performance, but focusing on private secondary schools. This will enable comparison of results between public and private secondary schools.

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## **APPENDICES**

### **Appendix I: Introduction Letter**

**SALAT GODANA**

**P.O. BOX 17**

**MARSABIT**

Dear Sir / Madam,

#### **RE: DATA COLLECTION INSTRUMENT**

I am a student from Kenya Methodist University undertaking a Master's Degree in Business Administration. I am currently carrying out a research and I am kindly requesting you to provide me with information concerning the research work.

The respondent will be treated with utmost privacy and confidentiality and data collected will be used for nothing else but education purpose only.

Thank you.

Yours faithfully,

**SALAT GODANA**

## Appendix II: Questionnaire

### Section A : General Information

By means of a tick ( ✓ ) kindly indicate that best describes you

1. Your gender

- a) Male ( )
- b) Female ( )

2. Your age:-

- a) Below 25 Years ( )
- b) 25-30 Years ( )
- c) 31-35 Years ( )
- d) 36-40 Years ( )
- e) 41-45 Years ( )
- f) 46-50 Years ( )
- g) Over 51 ( )

3. Your level of education:-

- a) Diploma ( )
- b) Degree ( )
- c) Masters & Above ( )
- d) Other Professional courses ( )

4. Years you have worked with the secondary school:-

- a) Less than 5 years ( )
- b) 5-10 years ( )
- c) 11-15 years ( )
- d) 16-20 years ( )
- e) Above 21 years ( )

**Section B: Measurement of variables**

**Stakeholders support**

5. In relation to your everyday experience with stakeholders support, tick the most appropriate response choice to the statements made in the table below;

Where 1=strongly disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=strongly Agree.

	<b>Statement on Stakeholders Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The community living around the institution is supportive					
2	The County Government of Meru is supportive					
3	The religious leaders living around the institution are supportive					
4	The parents are supportive of the school program					
5	The school relates well with other neighboring schools					
6	The government agencies are supportive					
7	There is harmonious relationship between the school leadership, parents and other education stakeholders which influences the performance of secondary schools					
8	There is conflict between school leadership, parents and other education stakeholders which influences the performance of secondary schools					
9	There is conflicting interest between stakeholders which influences the performance of secondary schools					
10	There is regular meetings with the school stakeholders to discuss matters of performance in the secondary schools					
11	The school has got effective policies that guides the education stakeholders					

6. How would you rate your stakeholders support in terms of satisfaction in your school?

- a. Highly satisfied. ( )
- b. Slightly satisfied. ( )
- c. Neutral. ( )
- d. Slightly dissatisfied. ( )
- e. Highly dissatisfied. ( )



### Leadership style

7. In relation to your everyday experience with leadership, tick the most appropriate response choice to the statements made in the table below;

Where 1=strongly disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=strongly Agree.

	<b>Statement on Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Communicates a clear and positive vision of the future					
2	Treats staff as individuals, supports and encourage their development					
3	Gives encouragement and recognition to the staff					
4	Foster trust, involvement and co-operation among team members.					
5	Encourages thinking about problem in a new way.					
6	Clear about his/her values					
7	Practices what he/she beliefs					
8	Inspire others by being highly competent					

8. How would you rate your leadership style in terms of satisfaction in your school?

- a. Highly satisfied. ( )
- b. Slightly satisfied. ( )
- c. Neutral. ( )
- d. Slightly dissatisfied. ( )
- e. Highly dissatisfied. ( )

### Organizational Politics

9. In relation to your everyday experience with school politics, tick the most appropriate response choice to the statements made in the table below;

Where 1=strongly disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=strongly Agree.

	Statement on Organizational Politics	1	2	3	4	5
1	Appointment of School authority is highly politicized					
2	School community is divided along political line					
3	School has good mechanism of conflict resolution brought about by infighting and politics between various stakeholders					
4	There is political support to certain schools which influences the performance in secondary schools					
5	The school sponsors have some influence which negatively affects the performance.					
6	There is students and teachers conflicts and this affects the school performance					
7	All the employees are not treated equally and this affects the school performance					

10. How would you rate your school politics in terms of satisfaction in your school?

- a. Highly satisfied. ( )
- b. Slightly satisfied. ( )
- c. Neutral. ( )
- d. Slightly dissatisfied. ( )
- e. Highly dissatisfied. ( )

## Communication

11. In relation to your everyday experience with communication, tick the most appropriate response choice to the statements made in the table below;

Where 1=strongly disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=strongly Agree.

	Statement on Communication	1	2	3	4	5
1	There is proper channel of communication in the school and this has impact on the performance					
2	There is open communication within the school and this influence the school performance					
3	There is good feedback mechanism that ensures flow of information and this influences the school performance					
4	There is proper channel for airing grievances and this have influenced the school performance					
5	There is effective policy on school communication and this have enhanced the performance					

12. How would you rate your school communication in terms of satisfaction in your school?

- a. Highly satisfied. ( )
- b. Slightly satisfied. ( )
- c. Neutral. ( )
- d. Slightly dissatisfied. ( )
- e. Highly dissatisfied. ( )

## Composition of BOM

13. In relation to your everyday experience with composition of BOM, tick the most appropriate response choice to the statement made in the table below;

	Statement on BOM Composition	1	2	3	4	5
1	There is gender balance in appointment of BOM.					
2	There is good delivery of service where membership is well educated.					
3	There is conflict of interest in manners which school supplies are handled.					
4	There is evidence that appointment of BOM chairs is a long tribal line, religious line or political line.					
5	There is good delivery of service where membership is well experienced					
6	BOM members are committed to the wellbeing of the school.					
7	Composition of BOM is well balanced in terms of professional mix					

14. How would you rate composition of your BOM in terms of competence, balanced delivery of service?

- a. Highly satisfied. ( )
- b. Slightly satisfied. ( )
- c. Neutral. ( )
- d. Slightly dissatisfied. ( )
- e. Highly dissatisfied. ( )

## Academic Performance

15. In relation to your everyday experience with academic performance, tick the most appropriate response choice to the statements made in the table below;

Where 1=strongly disagree; 2=Disagree; 3=Neutral; 4=Agree and 5=strongly Agree.

	Statements on Academic Performance	1	2	3	4	5
1	School performs well in National Examination					
2	School performs well in Buuri Sub-County					
3	School have adequate sporting facilities					
4	School performs well in games and sport compared with other schools					
5	School have healthy relationships with outsiders					
6	Employees are happy working for the school					
7	The students' enrolment rate is on upward trend					
8	The school mean score has improved consecutively					
9	At least every year we have students who joins university					
10	The teaching staff are highly motivated					
11	The school has income generating activities which increase its liquidity ratio					

16. How would you rate your school performance in terms of satisfaction?

- a. Highly satisfied. ( )
- b. Slightly satisfied. ( )
- c. Neutral. ( )
- d. Slightly dissatisfied. ( )
- e. Highly dissatisfied. ( )

**Thank you for cooperation and God bless you**

### **Appendix III: List of Public Secondary Schools in Buuri Sub-County**

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#### **List of Public Secondary Schools in Buuri Sub-County**

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- 1 Kiirua Boys Secondary
  - 2 Kiirua Sda Secondary
  - 3 MCK Michogomone
  - 4 Mitoone Day Mixed Secondary
  - 5 MCK Kiirua Girls
  - 6 Mutuuma Mixed Day
  - 7 Ncoroiboro Secondary
  - 8 Ndunyu Barikui Secondary
  - 9 Ruri Girls Secondary
  - 10 Rwarera Mixed Day Secondary
  - 11 Naari Secondary
  - 12 Rugetene Secondary
  - 13 Sawa Sawa Academy
  - 14 St. James Tutua Secondary
  - 15 St. Joseph Secondary
- 

**Source: Ministry of Education (Meru)**

## Appendix IV: Research Permit

**THIS IS TO CERTIFY THAT:  
MR. SALAT DALACHA GODANA  
of KENYA METHODIST UNIVERSITY,  
0-60500 Marsabit, has been permitted to  
conduct research in Meru County**

**on the topic: EFFECTS OF GOVERNANCE  
PRACTICES ON PERFORMANCE AMONG  
SECONDARY SCHOOLS IN BUURI  
SUB-COUNTY; MERU COUNTY**

**for the period ending:  
17th August, 2019**

.....  
**Applicant's  
Signature**

**Permit No : NACOSTI/P/18/13989/24658  
Date Of Issue : 20th August, 2018  
Fee Received :Ksh 1000**



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

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



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

**RESEARCH CLEARANCE  
PERMIT**

**Serial No.A 20281**

**CONDITIONS: see back page**



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

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P.O. Box 50623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/13989/24658**

Date: **20<sup>th</sup> August, 2018**


Salat Dalacha Godana  
Kenya Methodist University  
P.O. Box 267- 60200  
**MERU.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Effects of governance practices on performance among secondary schools in Buuri Sub-County; Meru County*" I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **17<sup>th</sup> August, 2019**.

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Meru County.

The County Director of Education  
Meru County.



**Appendix V: Buuri East Secondary Schools 2018 K.C.S.E results**

MINISTRY OF EDUCATION																											
BUURI EAST DISTRICT 2018 KCSE OVERALL ANALYSIS																											
S/No	CODE	SCHOOL	BOYS	GIRLS	TOTAL	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	X	Y	W	MEAN2	MEAN	DIV	M/G			
1	15364204	RUIRI GIRLS	0	122	122	0	0	0	1	5	12	17	34	32	20	0	0	1	0	0	4.901	4.119	0.782	C-			
2	15364301	KIBIRICHIA BOYS	105	0	105	0	0	0	5	1	11	11	27	28	17	5	0				4.8	4.295	0.595	C-			
3	15364302	KIBIRICHIA GIRLS	0	154	154	0	0	0	1	5	13	27	39	32	31	6	0				4.74	4.315	0.425	C-			
4	15364309	MBURUGITI MIXED SEC	25	26	51	0	0	0	1	3	1	5	7	15	13	4	0	2	0	0	4.286	3.667	0.619	D+			
5	15364310	LUMAR GIRLS	0	29	29	0	0	0	0	0	0	3	9	8	8	0	1				4.203	3.627	0.5765	D+			
6	15364206	ST.JAMES TUTUA	18	19	37	0	0	0	0	1	1	5	6	5	10	9	1	1	1	1	3.729	3.125	0.604	D+			
7	15364211	BUURI HIGH SCH	29	19	48	0	0	0	0	2	0	2	5	8	16	15	0	0	0	0	3.396	2.44	0.9558	D			
8	15364306	NTUGI MIXED	33	52	85	0	0	0	0	3	2	3	9	15	19	33	1				3.353	3.523	-0.17	D			
9	15364215	KIIRUA SDA SEC	20	16	36	0	0	0	0	1	1	1	2	1	9	20	1				2.84	3	-0.16	D			
10	15364205	MCK. MICHOGOMONE	16	18	34	0	0	0	0	0	0	0	0	3	7	8	14	2			2.791	2.593	0.198	D			
11	15364308	MURINYA MIXED	10	14	24	0	0	0	0	0	0	0	1	3	10	10	0				2.777	3.022	0.24	D			
12	15364212	MITOONE MIXED DAY	10	26	36	0	0	0	0	0	0	0	1	4	3	8	18	2			2.718	2.667	0.05	D			
13	15364307	NTUMBURI DAY MIXED	25	14	39	0	0	0	0	2			3	2	7	21	4				2.714	2.776	-0.062	D			
14	15364201	KIIRUA BOYS	42	0	42	0	0	0	0	0	1	0	2	4	13	20	2				2.7	2.22	0.48	D			
15	15364202	NAARI GIRLS	0	32	30	0	0	0	0	0	0	0	0	2	3	9	16	0			2.69	3.156	-0.466	D			
16	15364203	ST.JOSEPH'S HIGH SCH	21	8	29	0	0	0	0	0	0	0	0	3	3	8	12	3			2.625	3.389	0.764	D			
17	15364210	KIIRUA DAY SEC	11	7	18	0	0	0	0	0	0	1	0	1	5	7	4	0			2.579	2.5	0.079	D			
18	15364209	MUTUUMA	9	10	19	0	0	0	0	0	0	0	0	1	3	3	11	1			2.56	2.98	-0.42	D			
19	15364207	NCHOIBORO SEC	19	29	48	0	0	0	0	0	0	0	0	2	1	2	14	27	2	1	0	1	2.39	2.03	0.36	D	
20	15364208	MCK. RUGETENE	12	6	18	0	0	0	0	0	0	0	0	0	1	5	12	0			2.276	2.95	0.674	D			
21	15364304	GAKANDO GIRLS	0	30	30	0	0	0	0	0	0	0	0	3	0	6	13	7	1	0	0	2.22	2.3	-0.08	D		
22	15364213	RWARERA	14	9	23	0	0	0	0	0	1	0	1	0	2	14	3				2.2	1.625	0.515	D-			
23	15364305	RUIBI MIXED DAY	7	3	10	0	0	0	0	0	0	0	0	0	1	1	7	1			1.875	1.875	0	D			
24	15364303	MUCHEENE SEC	9	7	16	0	0	0	0	0	0	0	0	0	0	1	12	3			3.093	2.932	0.161	D			
			435	650	1083	0	0	0	8	23	44	77	163	181	245	303	34	6	0	2	3.093	2.932	0.161	D			