

**BOARD OF MANAGEMENT PARTICIPATION IN IMPLEMENTATION OF
STRATEGIC PLANS IN PRIMARY SCHOOLS IN ELDORET EAST
SUB-COUNTY, UASIN GISHU COUNTY, KENYA**

BEN KIPNGETICH CHELULEI

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER IN
EDUCATION PLANNING, DEPARTMENT OF EDUCATION MANAGEMENT
AND POLICY STUDIES, SCHOOL OF EDUCATION
UNIVERSITY OF ELDORET, KENYA**

MAY, 2021

DECLARATION

DECLARATION BY CANDIDATE

This is to declare that this is my original work and has not been presented for an award of Diploma or Degree in this or any other university or institution of higher learning

BEN KIPNGETICH CHELULEI

EDU/PGEM/002/16

DATE

DECLARATION BY THE SUPERVISORS

This Thesis has been submitted with our knowledge and approval as University Supervisors.

DR. LYDIA KIPKOECH
DEPARTMENT OF EDUCATION MANAGEMENT
AND POLICY STUDIES, SCHOOL OF EDUCATION,
UNIVERSITY OF ELDORET, KENYA

DATE

DR. JOSHUA KETER
DEPARTMENT OF EDUCATION MANAGEMENT
AND POLICY STUDIES, SCHOOL OF EDUCATION,
UNIVERSITY ELDORET, KENYA

DATE

DEDICATION

To my children Caleb, Jonathan, and Neola

ABSTRACT

The uses of Strategic plans in modern institutions have developed indicators of successes in both public and private schools. It enabled stakeholders to define priorities, nature innovation and develop creativity. Strategic plan encourages co-ordination, provides efficiency and effectiveness in mechanisms of an organization. The study sought to investigate whether or not roles assigned to BOM based on the Ministry of Education Science and Technology Strategic Plan, (2006–2011) in Eldoret East Sub-county influence implementation of Strategic plans. The study was guided to conclusion by four objectives namely, to assess the role of commitment in implementation of strategic plans in primary schools; to determine role of active participation in the implementation of strategic plans in primary schools; to establish the challenges facing BOM in the implementation process of strategic plans and to identify measures to mitigate the challenges facing BOM in Implementation of strategic plans in primary school in Eldoret East Sub-County. The study was limited to strategies on provision of adequate physical facilities, Financial Management, Curriculum and Instructional delivery plans and Pupils Discipline. The study employed descriptive research design where the researcher used a 10% of total target population of 3066 to select 310 BOM members from 62 Primary Schools. The study used 30% of the total 14 BOM in each school. The study purposively sampled 2 Sub-County Directors of Education and random sampled 15 head teachers from primary schools as Key informants. Data was collected using questionnaire, interview schedules and use of secondary materials. Quantitative data collected were analyzed using descriptive statistics such as percentages, frequencies, Statistical measures of central tendency and standard deviation. The Microsoft excels 2010 and Statistical Package for Social Science (SPSS) version 23 assisted in the data analysis. Bar and line graphs, frequency distribution tables and pie charts were used to analyzed and present the data collected. Qualitative data was analyzed by building themes from the data collected based on the objectives. Data was presented using narratives. The study established that BOM were committed to ensuring that there were enough classrooms for children in schools. The study established that BOM in Eldoret East Sub County commits to improving literacy on finance in schools. Furthermore, the BOM commits to providing resources for pupils to participate in co-curriculum activities and improve social behavior. On extent of participation, the study found out that BOM actively participated in ensuring separate waste disposal facilities for both boys and girls. Majority of BOM availed annual report on revenue collection and expenditure to the stakeholders. In addition, teachers and pupils participated in co-curriculum activities where both regular guidance and counseling and pupil's social behaviour received higher responses. In conclusion, the study identified major challenges facing BOM as lack of funds and skills to implement strategic plan. Therefore, the study recommends that the BOM be adequately funded and trained on strategic plan implementation.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES	x
LIST OF ACRONYMS	xii
ACKNOWLEDGEMENT	xiii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the study	1
1.2 Statement of the Problem.....	6
1.3 Objectives of the Study.....	7
1.3.1 General Objectives.....	7
1.3.2 Specific Objectives	8
1.4 Research Questions.....	8
1.5 Justification of the study	9
1.6 Significance of the Study.....	9
1.7 Scope and Limitations of the study.....	10
1.8 Assumptions of the Study.....	11
1.9 Theoretical Framework of the Study	11
1.10 Conceptual Framework of study.....	12
1.11: Definition of terms as used in the study	14
CHAPTER TWO	15
LITERATUREREVIEW	15
2.1 Introduction.....	15
2.2 Level of commitment by BOM to implement Strategic Plan	15
2.3 The extent to which BOM participate in the implementation of strategic plans	18
2.4 Challenges facing BOM in implementation of strategic plan.....	20
2.5 Measures to mitigate the challenges facing BOM in implementation of strategic plan.....	23

CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 Introduction.....	24
3.2 Research Design.....	24
3.3 Location of the study	24
3.4 Target Population.....	25
3.5 Sampling Procedure and Sample Size	25
3.6 Methods of Data Collection	27
3.6.1 Interview	27
3.6.2 Questionnaire	27
3.6.3 Secondary Sources	28
3.7 Validity of Instruments	28
3.8 Reliability of the Instruments.....	29
3.9 Data Analysis and Presentation	30
3.10 Ethical Considerations	30
CHAPTER FOUR.....	32
DATA PRESENTATION, ANALYSIS AND DISCUSSION	32
4.1 Introduction.....	32
4.2 Demographic information.....	32
4.2.1: Levels of Education and years of Service.....	33
4.3 Objective ne: Level of Commitment in Implementing Strategic Plan by BOM in Eldoret East sub-county.....	34
4.3.1 Proper and adequate physical facilities.....	35
4.3.1.1 Classrooms for children	36
4.3.1.2 Field of play for physical Activities.....	38
4.3.1.3 Teacher’s offices and classroom facilities	40
4.3.1.4 Waste disposal and sanitation facilities	41
4.3.1.5 Provision safe drinking water	43
4.3.2 Financial Management.....	45
4.3.2.1 Literacy level on finance.....	47
4.3.2.2 Involving Parents on School Budget preparation	48

4.3.2.3: Annual report on revenue collection and expenditure to parents	50
4.3.2.4 Collection of Revenue and expenditure for the school	52
4.3.2.5 Delegate financial matters to clerks, teachers, and treasure	53
4.3.3 Curriculum and Instructional materials	55
4.3.3.1 Involving pupils participate in co-curriculum activities	57
4.3.3.2 Resources for Curriculum Sustainability	59
4.3.3.3 Supervision of syllabus coverage.....	60
4.3.3.4 Monitor Continuous Assessments Test.....	62
4.3.3.5 Report to parents on academic performance.....	63
4.3.4 Pupils Discipline	65
4.3.4.1: Improve Social Behaviour on Pupils	67
4.3.4.2: Conduct Regular Guidance and Counseling to pupils	68
4.3.4.3 Communicate important changes to pupils affecting the school	70
4.3.4.4: Promote education Act 2013 on corporal punishment.....	72
4.4: Objective two: Extent of participation by BOM in the Implementation of strategic planning in Primary School in Eldoret East sub-county	73
4.4.1: Proper and Adequate provision of physical facilities	74
4.4.1.1: Separate waste disposal and Sanitation Facilities for both Boys and Girls	75
4.4.1.2 Children have enough field of play for physical activities	76
4.4.1.3: Classrooms for Children	79
4.4.1.4: Teachers are provided with office and staffroom facilities	80
4.4.1.5 There is supply of safe water for drinking in School.....	81
4.4.2 Financial Management.....	82
4.4.2.1: Reporting annually on revenue collection and expenditure to parents	84
4.4.2.2 Revenue collection and expenditure are well accounted for	85
4.4.2.3: Involving parents on school budget preparation.....	88
4.4.2.4: Literacy level on Finance.....	89
4.4.2.5 Delegating financial matters to clerks, teachers, and treasure	90
4.4.3 Curriculum and instructional materials.....	91
4.4.3.1: Teacher and pupils participate in co-curriculum activities	93
4.4.3.2: Supervision of syllabus coverage	95

4.4.3.3 Monitor Continuous Assessments Test for pupils and report to parents	96
4.4.3.4 There are enough T/L resources for curriculum sustainability	97
4.4.3.5 Reporting to parents on academic performance monthly	98
4.4.4 Pupils Discipline	98
4.4.4.1 Conduct regular guidance and counseling	99
4.4.4.2 Improve Social Behaviour on Pupils	100
4.4.4.3 Promote Education Act 2013 on Corporal Punishment.....	101
4.4.4.4 Communicate Important Changes to Pupils affecting the School	102
4.5 Objective Three: Challenges facing in-house in Implantations of strategic Plan in Eldoret East sub-county.	102
4.6 Objective Four: Measures to Mitigate challenges facing In-house in Implantations of strategic plan in Eldoret East sub-county.....	106
CHAPTER FIVE	109
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	109
5.1 Introduction.....	109
5.2 Summary	109
5.3 Conclusions.....	111
5.4 Recommendation	113
5.5 Recommendations for further studies	114
REFERENCES.....	116
APPENDICES	122
APPENDIX I: QUESTIONNAIRES FOR MEMBERS OF BOARD OF MANAGEMENT.....	122
APPENDIX II: SAMPLE PICTURES FROM SCHOOLS VISITED	129
APPENDIX III: RESEARCH LETTER FROM UNIVERSITY OF ELDORET (UOE).....	130
APPENDIX IV: RESEARCH AUTHORITY, NACOSTI.....	131
APPENDIX V: AUTHORITY LETTER FROM MINISTRY OF EDUCATION	132
APPENDIX VI: RESEARCH PERMIT-NACOSTI	133
APPENDIX VII: WORK PLAN	134
APPENDIX VIII: SIMILARITY REPORT	136

LIST OF TABLES

Table3.1: Sample Size.....	26
Table 4.1: Gender and Age	33
Table 4.2: Levels of Education and years of Service.....	34
Table 4.3: Proper and adequate physical facilities.....	35
Table 4.4: Financial management	46
Table 4.5: Curriculum and instructional materials	56
Table 4.6: Pupils Discipline.....	60
Table 4.7: Proper and Adequate provision of physical facilities	74
Table 4.8: Financial Management.....	83
Table 4.9: Curriculum and Instructional materials	92
Table 4.10: Challenges facing BOM	104
Table 4.11: Measures to mitigate challenges	107

LIST OF FIGURES

Figure 1.1: Presents the conceptual framework of the study	13
Figure 4.2: Level of commitment on Field of play for physical Activities	36
Figure 4.3: Level of committeemen on Field of play for physical Activities.....	38
Figure 4.4: Commitment level on Teacher’s offices and classroom facilities.....	40
Figure 4.5: Commitment level on Waste disposal and sanitation facilities	42
Figure 4. 6: Level of commitment on provision safe drinking water	43
Figure 4.7: Level of commitment on Literacy level on finance	47
Figure 4.8: Level of commitment on Involving parents on school budget preparation.....	49
Figure 4.9: Level of commitment on Annual report on revenue collection and expenditure to parents.....	51
Figure 4.10: Level of commitment on Collection of Revenue and Expenditure for the School	52
Figure 4.11: Level of commitment on Collection of Revenue and Expenditure for the School	54
Figure 4.12: Level of commitment on Involving pupils participate in co-curriculum activities.....	57
Figure 4.13: Level of commitment on Resources for Curriculum Sustainability.....	59
Figure 4.14: Level of commitment on Supervision of syllabus coverage.....	61
Figure 4.15: Level of commitment on Monitor Continuous Assessments Test	62
Figure 4.16: Level of commitment on Reporting to Parents on Academic Performance..	64
Figure 4.17: Level of commitment on Improve social behaviour on pupils.....	67
Figure 4.18: Level of commitment on Conduct regular guidance and counseling to pupils	69
Figure 4.19: Level of commitment on Promote education Act 2013 on corporal punishment.....	72
Figure 4.20: Extent of participation on separate waste disposal facilities for both boys and girls	75
Figure 4.21: Extent of participation on enough fields of play for physical activities.....	77
Figure 4.22: Extent of active participation on provision of enough classrooms, Teachers’ offices and staffroom facilities and Safe water drinking.	79
Figure 4.23: Extent of active participation on Reporting annually on revenue collection	

and expenditure to parents	84
Figure 4.24: Extent of participations on Revenue collection and expenditure are well accounted for.....	86
Figure 4.25: Extent of participation on Involving parents on school budget preparation, Literacy level on finance and Delegating financial matters to clerks, teachers, and treasure	88
Figure 4.26: Extent of participation on co-curriculum activities.....	93
Figure 4.27: Extent of participation on syllabus coverage, monitoring of CATs and providing resources for curriculum sustainability.....	69
Figure 4.28: Extent of participation on syllabus coverage, monitoring of CATs and providing resources for curriculum sustainability.....	95
Figure 4.29: Extent of participation on Pupil's discipline.....	99

LIST OF ACRONYMS

BOM	: Board of Management
DEMA	: Decentralized Education Management Activity
GOK	: Government of Kenya
KEMI	: Kenya Education Management Institute
KESSP	: Kenya education sector support programme
MOE	: Ministry of Education
TEAPAD	: Teacher Proficiency and Development
PTA	: Parents Teachers Association
TSC	: Teachers Service Commission
UNESCO	: United Nations Educational, Scientific and Cultural Organizations
UCLA	: The University of California, Los Angeles is an institution that is firmly rooted in its land-grant mission of teaching, research, and public service

ACKNOWLEDGEMENT

The writing of this research thesis would not have been possible without my two supervisors, Dr. Lydia Kipkoech and Dr. Joshua Keter both of Department of Education management and policy studies; School of Education, University Eldoret, who contributed to ensuring that the work meet minimum requirements of scholars. I thank my employer Teachers Service Commission (TSC) and my family for financial and emotional support. I acknowledge my County Director Education, Uasin Gishu County and all BOM of respective Schools visited during data collection. I register my appreciation to my colleagues in the Master of Education Planning class of 2016/18 for their academic support. I say thank you for all those who committed their way and participated in actualizing this thesis. Lastly, I thank the almighty God for Faith, Love and Hope until conclusion of this thesis.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Strategic planning has been adapted and used as a management technique in public and private institutions. Mintzberg (2015), explain strategic planning to mean a process through which external and internal factors of an organization are examined leading to plans and programmes for implementation and strategies to achieve them. In addition, Ogunmokun (2011) mentioned strategic planning to mean a set of processes undertaken with an aim of developing organizational indicators that will contribute towards achieving organizational goals and objectives.

In United States of America, Strategic planning was first developed in 1960s by private, commercial, and military enterprises as a long-time framework for making appropriate decisions (Wilson, 2007). David, (2011) highlighted that in early 1970's post high school levels (university & college) in US emerged and adapted Strategic planning in education sector to realize set goals and objectives. David further pointed that about 500 districts in the mid-1980 practiced some form of strategic planning and special booklets were publish and circulated by Federal Government agents and professional organizations such as American Association of School Administrators.

In Far East Countries of Asia and China, strategic planning at school level was introduced as part of the government devolution. This marked a school-based management reform of the late 1980s.

Van (2011) showed that Education Reform Act (1989) which gave schools responsibility of planning in the U.K. The government laid more emphasis on staff development, coming up with strategies which they had to achieve.

Povejsil (2009) established in Australia that a strategic plan must reflect the feelings, ideas, thoughts, and wants of the developer and mold them in tandem with the organization's regulations, purpose, and mission. A strategic plan must be practical, flexible, and attainable. Australian schools adhered to these guidelines while preparing their strategic plans.

Miller (2012) pointed out the benefit of strategic planning as acting as a guide to evaluation, and implementation of set goals and making adjustment when necessary. According to Kaplan and Beinhocker (2013) strategic planning helps in provides a common purpose for future development of institution, stimulates forward thinking, improves performance in the organization, develop teamwork, improve transition, and adjust to the needs and demands of the community.

In the developing countries, strategic planning emerged because of development effort and experience they had. In the third world countries, planning was used as a tool aimed at political integration and social-economic development. Sector Wide Approaches, (SWAPs) was used to prepare strategic plans in education sector in developing countries in the early 20th century to link gradual introduction of new management skills in education sector. For example, the Education Sector Strategic Plan (ESSP 2010-2015) of Uganda established important benefits of strategic planning; enables stakeholders to identify clear priorities, develops innovation and creativity, helps in cooperation and promotion of efficiency and effectiveness in organizational operations.

Due to its many benefits of strategic planning; the Ministry of Higher Education in the Republic of Malawi ESSP (2010-2015) pointed at the countries vision 2020 and its Economic Development and Poverty Reduction strategy (EDPRS) (2008-2012), which recognized the role of education in promoting political and social-economic wellbeing of the citizens and poverty eradication. The ESSP was in line with Strategic Development Goals (SDGs), more importantly on universal primary education.

In Dakar-2000 Universal Education for All (UEFA) pledged commitment and participation on achieving Education for All (EFA) policy by the year 2050 reflected in the strategic planning in Sub Saharan countries. In these countries, the practice of preparing strategic plans in education sector was linked to the gradual introduction of Sector Wide Approaches (SWAPs). For example, in Rwanda; the Education Sector Strategic Plan (ESSP 2015-2020) claimed the benefits of strategic planning that includes setting up clear priorities, improve creativity and innovation. Strategic planning helps in management co-ordination and provides efficiency and effectiveness in administration of Government resources and organization.

The Ministry of Higher Education in the Republic of Uganda reflects the government vision 2020 and its Economic Recovery Development and Poverty Reduction strategy (ERDPRS) (2015-2020), that recognizes the role of education in improving political and social-economic integration of the people, wellbeing, and eradication in poverty. The ERDPRS objectives were consistent with Strategic Development Goals (SDGs), particularly those highlighting the benefits of removal of gender discrimination, disparities and attaining EFA by the year 2020.

Halladay, (2008) pointed that the current education policy and research undertaken by the new Department of Education (DOE) in South African school focused on the need

for all stakeholders in education to work in democratic and participative ways. David, (2011) added that the fundamental principal for this programme was of decentralizing decision-making as well as mobilizing stakeholders to work and practice popular rule of law in which schools were administered and organized. This would infuse effective and efficiency in schools whereby stakeholders were to participate and commit positively toward realizing a common goal.

In Kenya, Since independence there has been tremendous education reforms; Ominde report of 1964 on Africanization and National goals of education, Bessey report of 1972 on preservation indigenous language, Gachathi report of 1976 on national objectives of education and policies in Kenya; Mackey report of 1981 on the establishment the Second University, Kamunge report of 1988on working party on education and training for the next decade and beyond, and Koech report of 1999 on Totally Integrated Quality Education and Training. The Ministry of Education science and Technology strategic plan 2006-2011 was then developed with an aim to offer a framework for addressing the challenges facing the sector now that include relevance of education and educated unemployment.

The MOEST requires that all public institutions develop strategic plans that provide clear goals and objectives regarding challenges facing the sector now (MOEST Strategic Plan, 2006–2011). Kenya education sector support program (KESSP) between 2006 and 2011 started introducing Strategic planning and practices in public primary schools. The programme took five years master plan organized through Ministry of Education to develop new education system under the new constitution of devolved government. Wilson (2007), the Decentralized Education Management Activity (DEMA) provide technical support to Kenya education sector support program to develop and nature its

personnel in the county, sub-county, and school level for efficient and effective delivery of education services to public.

According to Committee on Educational (2014) activity report of 2011, education personnel and managers in all sub-county and 4000 schools across the country had acquired skills on how to strategically plan to base on performance and results of goals of education. A total of over 5,122 Education managers, Board of management, and Parents Teachers Association members had acquired skills, knowledge and attitudes on training as strategic planners based on performance management by 2011.

Sifuna, (2010) noted that for the school to achieve its mission, goals, and objectives the School must develop strategic plans and implement them. Ngware and Kosimbei (2006) pointed that various schools in Kenya have indicated a larger portion of the primary schools have initiated strategic plans and that strategic planning practices were being followed or not. However, Peter (2004) reported that but until strategic plans were effectively and efficiently implemented, they were of no value on the stakeholders in schools.

Consequently, in Uasin Gishu County, strategic plan 2008-2012 was initiated in the Education Office and developed to implement the KESSP investment programmes and the Ministry of Education Science and Technology strategic plan (2006-2011). Recent studies by Kitonga (2012) in Uasin Gishu County indicated that 41% do not have, 13% are unaware, 15% are planning to have and 30% have functional strategic plans. Odebero (2006) further noted that majority of primary schools in the Uasin Gishu County were organized and operate with no strategic plans despite the requirement of MOEST.

Furthermore, BOM in Eldoret East sub-county were faced with problems related to commitment, participation, and subsequent implementation strategic plan items. The study by Total Quality management (TQM) and Quality Assurance Organization (QASO) showed that Eldoret East Sub-County has low performance indicators compared to Eldoret South and Eldoret West Sub-Counties.

From QASO (2016) report; lack of appropriate strategic plans has led to massive misappropriation of physical resources, low motivation on pupils and teachers to excel in extra co-curricular activities. Lack of proper strategies in awarding of school tenders by Board of Management (Kitonga, 2012) has led to temporary closure of five schools by parents as results of corruption allegations. Kitonga further noted that Board of Management has not been committed enough to contribute positively towards school development leading to low performance in National Examination. Primary to Secondary school transition rates for girls are relatively low compared with boys in 2016 -2017 Form one selection, (QASO, 2017). Therefore, the study established the status of participation of board of management in implementing strategic plan in primary school in Eldoret East Sub-County for the benefit of community.

1.2 Statement of the Problem

Governments have made it mandatory for schools to formulate strategic plans in line with the national strategic plan 2006-2011, (QASO, 2016). The strategic plan 2006-2011 commits to provide long term objective to be achieved for schools, stimulates critical thinking, develop academic performance, enhance teamwork, and improve transition (QASO 2016). Despite Government Intervention Strategies towards implementation of strategic plans in primary schools in Kenya, there was lack of

comprehensive approach that yields any significant impact in addressing specific challenges facing Board of management in Eldoret East Sub-county (Kitonga 2012). For example, Lack of prober strategies in awarding of school tenders has led to corruption allegations against BOM (Kitonga, 2012). Kitonga further noted that Board of Management has not been committed enough leading to low performance in National Examination. Primary to Secondary school transition rates for girls are relatively low compared with boys in 2015 -2016 Form one selection, (QASO, 2016). Moreover, the QASO (2016) inquiry into the transition rate from primary to secondary school from 2013 to 2015 has seen the number of children dropout of school increase to 40%. Alexander, (2011) report indicates that lack of appropriate strategic plans has let to misappropriation of physical resources, low motivation on pupils and teachers to excel in extra co-curricular activities. Whereas of many Children in Eldoret East Sub-county are now adults, the product of lack of strategies to curb the menace are particularly exposed to poverty both currently as victims and perpetrators on their own children (Kimani, 2010).

1.3 Objectives of the Study

The study was guided by both general and specific objectives

1.3.1 General Objectives

Therefore, the purpose of this study was to determine the roles of Board of Management in implementation of strategic plan in primary school in Eldoret East Sub-County.

1.3.2 Specific Objectives

The study aimed at achieving the following objectives: -

- i. To assess the level of commitment in implementation of strategic planning in primary school by BOM in Eldoret East Sub-County
- ii. To determine the extent of participate in the implementation of strategic plans by BOM in primary school in Eldoret East Sub-County
- iii. To establish the challenges facing BOM in the implementation process of strategic plan in primary school in Eldoret East Sub-County
- iv. To identify measures to mitigate the challenges facing BOM in Implementation of strategic plan in primary school in Eldoret East Sub-County.

1.4 Research Questions

The study was guided by the following research questions:

- i. What are the BOM levels of commitment to implementation of strategic plans in primary school in Eldoret East Sub-County?
- ii. To what extent do BOM participate in the implementation of strategic plans in primary school in Eldoret East Sub-County?
- iii. What challenges are faced by BOM in implementation process of strategic plan in primary school in Eldoret East Sub-County?

- iv. What are the measures to mitigate the challenges facing BOM in implementation of strategic plan in primary school in Eldoret East Sub-County?

1.5 Justification of the study

The MOEST strategic plan 2006-2011 Number 14 of 2011 outlines the functions of the Board of Management to promote and develop the best interests of all pupils in accordance with the standards set under the Act.

However, there has been a lack of strategic plans to curb the problem of fund misappropriation, poor infrastructure, and poor performance in Eldoret East Sub-County leading to concerns by Stakeholders. More often than not poor Board of Management in Eldoret East Sub-County has been identified as responsible to a large extent for a myriad of handles that render schools not conducive for teaching and learning, (Vitalis, 2009). The MOEST in Eldoret East Sub-County finds weak and ignorance in BOM participate in implementation of strategic planning a big problem that ever was growing and often unresolved, (MOEST, 2016). Therefore, this study is deemed justified by way of examining the participation of board of management in implementation of strategic plan in primary school in Eldoret East Sub-County.

1.6 Significance of the Study

The research findings were hoped to benefit:

- 1): The policy makers at government level to empower BOMs to have an effective and efficient organization of schools.
- 2): Student to develop personnel discipline for better performance in schools.

3): The BOM in strategizing on how to improve academic standards.

4): The study findings will be repository of knowledge for future researchers and education administrators on involvement BOM in strategic plan implementation in primary school in Kenya.

1.7 Scope and Limitations of the study

Regarding roles of BOM in primary schools the study was limited to strategies on provision of adequate physical facilities, Financial Management, Curriculum and Instructional delivery plans and Pupils Discipline. The BOM role of commitment and active participation forms the basis of other roles as explain by (MOEST, 2016). The scope of the study was quite vast; however, sincere efforts were made to cover most of the BOM roles in participation of implementation of strategic planning in Primary schools in Eldoret East Sub-county. Moreover, gaining access to rural schools was difficult as roads poorly maintained. The BOM were very reluctant to complete questionnaire on time leading to delayed reporting of questionnaire on scheduled time. During the field work, Headteachers were hesitant to give relevant information touching finance. Furthermore, time schedule for Key Informants was also exceedingly interfered by their occupation (work) schedules of Head teachers. Also, heavy rains in the months of April to September 2019 led to delayed or rescheduled most of the interviews and collection of questionnaires. In addition, there were also constant financial constraints encountered due to unpredictable timing of respondents on working days. Converting audio-recorded data was time consuming and tedious.

1.8 Assumptions of the Study

This study assumed the following.

1. That the public primary schools in Eldoret East Sub-County have functional strategic plans.
2. That BOM played a key role in implementation of strategic plan in school in Eldoret East Sub-County

1.9 Theoretical Framework of the Study

This study was based on the strategic planning process model by Professor Michael Porters (2008). Porter come up with a strategic planning process model in which he pointed that any organization must engaged in strategic planning. Any organization must clearly define its objectives and assesses both the internal and external situation. The Internal Analysis entails strengths and weaknesses focuses on internal factors that give BOM certain advantages and disadvantages in meeting the needs of its stakeholders. Strengths refer to core competencies that give the BOM an advantage in meeting the needs of its stakeholders. The analysis of BOM strengths should was school centered because strengths are only meaningful when they assist the school in meeting stakeholders' needs. Weaknesses refer to any limitations BOM faces in developing or implementing a strategic plan. In this study Weaknesses are examined from a stakeholder's perspective because stakeholders often perceive weaknesses that BOM cannot see.

The External Analysis looks at the opportunities and threats existing in your school environment. Both opportunities and threats are independent from the school

organization. Opportunities are favorable conditions in environment where BOM can produce rewards if leveraged properly. Opportunities are acted on if the BOM wants to benefit from them. Threats are barriers presented to BOM that prevent them from reaching their desired objectives.

A profile of the Strengths, Weaknesses, Opportunities and Threats was generated by means of SWOT analysis to necessitate on track analysis of schools. Also, when executing this analysis, it is important to understand how these elements work together. When a school organization under BOM matches internal strengths to external opportunities, it creates core competencies in meeting the needs of its stakeholders. In addition, a school under BOM acts to convert internal weaknesses into strengths and external threats into opportunities.

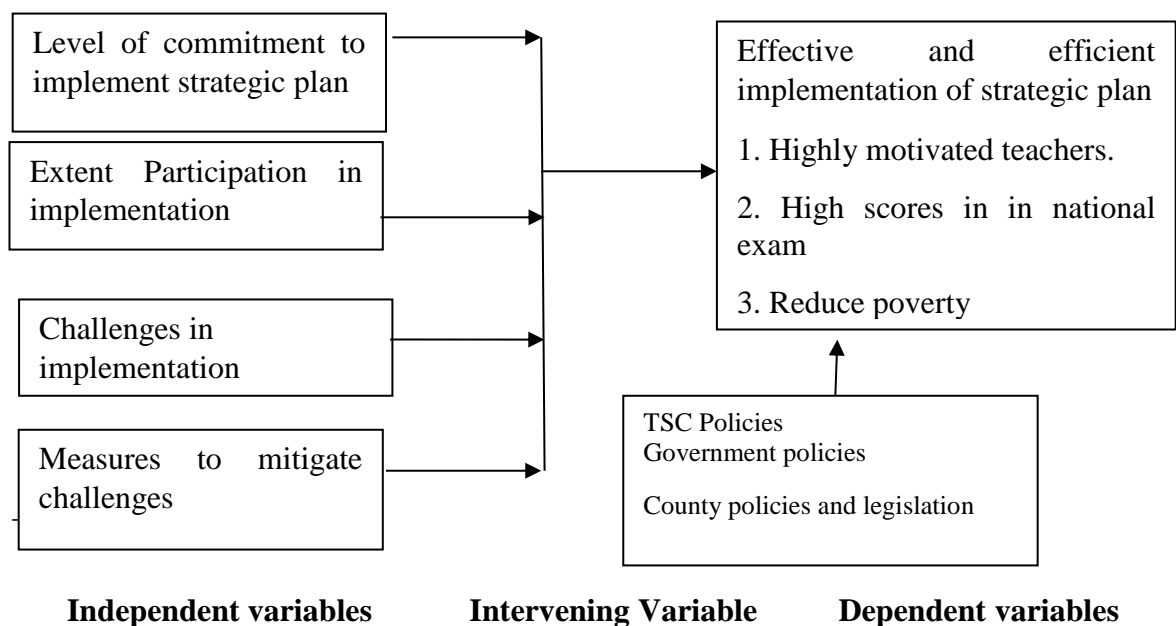
The internal analysis showed the level of commitment and challenges faced to agree with the strengths and weakness of BOM in the implementation process, respectively. On external analysis the researcher pointed participation and measures to mitigate the challenges facing BOM as opportunities and threats in the process of Implementation of strategic plan. So, the theory fits the study.

1.10 Conceptual Framework of study

This conceptual framework arises from the strategic planning process model. Mugenda (2011) defines a conceptual framework as a clear description of the phenomenon under study accompanied by illustrations depicting the major independent and dependent variables of study. Kombo and Tromp (2011) show a conceptual framework to assist a researcher to organize his/her thinking and complete an investigation successfully. Therefore, the purpose of study was to determine the

status of Board of Management (BOM) participation in implementation of strategic plan in primary school in Eldoret East Sub-County. This study has both independent and dependent variables. Independent variables were itemized as participation of board of management, which includes the level of commitment of Board of Management, extent of Participation of Board of Management, challenges facing Board of Management and measures to mitigate the challenges facing Board of Management and the dependent variable were effective and efficient implementation of strategic plan. The study however could also be influenced by the government policy, TSC policies on monitoring and evaluation of TEAPAD and County Government policies and legislation that the researcher has no control over. However, the intervening variables were controlled by not focus on them (eliminated from focus) since there was no direct interest on them as indicated by (Best and Kahn, 1989). Three relationships between the variables are illustrated in Figure 1.

Figure 1.1: Presents the conceptual framework of the study



SOURCE: Author (2019)

1.11: Definition of terms as used in the study

BOM Participation: In this study it refers to BOM teamwork in taking part in decision making. It describes a wide variety of BOM roles that take place at school. They include financial management, provision of physical resource, supervision of curriculum and pupils.

Effective implementation: It refers to a method used to examine the achievement of the work done by BOM in implementing strategic plans.

Efficient implementation refers to the ability to avoid wasting materials, efforts, money, and time by BOM in implementing strategic plans.

Level of commitment: It refers to the BOM willingness or a pledge to give their time, resources, and energy to undertake their roles in strategic plan implementation.

School Board of Management: They are fourteen-member committee nominated from community to manage the schools. They are authorized by Education Act 2013 to make rational decisions needed to ensure every aspect of strategic plan was implemented.

Strategic plan: It refers to a document used to communicate school objectives and goals and the actions needed to achieve them.

Strategic planning: It refers to process undertakes to develop and ensure that the set objectives are achieved using the minimum resources possible.

Strategy implementation: It refers to the process of achieving stated strategic objectives and goals set.

CHAPTER TWO

LITERATUREREVIEW

2.1 Introduction

This chapter establishes the relationship between related literatures regarding the study area to shade lighter in understanding the problem under study. The reviews predominantly, concentrate on the following concepts: the level of commitment by BOM, participation of BOM, challenges facing BOM and measures to mitigate the challenges facing BOM in implementation of strategic plan in primary school.

2.2 Level of commitment by BOM to implement Strategic Plan

Despite the MOE requirement that all institutions must develop strategic plans, their implementation remains a challenge. As observed by Mutuku and Mutuku (2009) in their research, many schools still have low commitment to implementation of strategy. The study determines to investigate the causes of low commitment by BOM to implementation of strategic plan in Eldoret East Sub-County primary schools.

Johnson, (2004) believes that 66% of strategies formulated in organizations are not executed at all. In addition, the study further considered possible reasons as to why Strategic Plans are not executed despite being formulated to help in supervision of curriculum.

Speculand, (2006) also observe that after the strategic planning process; many of the plans are left on the shelves to gather dust never to be opened again. In addition, Waterman, (2012) articulates that strategic plans are never implemented from the scratch thus a lot of time was spent reviewing strategies that have never been

implemented. It was important to identify reasons as to why strategic plans are left in the shelves never to be opened again. The study considered time utility in which BOM use to commit on revenue collection and expenditure in schools.

The budgetary allocation was important with (Clarke, 2008), who notes that the implementation of strategy was not just about devising a management framework but involves the allocation of resources amongst the strategic organization units to facilitate achievement of goals. This study therefore implies that school BOM must commit adequate resources to ensure that management of teachers and pupils' needs are realized in co-curriculum activities.

Van and Mcshane (2009) has also observed that plans cannot work unless they are tied to budgets and this budget must strictly be adhered to. However, lack of budgeting and limited budgetary allocations to strategic units can hinder the successful implementation of strategies, (Bitange et al, 2010). The study focuses on assessing commitment level of BOM mobilizing adequate resources in the budgets. The study further determines the commitment level of BOM to strictly commit budgetary allocation for successful strategy implementation.

Cole, (2007) pointed that the skills, staff training and development are in line with (Robbins, 2007) who pointed that leadership skills are required of strategic leaders. The study commits to determine the entry level of BOM that include a combination of formal education to a certain level, age and gender. The study also considers Personnel skills that include commitment level of BOM in the implementation of strategies.

Mutuku (2009) in his study implies therefore that however much financial and physical resources institutions may have, it all depends on how the school BOM marshals them towards achievement of strategic objectives. The study further analyzes whether BOM possess the relevant skills that include commitment towards successful strategy implementation.

Johnson (2004,) considers that organization culture impacts on most facets of the organization's life and it is the context within which strategic plan implementation happen. Thus Smolley (2009) articulate that the culture should be consistence with the strategy being implemented. It implies in this study therefore that strategic BOM must be keen when deriving strategies and strategic objectives of the organization, which should be in tandem with the school culture. In addition, the study examined schools' culture that is an essential part of strategic planning process and that any change proposed must be in line with the culture of the school or else it is bound to fail.

Paisley (2002) for instance observes that culture provides members in the organization identity that generates in them commitment to beliefs and values of the organization, more so the strategic objectives. The study therefore was in agreements with Bell and Rhodes (2006) who articulates that culture facilitates collective commitment in BOM that see strategic plans succeed. These findings are also in tandem with Kinicki (2008) who points out that quality and committed staff in an institution leads to successful execution of strategy implementation on school curriculum. The study considers belief and values of intuitions thorough their school Motto. Furthermore, the study compares the culture and commitment of staff in realizing strategic goals and objectives.

2.3 The extent to which BOM participate in the implementation of strategic plans

Knoff (2005) Stated that strategic planning in developed countries is well advanced. In Australia for instance, every state and school district actively participate around school improvement to social-behaviour and academic outcomes for all students. The study undertakes to examine strategic plans on school improvement on children academic and socio-behavioral outcome of all pupils in Eldoret East sub-county.

Nickols (2012), prompted in the 1980s by the business community's demand for a more prepared workforce and in the new millennium by the No Child Left Behind legislation, school-wide efforts to hold educators accountable for student outcomes are now required, continuously monitored, and reported annually. The researcher was therefore to determine the extent to which BOM are participating in report making on children academic outcome in their respective schools. In addition, the study was to examine how BOM participate in ensuring No child drop out of school. Furthermore, the study was to highlight how BOM will be continuing monitoring and reporting annually to stakeholders on strategic plan process

According to Schickedanz, (2003) a leading expert on strategic plan instruction categorize school planning in terms of finance, curriculum, and human resource. The study therefore undertakes to examine the extent of BOM participation in motivating teaching force capable of understanding the needs of learners and Secondly, effective, and efficient BOM in promoting commitment and awareness of implementing strategic plan.

Odebero (2006) added that the quality of Primary schools in Kenya is determined by the amount of financial and other resources they own. Accumulated resource like teaching and learning materials, physical resources and facilities have direct impact on efficiency of curriculum implementation. The study determines the extent BOM participation in curriculum sustainability considering resources available in school.

Ngware (2006) posted that student should achieve their objectives of learning assisted by the school management and teachers. Continuous Assessment Test and improvement of students that results from students, teachers and BOM working together must be harnessed. The study examined strategies that enhance how BOM monitor CAT for improve learning process.

One of the importance's of strategic plan implementation by stakeholders as Chigiti (2012) pointed is a shared vision, mission, and values. But Saleemi (2011) added that the leading cause of stakeholder's discontent in schools is that stakeholders do not understand what they are doing to helps their schools. Therefore, this study highlights how BOM communicate to stakeholders in the school and how their actions are contributing to the achievement of these goals, mission, and values.

Mutuku and Mutuku (2009) argued effectiveness of running an origination such as schools and their staff largely depends on strategic plan. It encourages commitment and extent participation by motivating staff members and rewarding them of their success. The highlights of importance of the schools are organizing stakeholders to be committed to their mandates in helping their respective schools achieve standard goals. The study further considers commitment level and extent of participation of BOM in delivery their roles in motivation of staff.

Mcshane and Glinow (2010) highlighted that strategy helps school's BOM to administer decisions and provides way forward. This study analysis the strategies put in place by BOM that can be tracked, evaluate, and modify to facilitate better pupils participate in co-curriculum activities.

Mcshane (2010) added that in large organizations like schools' communication is critical so that everyone understands his or her responsibilities and departments are effective in coordinating their efforts. The study examines the extent of participation BOM in communicating important changes to pupils affecting the school.

Okumbe (2007), argued that a strategic plan connects administrators to teacher to pupils and keeps stakeholders and community work harmoniously. The study was not limited in identify ways possible holds all stakeholders accountable for their actions in Involving parents on school budget preparation

Kaufman and Herman (1991) indicated that students are the number one priority in all strategic planning in every great school. This study merits its finding on extent of BOM participation that provides student a framework of conducting regular guidance and counseling for improved social behaviour.

2.4 Challenges facing BOM in implementation of strategic plan

Onyango (2013) highlighted primary schools BOM in Kenya to lack exposure to organizational and institutional training. Majority lack adequate education and managerial skills that include Monitoring, competencies and supervisory that can be used for the purpose's management. The study determined exposure and competence of BOM in ensuring there are separate waste disposal and sanitation facilities for both boys and girls.

Koech Report (2009) pointed majority of BOM lack quality managerial and supervisory skills making schools and learning institutions rather incapacitated. The study determines the level of BOM managerial and supervisory skill in ensuring that education Act 2013 on corporal punishment was promoted.

Onyango, (2013) mentioned that the ability of BOM to strategize to turn the mission and vision into operational plans is not yet optimal in primary schools. This study Plans to undertake to examine the level incompetence in BOM on literacy level on finance in line with school vision and mission.

Sandelands (2015) indicated that strategic planning is autonomous process that involves the institution into uncharted boundaries. It does not provide a ready to use prescription for success instead, it takes the organization through a journey and helps develop a framework and context within which the answers will emerge. The study analyzed the capacity of BOM in evaluation and reporting of strategic plan implementation.

A study conducted by Ngware (2006) on practice of Total Quality Management (TQM) and revealed that most schools did not have strategic plans. Ngware further argued that few schools that showed evidence of strategic planning 65% of them does not communicate quality expectations to stakeholders. This study therefore analyzed issues that undermine availability of strategic plans in school. The study further determines the good qualities of the plan to ascertain its challenges.

Onwong'a (2010) pointed that lack committed to prepare and address school strategic planning challenges may lead to potential pit falls if they are ignored. The study

considered one how lack of commitment affects supply of safe water for drinking in school.

Kuria (2007) found out that in Kenya BOM have inadequate skills in budgets presentation and administration. However, they are expected to offer supervisory services regardless of their ignorance in school finances. He found out that schools lacked programmed planning and budgeting systems where plans are linked to attaining education objectives. The study analysis how inadequate skills on budget preparation affect reporting annually on revenue collection and expenditure to parents. The study further analyses the procedure BOM follows to approve the budget if the expenditure does not exceed the receipts.

According to Schindler (2013), communication is a key success factor within strategic plans implementation. Lack of communication affects employees' productivity. A delay until changes have already crystallized undermines stakeholders in implementation process. The study highlights difficulties by stakeholders in communicating with BOM in involving parents on school budget preparation.

MOEST (2011) reports that training of BOM is not compulsory, but management are strongly encouraged to take up available training on induction courses and training to improve their roles and responsibilities. The study determines the government policy on training of BOM on Literacy level on finance and Motivate teachers.

Kane (2004) further indicated that lack of clear government policy on training has reduced inadequacy in funding for resources for facilitation. Therefore, the study highlights inefficiency of government policies in late disbursement of funds and inadequate skills & training on strategic planning.

Thornville (2007) mentioned that training was essential for good managerial skill where most BOM ignore for lack of exposure. The study determined the capacity BOMs to undergo training on courses related to utilization of adequate skills on budget preparation and record keeping disbursement of funds.

2.5 Measures to mitigate the challenges facing BOM in implementation of strategic plan

Majluf (2012) Mentioned that organization needs a good combination of formal and opportunistic planning. An organization that depends on formal planning could trap in unbearable rigidities. The study examines participation of BOM in delegating financial matters to Clerks, teachers and treasurer to expand involvement of stakeholders on school budget preparation.

Burt (2013) indicated that oral communication used in conjunction with other forms of communication affects strategic plans implementation directly through its impact on the individuals involved in implementation. It encourages participation in strategy formation, refinement and implementation as well as enables direct communication of corporate strategies once formulated. The study engages BOM on how they communicate and relate to pupils in conduct regular guidance and counseling to improve social behaviour on pupils.

Carter (2012) in past studies agreed that leaders make strategic planning a priority, it follows then that the organization is more likely to make strategic planning a priority. Therefore, the study considers how BOM play an important role in the planning process and how they monitor continuous assessments test for pupils and report to parents.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the research design, variables, research methodology, location of the study, target population, sample size, research instruments, ethical considerations, data analysis and data collection techniques that attempt to link them to arrive at desired results. Mugenda, (2011) defines methodology as a plan of actions that shape the choices and application of methods and links them to desired outcomes.

3.2 Research Design

Research design is a plan and the procedure for research that spans from broad assumption to detailed methods of data collection and analysis (Kothari 2010). The study employed descriptive research design where the researcher seeks to collect information from several schools. A descriptive survey design provided access to available source of information for gaining knowledge and insight into a given phenomenon under investigation (Mugenda, 2003). Descriptive survey design was used because data collection allowed for gathering in-depth information that was either quantitative or qualitative in nature.

3.3 Location of the study

The study was carried in primary schools of former Eldoret East Sub-County. Furthermore, BOM were faced with lack of appropriate strategic to curb massive loss and misappropriation of physical resources, high staff turnover, as indicated by Quality Assurance Organization (QASO) (2016). The strategic plan implementation

process in the two sub-counties was rather low compared with other sub-counties in the region, (MOE, 2015). The strategies on financial management were missing to curb the problem of fund misappropriation, staff under payment and low motivation of teacher, (Kitonga 2012).

3.4 Target Population

BOM of public primary schools in Eldoret Est sub-county provided this study with targeted population. MOEST, (2017) indicated 219 public primary school to have active and working BOM to date. The education Act (2013) considers BOM to comprises of 8 members from parents/community, Interest parties and business community, 2 members from religious sponsor, a member from County Education Board, a teacher representative, a pupil, and a head teacher. In total they are 14 BOM members. Therefore, the research targets 219 X 14 of 3066 BOM of Eldoret East Sub-County. The study also including 2 County Education Officer The targeted population was able to shade lighter on participation of Board of Management in implementation of strategic plan in primary school in Eldoret East Sub-County.

3.5 Sampling Procedure and Sample Size

Kothari (2010) recognizes 10%-30% of the target population as an adequate sample size in the descriptive survey design, which ensures reliability of the data collected. The research used 10% of total 3066 BOM in primary schools to select approximate figure of 310 BOM as sample size for study. The sample size was adequate to cover entire Eldoret East Sub county. The financial implications were also considered in determining the sample size. The research parameters played a key role in estimating desired level of accuracy.

From Kothari (2010), 30% of 14 BOM in each school was selected. The study used approximately figure of 5 BOM from each primary school selected for study. To arrive at appropriate number of schools to be studied the researcher divided three hundred and ten by five BOM in each school to give 62 schools. Simple random sampling was used to arrive at potential schools for study from the two sub counties.

The study purposively sampled 2 County Education Officer from Eldoret Sub county. On Key informants, UCLA Center for Health Policy Research Health DATA Programme-Data, Advocacy and Technical Assistance, (2013) recognizes 15-25 interviews are the most needed. Simple Random sampling method was used to select 15 head teachers as key informant from the 62 primary schools under study in Eldoret Sub County. The sample was adequate considering the time needed for transcription, accuracy of data collection and editing and financial implication. The sample size is shown in table 3.1.

Table 3.2: Sample Size

Respondents	Target population	Sample size
County Education officers	2	2
Head teachers (Key informant).15		15
BOM 219×14=	3066 3066 =	10% of Approx.310
Total	3083	327

3.6 Methods of Data Collection

3.6.1 Interview

UCLA Center for Health Policy Research (2013) recommended 15 -25 interviews with 5-10 questions that does not last for more than 15 -25 minutes. Therefore, the study used 4 questions on interview schedules. Among the 17 key informants, were 15 Head teachers and 2 Sub-County Directors of Education. Open-ended questions provided qualitative data which was used to validate quantitative data. The interviews were recorded using audio recording machine on scheduled time with Key informants. This was done on working days of the week in their respective office hours.

The researcher was able to organize face-to-face interviews with head teachers and County Education officers. Interviews were conducted in their respective head teachers offices and County Education offices. County Education Officers had experiences and knowledge about BOM participation on implementation of strategic planning in primary schools in Eldoret East sub-county. Key informants were prior identified and physically informed of time, date, and venue of the meeting. Each interview took an average of 10-15 minutes and transcription 50 to 60 minutes each.

3.6.2 Questionnaire

Questionnaire was used to obtain information from 310 BOM in 62 selected primary schools in Eldoret East sub-county. An eight questionnaires schedule was developed based on the four questions of the study. The questionnaire with close ended was pre-coded to facilitate the process of data analysis using the Statistical Package for Social Sciences (SPSS) version 23 and excel. The respondents were required to state their commitment and participation levels with the statements on a five-point Likert scale

ranging from strongly-to-strongly non-committal/participate. Questionnaires was administered and collected by researcher alone for the purpose of equity, confidentiality, and privacy of information. There was 100% return rate in administered questionnaire. These were achieved by constant follow up. Phone calls to the head teachers were used to ascertain the position of filling the questionnaire. This was also achieved by giving adequate time to complete the questionnaire. Camera was used to take photographs of the study area to certain the nature of the topic on questioned. Camera provided photographic documentation that faction as a system of communication between a researcher and research informants, by providing visual information of the community for the analysis and interpretation. Cameras were also easy to carry, more convenient and easily accessible,

3.6.3 Secondary Sources

Secondary sources were created by someone who did not experience firsthand or participate in the events or condition you are researching, (Mugenda 2003). Secondary sources are generally scholarly books and articles. Secondary sources were utilized in the collection of relevant data on the topic. The researcher used an unpublished material, journals, newspaper, articles, documented materials, and books on the topic of study. Secondary data allowed evaluation of factors influencing BOM participation on implementation of strategic planning in primary schools in Eldoret East sub-county.

3.7 Validity of Instruments

Orodho (2004) pointed that validity is the degree to which several measures of the concept accurately measure the concepts. It was essential to establish whether the

questionnaire content measures what it purports to measure. The study used content validity. This is the degree to which the content of a given test was related to the traits for which it was designed to measure (Kothari, 2004). To determine the validity of instruments, a pilot test was conducted in four of the schools in Soy (Kiplombe and Kaplelach primary schools) and Kapseret (Simat and Mutwot primary schools) Sub-County. The research instruments were administered to four schools with five BOM members to give $(4 \times 5) = 20$ BOM members. A pilot test was used especially if there was substantial uncertainty about the instrument. A preliminary data analysis was conducted. The questionnaire was submitted to the supervisor who was a specialist. The pilot test assists in determining the accuracy, clarity, and suitability of the instrument.

3.8 Reliability of the Instruments

According to Mugenda and Mugenda, (2003) reliability is a measure of the degree to which a research instruments gives repeated results after consistent trials. The researcher administered the instrument to the total respondents in the piloted schools. Cronbach's alpha was used to measure reliability of instruments. Cronbach's alphas assess the reliability, or internal consistency, of a set of scale or test items like that of Likert scale. In other words, Orodho, (2004) the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency. A common accepted rule is that an alpha of 0.7 indicates acceptable reliability and 0.8 or higher indicates good reliability. Therefore, the study showed Cronbach Alpha of 0.85 which is good and more reliable.

3.9 Data Analysis and Presentation

Kerlinger (2006) put it clear that analysis of data takes interpretation, arrangement and presentation of data collected. It entails reducing field information into suitable and manageable size. The questionnaire data was validated, coded, and edited in readiness for analysis. Data was analyzed using descriptive statistics that include measures of central tendency and standard deviation. The level of commitment, participation responses, challenges, and measures to mitigate challenges under study were categorized and each level of the categorical variable was an expected frequency count of at least five. The result was presented using frequency tables, pie chart, line, and bar graphs. Percentages were used to determine and explain proportion. Descriptive statistics, frequencies and percentages were used to analyze data. The results from the interviews were transcribed. They were put in themes before reported thematically with the one with highest rate responses given priority just after presentation of quantitative data. Secondary data from education policies booklets augment information from the questionnaire and interviews.

3.10 Ethical Considerations

Educational research data from respondents was of great value. The ethics enhance respondents' confidentiality leading validity and reliability of information. Inform consent was made available by providing information to the respondents on the subject under study. The introductory letter was obtained from the Eldoret University School of Education to allow an official permit from the National Commission of Science, Technology, and innovation (NACOSTI), Nairobi. All respondents were informed of confidential treatment of information received from interviews. They were further assured of their privacy and autonomy by concealing of their identity by

not indicating their biological names on the questionnaire. They were further informed of general objective of study with a view to meeting the intended purposes of researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This section presents the data and subsequent analysis done using descriptive statistics and interpretation of key variables derived from study. The data was presented through tables and charts. The data was generated from the completed questionnaires. Key informant's interviews were additional source of data in the study.

4.2 Demographic information

A total of 310 questionnaires were issued to the BOM in primary school in Eldoret East sub-county. Majority of the respondents 158 (51%) were females while 152 (49%) were males. The mean and standard deviation was at $M=1.51$ and $SD=0.502$. It was therefore evident from the results that majority were female respondents. Therefore, most women participated as BOM members in various schools in Eldoret East Sub-County. Majority of them 171 (56%) were over forty years of age, 87(28%) were of the age bracket 36-40 years, 43(14%) were of the age 26-30 years and 9(3%) were of age less than 25 years. It was further observed the mean and standard deviation of age was $M=3.37$ and $SD=0.816$. The results therefore clearly depict that a higher percentage of the members of BOM are above 40 years. The findings are presented in Table 4.1

Table 4.1: Gender and Age

Indicator	Frequency	Percentage	Mean	Std. Dev.
Gender				
Male	152			
Female	158			
Age				
<25years	9	3%		
36-40years	43	14%		
Over 40 years	87	28%		
	171	55%	3.37	.816

Source: Author (2019)

4.2.1: Levels of Education and years of Service

A total number of 310 questionnaires were issued to the members of Board of Management (BOM) among primary school in Eldoret East sub-county. Among the respondents surveyed there was a mean of 1.81 and a standard deviation of 0.757. The study established that 124(40%) had certificate as their highest level of education, 124 (40%) had diploma, while only 62(20%) had bachelor's degree as depicted in the table below. This shows that majority of the respondents surveyed had either diploma or certificate as their highest level of education. This implies that most of the BOM members were somehow educated. Most of them 111 (36%) have served as members of BOM for three years, 53 (17%) have served for one/two years while only while 93(30%) have served for more than three years. It was further observed that the mean and standard deviation were (M=2.78 and SD=1.056) as shown in Table 4.2 below. The Education Act (2013) pointed that BOM should holds office for a maximum of

three years. This is line with the findings of the study where the results show that nearly three quarters of BOM are serving within the bracket of three years while only 30% were serving more three years. The findings are presented in Table 4.2 below.

Table 4.2: Levels of Education and years of Service

Indicators	Frequency	Percentage	Mean	Std. Dev
Academic qualifications				
Certificate	124	40%		
Diploma	124	40%		
Bachelors	62	20%	1.81	.757
Years in BOM				
One year	53	17%		
Two years	53	17%		
Three Years	111	36%		
More than three years	93	30%	2.78	1.056

Source: Author (2019)

4.3 Objective ne: Level of Commitment in Implementing Strategic Plan by BOM in Eldoret East sub-county

The study was then focused on the fulfilment of the first objectives of the study to assess the BOM level of commitment to implementation of strategic planning in primary school in Eldoret East Sub-County. This objective was achieved following the

researcher's determination to establish how BOM were committed in ensuring that there was proper and adequate physical facilities, financial management, curriculum, and instructional roles and promote pupils' discipline in Eldoret East Sub-County. The results are discussed as follows.

4.3.1 Proper and adequate physical facilities

Table 4.3: Proper and adequate physical facilities

Factors	SC		C		SHC		UC		SUC		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Classroom for children	133	43	109	35	53	17	6	2	9	3	4.14	1.946
Physical play field	112	36	105	34	63	20	22	7	93		3.92	1.067
Teachers offices and Staff room	105	34	115	37	53	17	28	9	9	3	3.92	1.043
Sanitary disposal	99	32	124	40	56	18	6	5	6	5	3.89	1.076
Clean water consumption	121	39	99	32	45	14	12	4	34	11	3.85	1.279

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted:

Source: Author (2019).

4.3.1.1: Classrooms for children

Respondents were asked to give their opinions on the level of commitment to implement proper and adequate physical facilities. Based on the results in Table 4.3 above, most of the respondents were committed to ensuring that there are enough classrooms for children. The study established that most BOM were highly rated as committed in ensuring that there are enough classrooms for children as indicated by both $M=4.14$ and $SD=0.946$. In support of this statement, majority of the respondents 133(43%) were strongly committed in facilitating enough classrooms for children, 109(35%) were committed, 53(17%) were somehow committed while only 6(2%) and 9(3%) were uncommitted and strongly uncommitted, respectively. Clarke, (2008), noted that the implementation of strategy involves commitment of allocating resources to achieve the set goals. This implies that in most schools, BOM are committed in ensuring that children have enough classrooms as indicated in the figure 4.2 below.

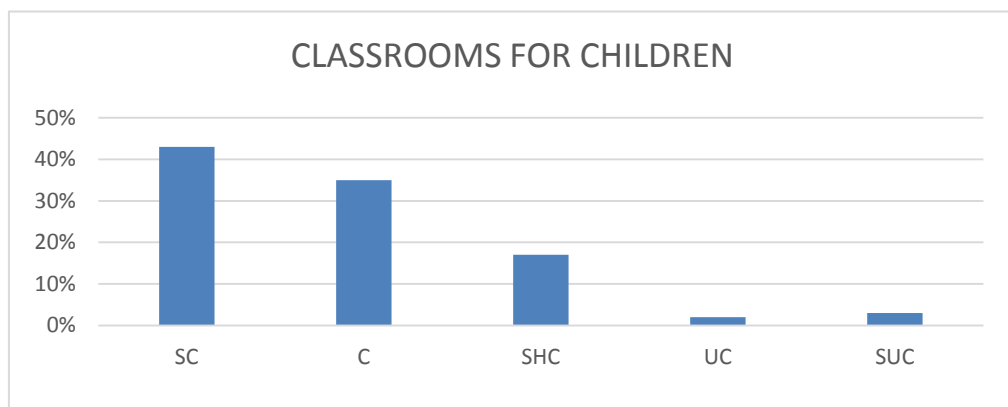


Figure 4:2 Level of commitment on Field of play for physical Activities

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted: **Source: Author (2019)**

It was clear from the findings above that more than three quarters of BOM showed their commitment in strategic planning implementation on classroom for children. Therefore, commitment level of BOM influence positively on provision physical facilities like classrooms in schools. This was in line with the findings by Dawson (2008) which shows that BOM were 70% very committed in ensuring that there was provision of classroom for children and material facilities by availing funds for physical structures like classroom for children in Kajiado County. This was further supported by the results from interviews where the head teacher in Sosi primary school affirmed that because of BOM commitment, there have been establishments of more classrooms to accommodate the current population of 350 pupils. This was further supported by CEO who mentioned that children ought to be in places where school have access to adequate classroom facilities to results in higher quality education.

However, commitment by BOM in Usal and Kimu primary school was low compared with school classroom facilities and increase enrolment. Head teacher Usal primary school maintained that the school has not received enough attention from BOM to expand more classrooms for increasing number of children. UNESCO, (2005) as well agreed with the finding by asserting that high enrolment of pupils in schools put pressure on a few facilities within the schools thus pupils were affected by inadequate facilities. In some schools like Moso and Usalama, the head teachers mention that due to overcrowding of pupils in classrooms, the teachers were forced to conduct lessons outside classrooms. Similarly, Kimani Ngugi, (2010) agreed with the finding by reporting that inadequate physical facilities and material resources was the cause of low students' performance in the national examinations.

4.3.1.2: Field of play for physical Activities

The findings were also clear in indicating that most BOM members were committed in ensuring that the schools had play field for physical activities. In this the study, it was found out that while proper and adequate physical activities was a key concern among these schools, at least 112(36%) and 105(34%) of the respondents in the study were committed and strongly committed respectively that they could ensure that most schools have play field for physical activities. On the same aspect 62(20%) were somehow committed while 22(7%) and 9(3%) were uncommitted and strongly uncommitted respectively with the statement as indicated in the figure 4.3 below. This aspect was however supported by most of the individual depicting a mean of 3.92 and a standard deviation of 1.067.

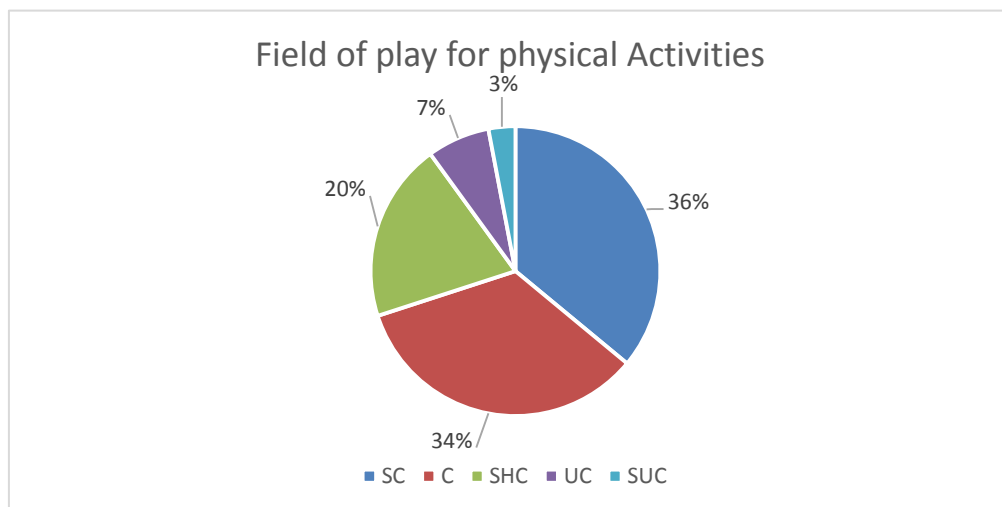


Figure 4.3: Level of committeemen on Field of play for physical Activities

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted: **Source: Author (2019)**

From the findings above, about two thirds of BOM in Eldoret East Sub county primary schools were committed to strategic plan to establishing field of play for physical activities. Therefore, commitment by BOM on strategic plans affects implementation process. For instance, the head teacher for Priso primary school pointed that the school BOM committed adequate finances in facilitating school playground. The head teacher said: - *“Children have adequate playground where both boys and girls actively participating in both games and sports.”* In addition, head teacher for Muge primary school pointed that the school has enough playground for children but sharing with existing secondary school. Research findings from UNESCO (2005) show that physical activities enhance by field of play for physical activities improve academic performance and classroom behaviour.

CEO Eldoret East sub-county argued that the Ministry of Education allocates three PE lessons per week for upper primary level. However, head teacher Kabo primary school reveal that majority of teachers only conducted two lessons in a week due to lack of field of play. This shows that there was a poor commitment of BOM in establishing PE lesson in the school due to inadequate resources. Unfortunately, the head teacher further said that the schools have less PE lesson, which implies that the teachers omitted PE programs even though it was scheduled in their timetables. These findings coincide with the findings of Dawson (2008). In her research, Dawson (2008) noted that primary teachers ignore PE lessons in favor of examinable subjects due to lack of resources like field of play. This finding agreed with a study carried out by Mwachia, (2009) on school management and students' field of play for physical Activities: How effective are strategies being employed by school managers in schools had revealed that most schools had inadequate physical activities resources and the BOM members were uncommitted on management of school resources. CEO

Eldoret East Sub County mentions that BOM of any school should commit their roles to create a healthier and happier environment of play for the children diverse needs.

4.3.1.3: Teacher's offices and classroom facilities

On the same note in rating BOM as committed in ensuring that there were enough teachers offices and staffroom facilities, the results show range of (M=3.92; SD=1.043). This was supported by 105(34%) and 115(37%) of BOM who were committed and strongly committed on ensuring there were enough teachers offices and staffroom facilities as indicated in figure 4.4 below.

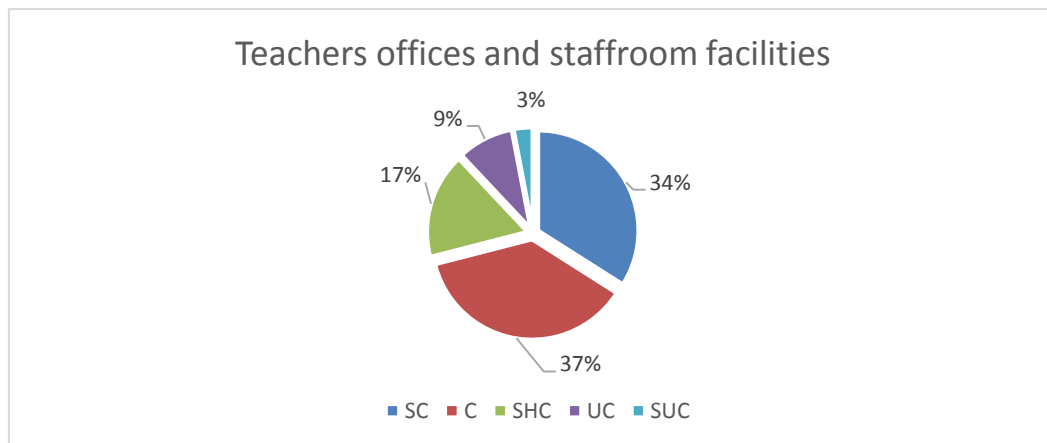


Figure 4.4: Commitment level on Teacher's offices and classroom facilities

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted:

Source: Author (2019)

Considering the commitment level on teacher's offices and classroom facilities more than three quarters of the BOM are committed. Therefore, BOM play important role in ensuring that there was adequate teacher's offices and classroom facilities for teachers. The finding was like Kitui West Sub County, (2013) DEO's Office

inspection report who pointed that the Board ensures that there was good or quality education in school by availing necessary resources such as teachers' offices and staffroom, teaching and learning materials. Head teacher Maru primary school hails the same by saying that the BOM had committed over ksh200, 000 from FPE for ensuring that teachers get proper table and chairs in their respective staffroom and classrooms. The head teacher Koit primary school said that: -

The BOM so far have committed to providing teachers with chairs, table and cupboards. This has costed an amount equivalent to Ksh 300,000 to facilitate all classrooms and staffroom with cupboard and chairs. (HT- Koit)

However, head teacher Moso primary school pointed that BOM was not committed enough to facilitate teachers in their respective classrooms and staffroom. In Muge primary school teachers still share desks and tables with children. Classroom facilities that include teachers chair and table were missing in Kaps primary school thus this constantly affected teachers and pupil's performance in national examination. Unfortunately, in some schools in Kenya, Eldoret East Sub County included, staffroom and classroom facilities were missing making teacher uncomfortable when attending to individual child (Mbiti, 1974). Wachira (2005), further states that, delay in provision of school equipment and supply stationeries demoralizes teachers' performance. Poor teaching facilities will lead to poor performance by pupils in public exams.

4.3.1.4 Waste disposal and sanitation facilities

Furthermore, the rating of BOM as committed in ensuring that there were proper waste disposal and sanitation facilities, the results show range of (M=3.89; SD=1.076). This was supported by 99(32%) and 124(40%) of BOM who were

committed and strongly committed on ensuring there were proper waste disposal and sanitation facilities for children as indicated in the figure 4.5 below

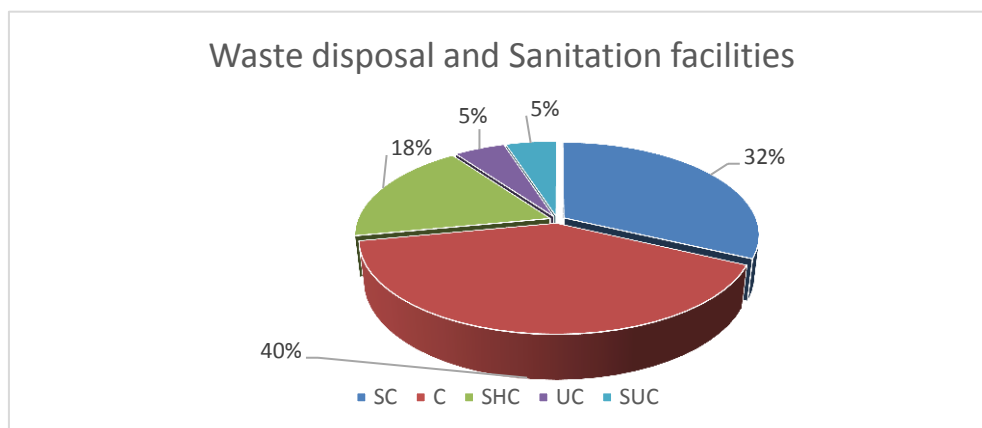


Figure 4.5: Commitment level on Waste disposal and sanitation facilities

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted

The findings from interviews showed that more than half of BOM in Eldoret East Sub-county are committed to implementation of strategic plan on provision of waste disposal and sanitation facilities. Therefore, the level of commitment has created positive impact on schools. A County Education Officer pointed that disposal and sanitation facilities have been a priority for the school. The Head teacher Rotu primary school said:

So far the school has grown and the BOM has availed sanitation facilities for both boys and girls. The BOM are considering facilitating further modern sanitation facilities and providing girls with adequate sanitary pads for the whole one year. (H/T-Rotu)

However, lack of budgeting and limited budgetary allocations to strategic units can hinder the successful implementation of strategies, (Bitange et al, 2010). CEO Sub County claims that lack of commitment by BOM in some schools has led to

inadequate access to an improved water supply. Lack of water which was compounded by poor sanitation and hygiene has led to low performance of girls especially those in upper primary who are affected by poor sanitary facilities; “*Girls need of privacy during menstrual cycle*” explains CEO. Head teacher Sasi primary school argued that BOM had not committed adequate resources to improve on sanitation and good hygiene practices in school through construction of gender – sensitive Ventilated Improved Pit (VIP) latrines with separate blocks for boys, teachers and girls, and hand-washing facility.

4.3.1.5 Provision safe drinking water

Even though still above average, safe drinking water in schools was least rated by the respondent with 121(39%) and 99(32%) being committed and strongly committed and was further supported with results showing (M=3.85; SD=1.279) as indicated in the summary table 4.6 above and figure 6 below.

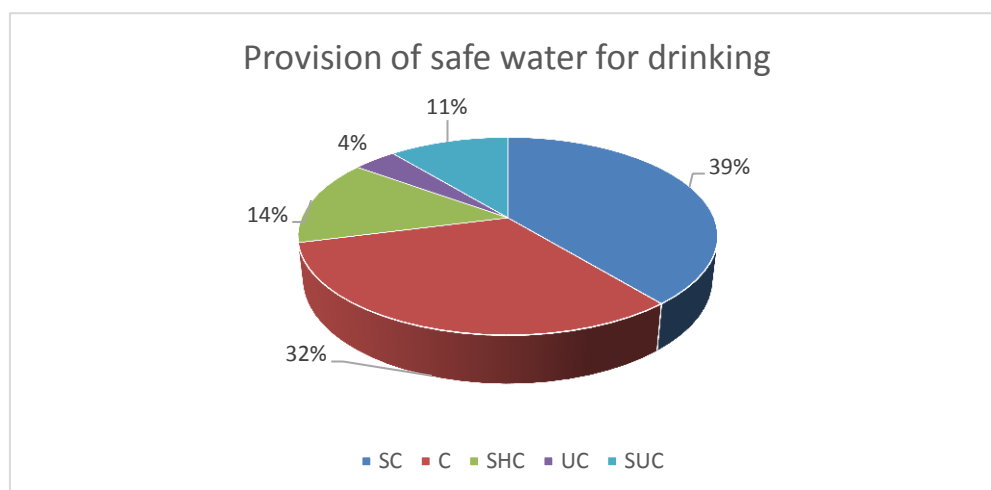


Figure 4.6: Level of commitment on provision safe drinking water

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted.

From the findings, nearly more three quarters of the BOM were committed to strategic plans on provision safe drinking water in primary school. UN WATER, (2006) pointed that strategic plans towards provision of water at schools is one of the highly effective practices in increasing access and learning outcome. In line with Chela and other schools in Eldoret Town and environs, BOM are committed to strategies that provide school with safe water for drinking through ELDOWAS Company. The head teacher for Eldo School said that:

The BOM on monthly basis were to pay water bills amounting to over Ksh.10,000. The ministry of Education had done well enough by bringing to school water treatment plant that is being used now. It provided children safe water for drinking for the whole one week. (H/T-Eldo)

Letema, (2011) indicated in 2011, 69% of schools in Kenya had an improved source of drinking water with water available and were therefore classified as providing a basic drinking water service. However, Head teacher Chemalus primary school pointed that the school was in village setup where water comes from either a flowing stream or borehole. Children during dry seasons bring water from their respective homes using 1 to 5-litters Jerricans. Head teacher Muge primary school mentioned that the commitment of BOM in provision of water helped children school to clean their classrooms, watering plants and for drinking. Furthermore, the Head teacher for Kabore primary school said:

The school is currently lacking reliable source of safe drinking water. The school depended on borehole, which had already dried up. They used the little water available to clean classes and latrines. (HT-Kabo)

BOM of Kabo primary school was committed to strategic plan in obtaining treatment plan that uses chemicals that provide safe drinking water for drinking in school. The BOM for Moso primary school were already frustrated by the process of obtaining license from County Government to develop and setup a school water project. The

finding was like Halladay (2008) who pointed that the process of executing strategic plans is a complex change. Related to this, there was sufficient empirical evidence which points to the extent that the beneficiaries of strategic plans can be frustrated due to the failure of proper implementation processes followed. The head teacher Moso said: -

The project was currently in the last stages but obtaining a three-phase electricity to be used in pumping water from a nearby river, which was 2km from the school, is becoming elusive and difficult to secure (HT-MOSO)

However, pupils of Kaps primary school fetched water from a seasonal stream about 500m away during the wet season, but during the dry spell, they bring water with 5-litre jerricans from their respective homes. The water was not safe for drinking and was used to wet the earthen class floor. In Sosiot primary school pupils carry individual water in small bottles for personal use from their homes. The one permanent and two temporary latrines were inadequate and in poor conditions. There was also no water or soap to wash hands after visiting latrine putting children at risk of contracting germs and diseases (WHO,2009).

4.3.2: Financial Management

Following the study findings presented in Table 4.4, all the statements showing the relationship between financial management and BOM commitment scored high in means with the highest being that; since BOM commitment in strategic planning, there has been improvement on literacy on finance in schools, involvement of parents in budget preparation, preparation of annual reports and on revenue collection and expenditure and Delegation of financial matters at (M=3.57; SD=1.149), (M=3.40; SD=1.288), (M=3.36; SD=1.285), (M=3.31; SD=1.157) and (M=2.96 SD=1.213) respectively.

Table 4.4: Financial management

Factors	SC		C		SHC		UC		SUC		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Literacy level on finance	59	19	13	63	65	21	22	7	28	9	3.57	1.149
Involve parents in budget preparation	74	24	84	27	84	27	31	10	37	12	3.40	1.288
Preparation of Annual reports	105	34	115	37	53	17	28	9	9	3	3.92	1.043
Revenue Collection and Expenditure	43	14	109	35	96	31	31	10	3	31	3.31	1.157
Clean water consumption	22	7	112	36	62	20	65	21	49	16	2.96	1.213

Key: **SC**-Strongly Committed, **C**-Committed, **SHC**-Somehow Committed, **UC**-Uncommitted, **SUC**-Strongly Uncommitted:

Source: Author (2019)

4.3.2.1 Literacy level on finance

The results further shows that majority BOM were commitment in ensuring that there was literacy level on finance with 136(44%) of them being committed with this statement and 59(19%) strongly committed on the same. Those who were somehow committed on this aspect accounted for 65(21%) while 22(7%) and 28(9%) uncommitted and strongly uncommitted respectively with the statement as illustrated in figure 4.7 below.

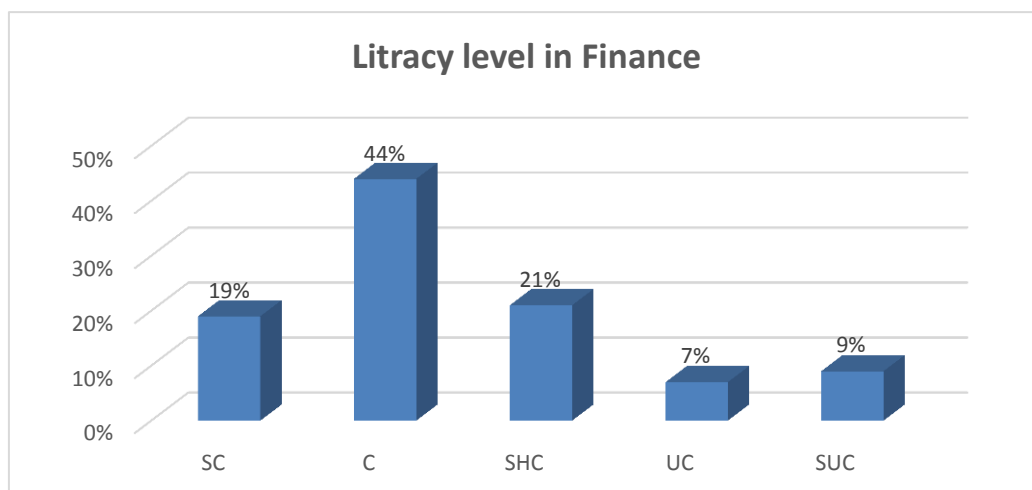


Figure4.7: Level of commitment on Literacy level on finance

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted

Finding from interviews indicated that more than two thirds of BOM were committed to strategic plans on literacy level on finances in Eldoret East primary schools. Nyongesa, (2007), noted that literacy in financial management will enable the school BOM supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports. In Eldo primary school the least academic qualification

in the board was degree so the literacy level was high hence they were committed to work while in Chela primary, all members of BOM were educated with at least secondary school certificate. They all had knowledge and skills on financial literacy level. According to Robbins (2007) the skills, staff training and development were required for strategic leaders and included a combination of formal education to a certain level, appropriate character, relevant experience, and special skills. However, in Olar primary school, Head teacher pointed said:

BOM lacked adequate skills on financial matters since most of them were Form four leavers. They had low literacy level hence affects their commitment level on financial matters. But the county government had held one-day seminar on financial management with them last year 2018. (H/T-Olar).

To enhance commitment and accountability of school finances, County Education Officer highlighted that all finances in the school were managed by BOM and that any financial transactions were subjected to BOM minutes, signed by the chairman and Treasurer. Mobegi, Ondigi and Simatwa (2012), noted that BOM commitment to financial accountability will enable the school management to supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports

4.3.2.2 Involving Parents on School Budget preparation

The results showed majority of BOM who were committed in ensuring that parents were involved in budget preparation were 74 (24%) being strongly committed and 84 (27%) both indicating committed and somehow committed. The uncommitted and strongly uncommitted accounts for 31(10%) and 37 (12%) respectively as shown in the figure 4.8 below

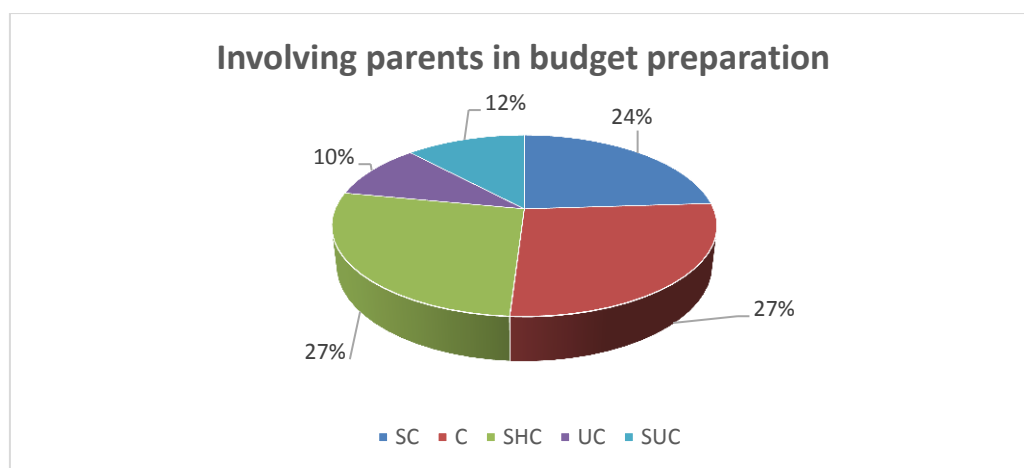


Figure 4.8: Level of commitment on Involving parents on school budget preparation.

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted

From the finding's half of BOM of Eldoret East Sub County was committed in ensuring that parents were involved in budget preparation annually. The results from interviews showed that Eldo primary school BOM were committed in involving parents on school budget preparation at the end of every year to source for school revenue. Chelagat and Sasitwo primary school head teachers reported that out of the 14 BOM, 6 came from parent's representatives. Therefore, they were committed to prepare budget and delivering it to parents in the annual general meeting held at the end or at the start of the year. This was done in accordance with the financial procedures laid down by the government that the standard should then be measured by school self-assessment and by external assessment programme. School head teachers should confirm their schools are compliant, or taking steps to comply with the standard, and sign a declaration at the end of each financial year advising on what arrangement are in place to ensure that their schools meet the standards and to remedy

any shortfalls (MOE, 2003). Moreover, Koit primary school BOM made a commitment that the school budget be prepared and submitted to parents for approval. Any disapproval from parents was considered and the BOM made necessary adjustments. Currently, BOM were on their way to making this year budget as they waited for FPE funds declared by the head teacher. These findings concurred with Ngware and Kosimbei (2006) who said that through a strategic plan a school can be effective because it helps to identify and express goals, key improvement strategies, action plans and, finally, monitor and evaluate the school's progress for the purpose of change management.

However, Sosi, Muge and Olar primary school BOM were not committed to involving parents on school budget preparation since they lack a strategic plan on involving parents on school budget preparation. The CEO pointed out that many parents therefore do not know what the money they pay to schools does due to a lack of strategies on school finances. Mobegi, Ondigi and Simatwa, (2012) pointed out that this has led to mistrust of the school BOM, loss of goodwill by parents and sponsors and reduced morale among teachers and staff. In the same note the CEO said that.

This has created a situation of total mistrust between the stakeholders, principals being interdicted on allegations of financial misappropriations, students striking or involving themselves in insidious conduct because of the opaque nature of school financial reports or general lack of information and cases of poor financial management (CEO).

4.3.2.3: Annual report on revenue collection and expenditure to parents

The results further showed that majority of BOM were committed in ensuring that there was preparation of annual reports on school business with 59 (19%), 105 (34%), 62 (20%), 40 (13%) and 40 (13%) being strongly committed, committed,

Somehow committed, uncommitted and strongly uncommitted respectively as shown below in figure 4.9.

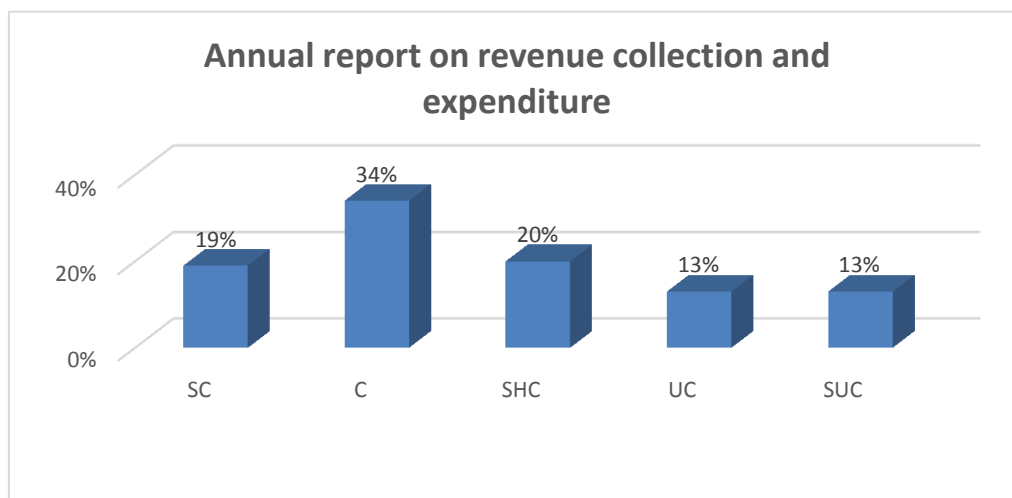


Figure 4.9: Level of commitment on Annual report on revenue collection and expenditure to parents

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted

Source: Author (2019)

The results show that more than half of BOM is actively committed to ensuring that preparation of annual report relating to revenue collection and expenditures to parents. Therefore, commitment by BOM has a positive impact on annual report on revenue collection and expenditure to parents. The results from interviews showed that in UOE primary school, BOM were committed in preparation of annual report on revenue and expenditure at the end of every year where accounts clerk and BOM guided parents through it. In Chelagat primary school BOM communicate such matters of finance to parents on regular basis and particular at end year basis thus Nickols (2012) increases trust and faithfulness to school BOM to parents.

However, in Koit Primary School BOM do not consistently review on annual report to parents on collected revenue and expenditure. As a matter fact they were planning to publish last year report on all finances received and spend in the school. In addition, Sosiot primary school did not report such financials matters to parents on many occasions but as an element of accountability and transparency the school was embarking on reporting financial position to parents by ensuring that every parent gets a copy of balance sheet at the end of every year.

4.3.2.4 Collection of Revenue and expenditure for the school

It was further found out that BOM were committed in ensuring there was revenue collection and expenditure in school were 43 (14%), 109 (35%), 96 (31%), 31 (10%) and 31 (10%) being strongly committed, committed, somehow committed, uncommitted and strongly uncommitted, respectively. This was supported by a mean of 3.31 and standard deviation of 1.157 as show in figure 4.10 below.

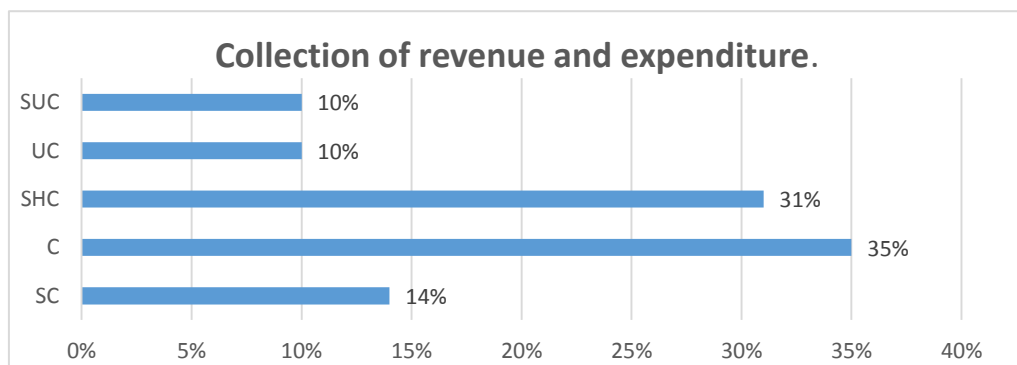


Figure 4.10: Level of commitment on Collection of Revenue and Expenditure for the School

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted.

From the finding BOM commitment on revenue collection and school expenditure was below average. In Sasitwo primary school commitment of BOM in collection of school finances and expenditure was relatively low. The head teacher of Chemalus primary said: -

While the head teacher facilitated the disbursements of funds by the government through FPE, BOM do not participate in the collection of revenue as all finances were given and audited by the government. (HT-Chemalus).

County Education Officer pointed that the money sent by government through FPE programme has become the only source of finance to various schools. Usual primary school BOM comprises of committee that are committed to foresee any revenues and expenditures of the school. In Kabo primary school the school had enough Acreage of Land and the BOM were strategizing how to commit more of finances to improve on the school sources of income.

However, in Muge primary school the school entirely depended on the government money since they were not allowed to collect revenue from parents. In agreement, Mobegi, (2012) pointed that under the free primary school education policy, grants are drawn from tax dollars and then distributed directly to all government primary schools. Every child who attended one of these schools is allocated KES 1420 (about US\$14) a year.

4.3.2.5 Delegate financial matters to clerks, teachers, and treasure

It was also found out that BOM commitment on delegation of financial matters was the least rated by the respondents with a mean of 2.96 and standard deviation of 1.213. This was supported by 22(7%) and 112(36%) strongly committed and committed respectively while 62(20%) were somehow committed, 65(21%)

uncommitted and 49(16%) strongly uncommitted with this statement as shown in Figure 4.11 below.

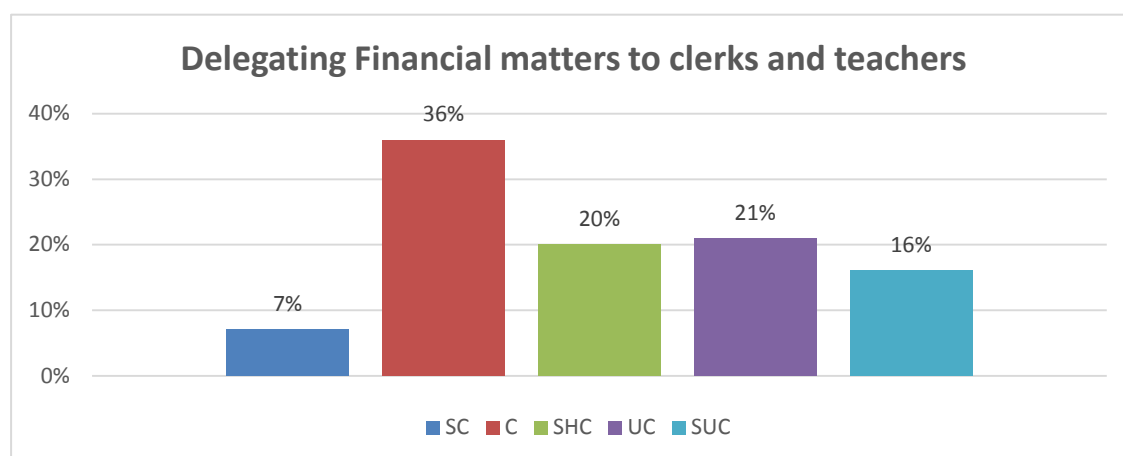


Figure 4.11: Level of commitment on Collection of Revenue and Expenditure for the School

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted.

From the findings, less than half of BOM are committed in delegation of financial matters to Clerks, teachers, and treasurers. Therefore, commitment by BOM on their roles has little impact on delegation of financial matters to clerks, teachers and treasure. In Emsilies primary school, school did not have accounts clerks and therefore BOM were committed to ensuring efficient utilization of FPE funds. Also, in Kabo primary school, delegation of finances to office clerk at primary level was not available. CEO for Moiben Sub County pointed that the head teacher and BOM were to run school finances and submit such report to the government on monthly basis and to undertake training on matters concerning school finances.

However, while in Eldo Primary School all matters to do with delegation of finances were handled by school accounts clerk, the Ministry of Education (2013) recognizes head teacher to be school executive officers together with school committee. They were the only persons mandated in public primary school to handle school finances. But it was important that the government saw the need of employing accounts clerk to help head teacher on financial matters as argued by head teacher Kimu primary school.

4.3.3 Curriculum and Instructional materials

As portrayed by the study findings in Table 4.5 it was evident that BOM were also committed in providing curriculum and instructional materials. As found out in the study, BOM were committed in providing resources for involving pupils participate in co-curriculum activities, curriculum sustainability, supervising syllabus coverage, monitoring CATs and reporting to parents on academic performance (M=3.78; SD=1.207), (M=3.57; SD=1.159), (M=3.56; SD=1.241), (M=3.50; SD=1.145) and (M=3.49; SD=1.138) respectively.

Table 4.5: Curriculum and instructional materials

Factors	SC		C		SHC		UC		SUC		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Syllabus coverage and supervisor	71	23	127	41	50	16	31	10	31	10	3.56	1.142
Monitoring CATS	65	21	109	35	65	21	59	19	12	4	3.50	1.145
Preparation of Annual reports	105	34	115	37	53	17	28	9	9	3	3.92	1.043
Academic Reports to parents	74	24	118	38	65	21	37	12	16	5	3.49	1.138
Curriculum performance and Resources for sustainability	68	22	115	37	68	22	37	12	22	7	3.78	1.207
Involved pupils to participate in co-curriculum activities	109	35	90	29	70	25	25	8	22	7	3.78	1.207

Key: **SC**-Strongly Committed, **C**-Committed, **SHC**-Somehow Committed, **UC**-Uncommitted, **SUC**-Strongly Uncommitted:

Source: Author (2019)

4.3.3.1: Involving pupils participate in co-curriculum activities

One of the fundamental aspects that stood out on this study was BOM commitment in involving pupils to participate in co-curriculum activities ($M=3.78$; $SD=1.207$). On this aspect most of the BOM showed a strong commitment 109(35%) with 90(29%) committed to the statement while only 70(25%) were somehow committed neither. At least 25(8%) and 22(7%) were uncommitted and strongly uncommitted respectively with the statement as shown in the figure 4.12 below.

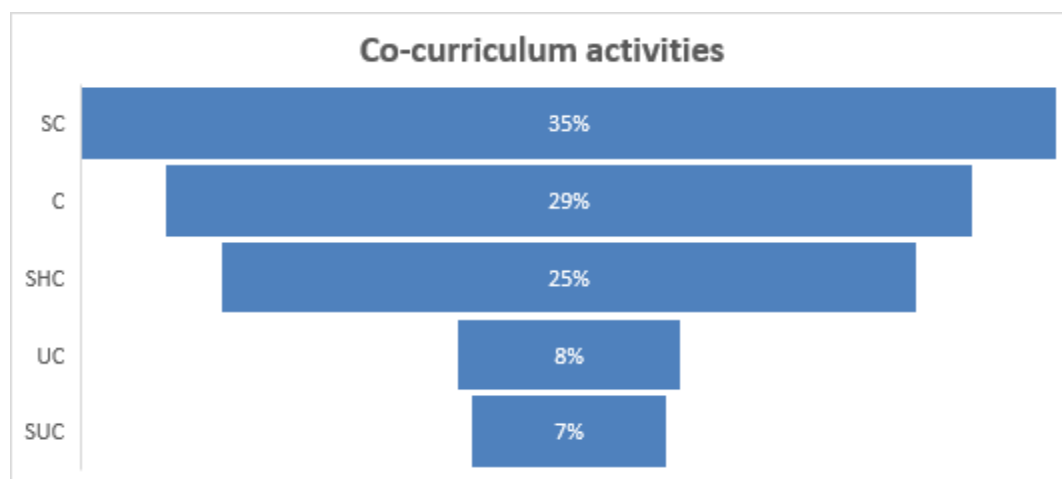


Figure 4.12: Level of commitment on Involving pupils participate in co-curriculum activities.

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted:

Source: Author (2019)

From the finding more two thirds of BOM in Eldoret East Sub County are committed to involving pupils to participate in co-curriculum activities. Therefore, it was important to note that commitment of BOM in pupil's activities to participate in co-curriculum activities has positive impact. Educationists say co-curricular activities play a vital role in helping children develop their personality (Peter, 2004). CEO

informs BOM, and School heads gives pupils opportunities to fully participate in co-curricular activities. Head teacher Eldo primary school said that children had untapped and undeveloped potential and the schools commit to providing opportunities for children to realize culture, arts, and sporting activities. The head teacher Eldo said that: -

The planned curriculum in school will aim at nurturing the potential of every student right away from class one to class eight. The curriculum aims at developing the intellectual, social and emotional growth of the child, hence the importance of the arts, sports and culture. (H/T-Eldo)

The head teacher Kuin primary school inform media houses to commit to tapping into the creative abilities and displays of children shown in drama and music festival and air them in their media platforms. The head teacher said that: -

To have the good news of our children appreciated by media audiences of our media houses and in such activities help to instill right values in the learners.

However, COE cautioned the head teachers and BOM against hiring strangers to represent their schools thereby denying their learners opportunities to exploit their talents and abilities. Rotu, Sasi and Moso scooped 3rd 6th and 7th position respectively in the Play category for primary schools; Eldo and other urban school monopolized first position in play, narrative solo verse, and modern dance categories. Covin and Schulz (2015) in their study found out that students' involvement in co-curricular activities enhances their competencies in the four areas tested, namely communication, cognitive, managing self, and academic competency. They argued that significant steps must be taken to ensure that every student participates actively in co-curricular activities, which are headed by teachers who are knowledgeable about that activity. Usal and Soli Primary School scooped first position in the traditional

folk-dance category among primary schools while Emsi and Kabo scooped first position in the Cultural Dance category in the recent county Music festival held in Central primary school in Eldoret town.

4.3.3.2: Resources for Curriculum Sustainability

Based on these findings, BOM showed approval for their commitment in providing resources for curriculum sustainability with 68(22%) and 115(37%) being strongly committed and committed, respectively. In support of this statement, there were further 68 (22%) respondent who were somehow committed while only 37 (12%) and 22 (7%) were uncommitted and strongly uncommitted respectively as shown figure 4.13 below.

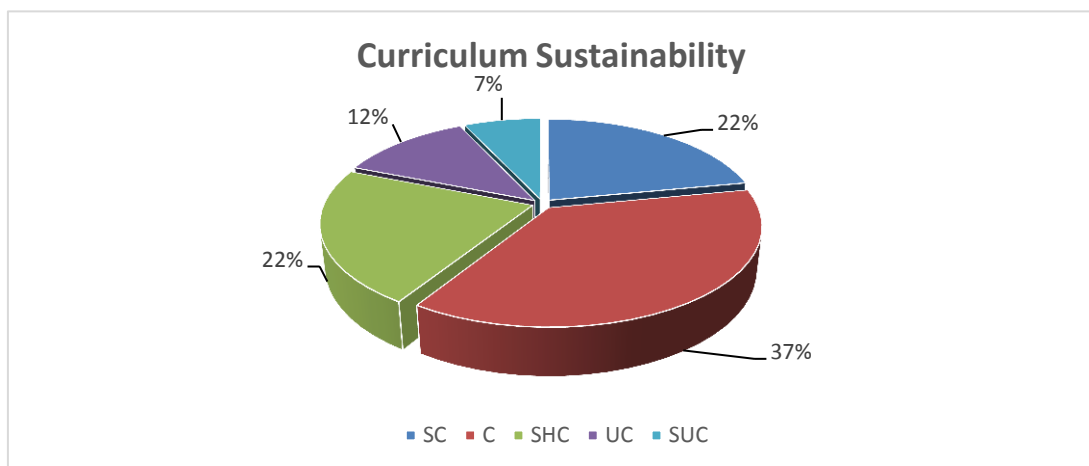


Figure 4.13: Level of commitment on Resources for Curriculum Sustainability

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted:

Source: Author (2019)

From the finding two thirds of BOM in Eldoret East were committed to ensuring that there were enough resources for curriculum sustainability. Kimani Ngugi, (2010) study on the influence of BOM' commitment in resource management on pupils'

performance in Kenya Certificate of Primary Education (KCPE) in public Primary schools in Imenti South District indicated a rise of school mean scores and an increase in pupil's enrolment to secondary level for a period of five years successively. Head teacher Kabo primary school pointed that BOM had committed adequate finances towards ensuring adequate supply of textbooks through FPE programme. The head teacher pointed that: -

The FPE programme fund that BOM had committed to teachers has help provide teachers with enough stationary like pens, chalks, books and dusters for the whole one year, while all children are provided with exercise books and pens from FPE Funds. (H/T-Kabo)

Moso primary school head teacher reported that FPE programme provides books to schools. The head teacher mentioned that: -

"BOM are committed to providing teachers regularly through FPE programme with adequate T/L resources for curriculum sustainability while children are supplied with text and exercise books. Teachers and pupil's performances were enhanced since BOM were committed to ensuring that learning process is not interfered with." (H/T-Moso)

4.3.3.3: Supervision of syllabus coverage

Based on these findings 71(23%), 127(41%) and 50 (16%) were strongly committed, committed, and somehow committed respectively on the fact that BOM are committed in supervision of syllabus coverage. In addition, some BOM showed disapproval for their commitment in providing resources for Supervision of syllabus coverage with 31 (10%) in both being uncommitted and strongly uncommitted as shown in the figure 4.14 below.

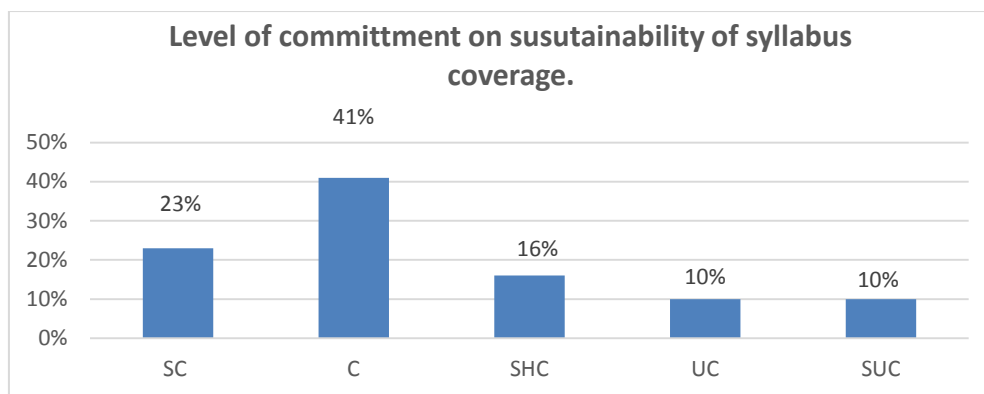


Figure 4.14: Level of commitment on Supervision of syllabus coverage

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted

Source: Author (2019)

The findings from interviews showed that more than three fifth of BOM in Eldoret East sub-county were committed to ensuring that supervision of syllabus coverage was update. Head teacher Kimu primary confirmed that BOM have committed an average of 2 hours per week for supervision curriculum. In addition, they were committed to ensuring that teachers on normal duty developed cognitive and psychomotor skills in their respective class and developed current professional documents that included schemes of work, lesson plans and records of work covered. In addition, head teacher for Soli primary school together with BOM reviewed with teachers' syllabus coverage on monthly basis. The head teacher said:

In this term BOM have committed at least 30% of the syllabus to be covered. BOM and teachers are meeting regularly to access the extent of coverage of syllabus. BOM takes part through what teachers are undertaking in their respective classrooms. *(H/T-Soli)*

4.3.3.4 Monitor Continuous Assessments Test

From the table above, while 65(21%), 109(35%) and 65 (21%)were strongly committed, committed and somehow committed in the Monitoring CATS. While Fifty nine (19%) and 12(4%) disapproved their level of commitment in ensuring monitoring of Continuous Assessment of Test (CAT) in schools as indicated figure 15 below. Nickols (2012) defines monitoring as a process whereby the progress of activities is regularly and continuously observed and analyzed in order to ensure that the expected result is achieved. It is done by regular collection and analysis of information for checking the performance of the programme activities.

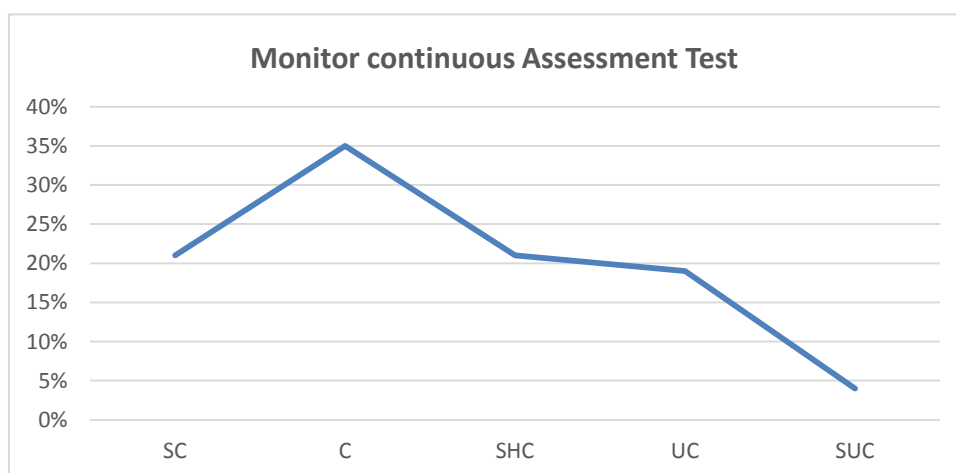


Figure 4.15: Level of commitment on Monitor Continuous Assessments Test

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted

Source: Author (2019)

From the finding more than a half of BOM in Eldoret East Sub County were committed to facilitating the monitoring and evaluation of Continuous Assessments Test (CAT). BOM of Sosit visits the school on regular basis to oversee the school performance. The head teacher pointed that BOM attends to closing ceremony every

term. BOM are committed to at least two CATS to be administered to pupils in each month to assess the level of knowledge, skill, and attitude in pupils.

The head teacher for Kimumul primary reported that since there was a ban on commercial exams, teachers set their own and administered to pupils. Head teacher Eldoret on similar occasion mentioned that teachers do midterm evaluation, which it did not, involved any financial implication on parents.

But in Mosop, BOM does not inform parents of the importance of examining children. Parents are to pay Ksh.20 per paper to buy standardized paper for children to do. BOM on the same school do not commit to involve parents in awarding children or motivating them through their hard work as indicated by head teacher. In Usalama primary the BOM had committed to timely schedule of CAT, which was to be done three times a term but later withdraw it commitment due to lack good leadership. Parents were not invited to attend awarding ceremony where they were to be made to understand the performance of their children. BOM in Koit primary are not committed in ensuring that development of classroom-based evaluation was up to date where marks attained by pupils were to be forwarded for analysis within a week.

4.3.3.5 Report to parents on academic performance

It was also found out that BOM commitment on report to parents on academic performance was the least rated by the respondents with a mean of 3.49 and standard deviation of 1.138. This was supported by 74 (24%) and 118 (38%) strongly committed and committed respectively while 65 (21%) were somehow committed, 37 (12%) uncommitted and 16 (5%) strongly uncommitted with this statement as shown in Figure 4.16 below

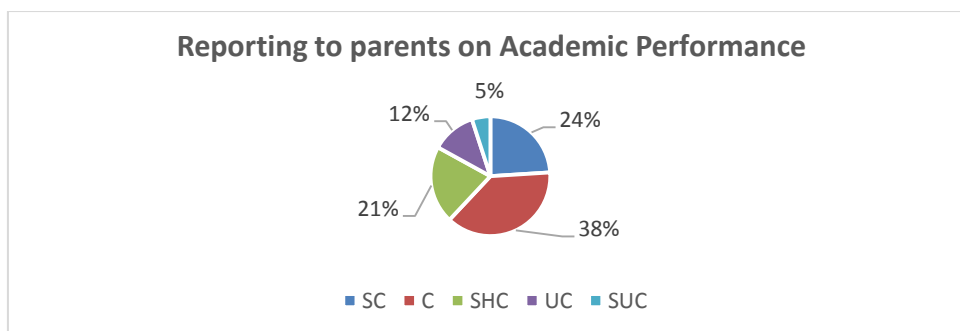


Figure 4.16: Level of commitment on Reporting to Parents on Academic Performance

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted.

Source: Author (2019)

The results from the interviews show that two thirds of BOM in Eldoret East Sub County are committed in ensuring that they report to parents on academic performance. From the findings Kimu primary school BOM did commit on reporting to parents on academic performance on term basis. Chem Primary School BOM does a report to parents on regular basis. This was done on monthly academic day, teacher to parent to pupil performance monitor, on closing days and at the end of the year. However, in Kaps and Sosi primary school, BOM through the head teacher attempt to report to parents the children with poor grade but often receive a lot of resistance from teachers and some parents. Pupil's performance should be done with school head teacher and inquiries from the classroom teacher as indicated by Kitonga (2012). The head teacher Kaps lack adequate time to offer counseling and guidance towards assisting children improve on their academic results due to heavy workload in the office. Koit and Chel primary school head teachers together with BOM had develop

class assessment records on availability of textbooks but faced with great loss, theft, and poorly maintained textbooks in school.

4.3.4 Pupils Discipline

Following the study findings presented in Table 4.6, all the statements showing the relationship between pupils disciplines and BOM commitment scored above average in means with the highest being that; since BOM are commitment in strategic planning, there was an opportunity that there was improvement on social behavior, regular guidance and counseling to pupils, communication of important changes to pupils and promotion of education Act 2013 on corporal punishment at (M=3.48; SD=1.115), (M=3.45; SD=1.265), (M=3.45; SD=1.098) and (M=3.43; SD=1.213) respectively. MOE (2003) defined discipline as a system of guiding the individuals to make reasonable decisions, responsibly. In classroom, it means the control of a class to achieve desirable behaviour. According to Mcshane and Glinow (2010) indiscipline can take the following forms: lateness, chronic, absenteeism, non-compliance to school rules and regulations, drug abuse, bullying fellow students, boycotts, and assaults, indecent behaviour like rape, arson just to mention a few.

Table 4.6 Pupils Discipline

Factors	SC		C		SHC		UC		SUC		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Contact regular guiding and counseling	65	21	115	37	62	20	31	10	37	12	3.45	1.265
Communication on important changes to students	56	18	105	34	90	29	43	14	16	5	3.45	1.098
Improved Social behaviour	68	22	90	29	84	27	59	19	9	3	3.48	1.115
Promote Education Act on corporal Punishment	78	25	99	32	65	21	43	14	25	8	3.43	1.213

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted

Source: Author (2019)

4.3.4.1: Improve Social Behaviour on Pupils

The results of the study also show that majority of the individuals believed BOM were strongly commitment in ensuring that there was improvement in social behaviour with 68(22%) of them and being committed were 90(29%) supported by a mean of 3.48 and standard deviation of 1. 115.The result are shown in figure 4.17 below.

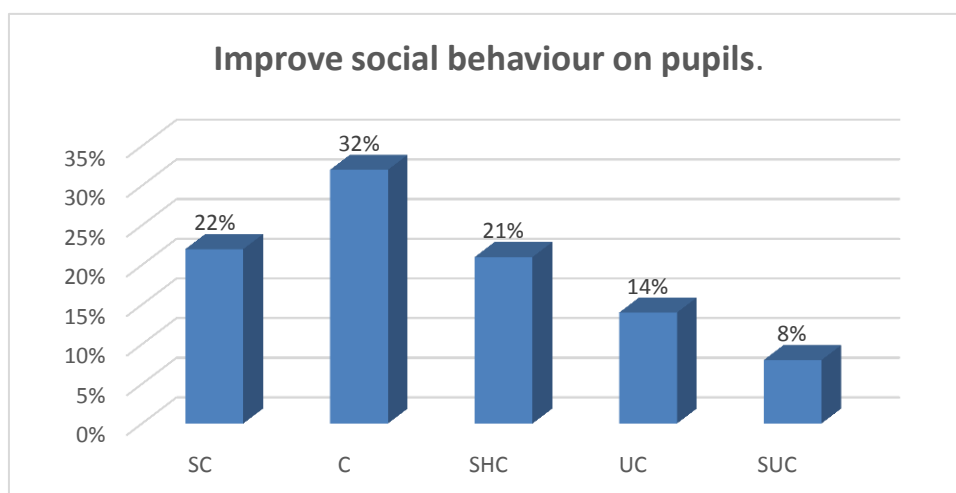


Figure 4.17: Level of commitment on Improve Social Behaviour on pupils.

Key: **SC**-Strongly Committed, **C**-Committed, **SHC**-Somehow Committed, **UC**-Uncommitted, **SUC**-Strongly Uncommitted: **Source: Author (2019)**

From the finding half of BOM from Eldoret East Sub County were committed to improving social behaviour on pupils. Head teacher Kimu primary school pointed that BOM are committed to dealing anti-social behaviour like misuse of drugs, theft and fighting amongst pupils in school. Head teacher mention that at the extreme of anti-social behaviour BOM delivers such cases to local authority or act on behalf of parents by referring to police. The head teacher said: -

The school is surrounded by estates in the urban set up that influenced children social behaviour. The strategy by the government on Nyumba kumi initiative has helped BOM to deal with anti-social behaviors found in schools. (HT-Kimu)

Chemalus primary school BOM during parents meeting does highlight such issues to do with drug and substance abuse affecting children in school as indicated by head teacher. In Kirinyaga County, Nyongesa found out that social behaviour on pupils' programmes face challenges like lack of commitment by school managers and lack of policy guidelines from the Ministry of Education Nyongesa, (2007). Koit primary school BOM advice their children on religious matters through religious church sponsor as well as encourage children in their respective homes to live to the standards of the school. County Education Officer said that: -

BOM played important role in shunning evil of the society that included theft, tribalism and cheating in children. BOM encourages and praised children for helping others in solving problems non-violently. BOM are committed helping identify drug or other substance abuse amongst children in schools. (CEO)

4.3.4.2 Conduct Regular Guidance and Counseling to pupils

Similarly, 65(21%) and 115(37%) were strongly committed and committed respectively on the commitment on Conducting regular guidance and counseling to pupils supported by a mean of 3.45 and standard deviation 1.265 as shown in figure 4.18 below.

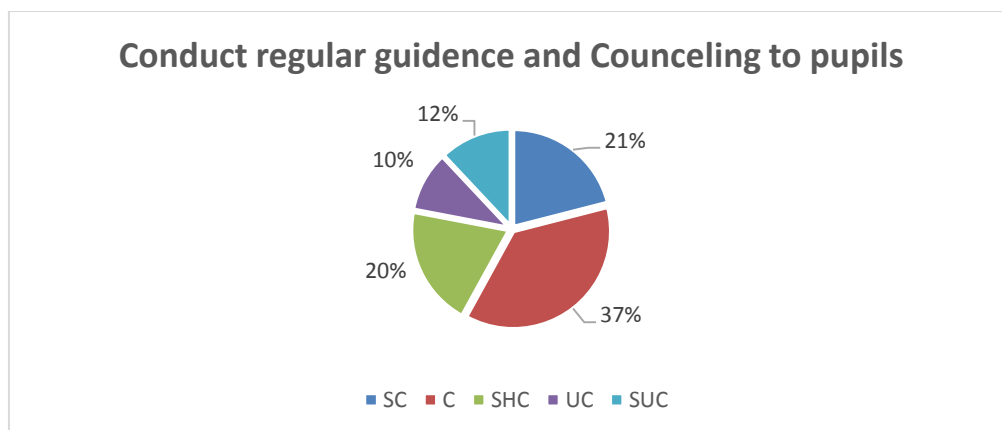


Figure 4.18: Level of commitment on Conduct regular guidance and counseling to pupils

Key: **SC**-Strongly Committed, **C**-Committed, **SHC**-Somehow Committed, **UC**-Uncommitted, **SUC**-Strongly Uncommitted

Source: Author (2019).

The findings from interviews indicated that nearly two fifth of BOM were committed to conducting regular guidance and counseling to pupils. Head teacher Kimu primary school pointed that BOM were more than willing to commit and attend to such meeting when the need arises. The head teacher said that: - *“Children in need for disciplinary action were sent to guidance and counseling panel comprising of teachers and BOM”*. Head teacher for Chem primary school pointed that BOM were committed to a weekly and monthly meetings with children on matters to do with moral and character development. Head teacher added that BOM form part of school guidance and counseling unit who are committed in strategizing on how to improve on children character. Kaps primary school BOM together with teachers conducted regular guidance and counseling programme on monthly basis and when the need arises. Head teacher said: -

“BOM are conducted when there are major issues affecting children and parents. Normally BOM are committed to training of teachers on how to develop and promote skilled-based education that targeted life skills, cognitive skills, coping skill and practical skills to value peer base support on HIV AND AIDS. (H/T-Kaps)

However, CEO pointed that children from various school lack guidance and counseling skills and are therefore most children drop out of school due to peer pressure and from domestic issues. These findings agree with Sifuna (2010) who in a study in Buuri-Kirimi District Meru County, on guidance and counseling in the management of education revealed that exposure and training on guidance and counseling among BOM was lacking and that this has contributed to wastage in public primary schools in the county.

4.3.4.3 Communicate important changes to pupils affecting the school

Furthermore 56(18%) and 105(34%) were strongly committed and committed respectively on the third aspect of communicating important changes to pupils affecting the school with support of a mean of 3.45 and standard deviation of 1.098 as indicated by the figure 4.18 below.

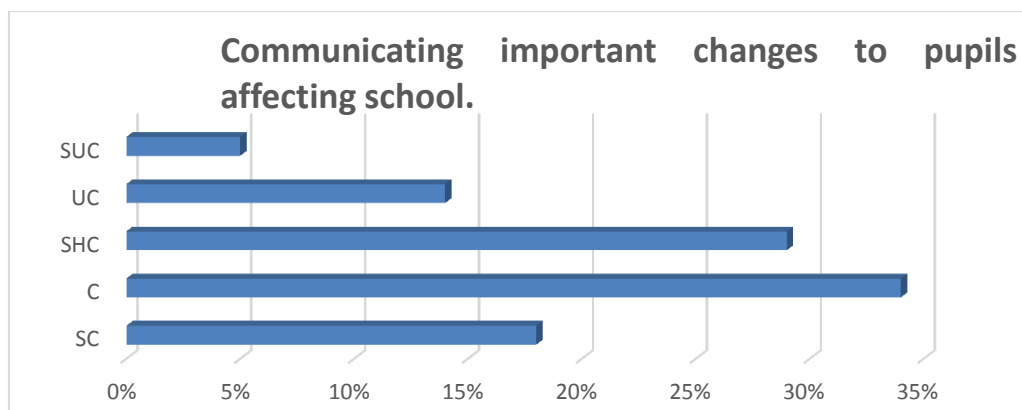


Figure 4.19: Level of commitment on Communicate important changes to pupils affecting the school.

Key: SC-Strongly Committed, C-Committed, SHC-Somehow Committed, UC-Uncommitted, SUC-Strongly Uncommitted

Source: Author (2019)

From the finding more than half of BOM in Eldoret East sub-county were committed to communicating important changes to pupils. Head teacher Moso primary school pointed that BOM do consider meeting with children regularly on school assembly, end of the term or Mintzberg, (2012) on special occasion that included sporting and motivational days. The chairperson of the BOM attempted to clarify important issues in the school that includes staffing of teachers, weather and environmental conditions, and local trips and tours. BOM of Kaps primary school communicated to children through the head teacher. The head teacher Kaps primary school said: -

Children are involved on issues that deal with school building plans. They are communicated on issues that touch on staffing of teachers. They are informed of school calendar on examination preparation, among others. Children are also informed of weather conditions in the beginning of every rainy season in readiness for planting season in the month of April and May. (H/T-Kaps)

4.3.4.4: Promote education Act 2013 on corporal punishment.

Even though still above average, promoting education Act 2013 on corporal punishment was least rated by the respondent with 78 (25%) and 99 (32%) being committed and strongly committed and was further supported with results showing ($M=3.43$; $SD=1.213$) as indicated in the summary table 4.3 above and figure 4.20 below.

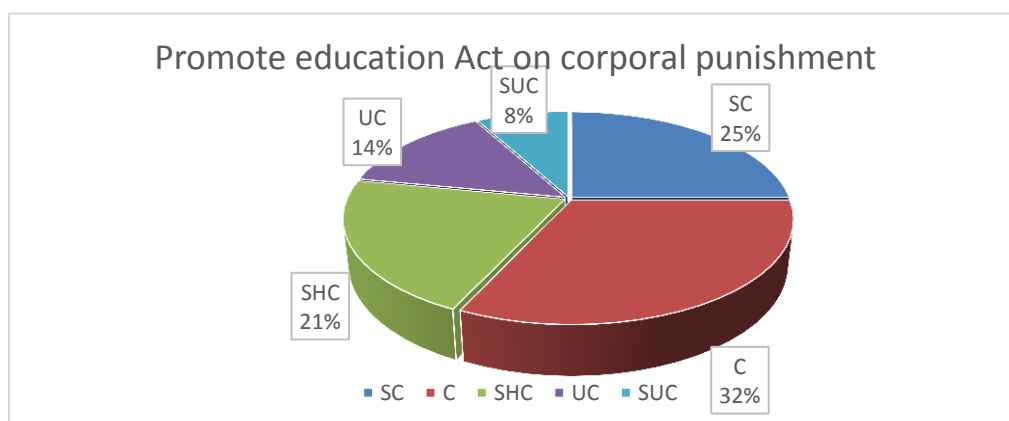


Figure 4.20: Level of commitment on Promote education Act 2013 on corporal punishment.

Key: **SC**-Strongly Committed, **C**-Committed, **SHC**-Somehow Committed, **UC**-Uncommitted, **SUC**-Strongly Uncommitted

Source: Author (2019)

From the finding half of BOM from Eldoret East sub-county are committed to promoting education Act 2013 on corporal punishment. County Education Officer for Ainabkoi sub-county highlighted that the new Teachers Proficiency Appraisal and Development (TEAPAD, 2016) had done a lot to educate teachers on corporal punishment. County Education Officer said: -

Teachers have developed alternative forms of disciplining children. But in case a parent did not adhere to alternative ways of punishing children, BOM has the power to seek more clarification from the government officials. (CEO)

Head teacher Chem primary school identified BOM as committed to implementation strategies of education act (2013) on corporal punishment. The head teacher said that:

BOM are committed in advising teacher against corporal punishment but instead to use alternative ways to disciplining children that include guidance and counseling. (HT-Chem)

In Kabo primary school, BOM had consented on government role in ensuring corporal punishment was done away with in school.

However, larger parts of parents believed corporal punishment be introduced back to school as a method of enforcing discipline on children as pointed by the head teacher Kabo. Koit primary school BOM were committed to the opinion that the school develops strong teachers and pupils' relationship, and that teachers involve parents in administering alternative form of discipline on children.

4.4 Objective two: Extent of participation by BOM in the Implementation of strategic planning in Primary School in Eldoret East sub-county

The second objective attempts to determine the extent to which BOM participate in the implementation of strategic planning. The researcher establishes how BOM participate in ensuring that there were proper and adequate physical facilities, financial management, management of curriculum and instructional roles, and promote pupils discipline relationships among selected schools in Eldoret East Sub-County. The results are discussed as follows.

4.4.1: Proper and Adequate provision of physical facilities

Table 4.7: Proper and Adequate provision of physical facilities

Factors	SP		P		SPH		DNP		SDNP		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Separate west disposal	155	50	81	26	62	20	31	10	37	12	3.45	1.265
Sanitation facilities for boys and girls	130	42	74	24	62	20	31	10	13	4	3.89	1.385
Field of play for physical activities	121	39	99	32	44	14	12	4	34	11	3.80	1.135
Classrooms for children	102	33	105	34	53	17	28	9	22	7	3.78	1.195
Safe drinking water in schools	118	38	74	24	62	20	27	9	27	9	3.74	1.290

Key: **SP**- Strongly Participate, **P**-Participate, **SHP**-Somehow Participate, **DNP-Did** Not-Participate, **SDNP**-Strongly Did Not Participate:

Source: Author (2019)

4.4.1.1 Separate waste disposal and Sanitation Facilities for both Boys and Girls

Respondents were asked to give their opinions on the extent of BOM participation in implementing proper and adequate physical facilities. Based on the findings in Table 4.7 above, most of the respondents participated in ensuring that there are separate waste disposal facilities for both boys and girls. The study established that most individuals highly rated BOM participation in ensuring that there were separate waste disposal facilities for both boys and girls ($M=4.00$ and $SD=1.319$). In support of this statement, majority of the respondents 155 (50%) strongly participated in facilitating separate waste disposal facilities for both boys and girls, 81 (26%) participated, 28 (9%) somehow participated while only 16 (5%) and 31 (10%) did not participate and strongly did not participate, respectively. This implies that in most schools, BOM participated in strategic plan implementation in ensuring that there are separate waste disposal facilities for both boys and girls as shown in figure 4.21 below.

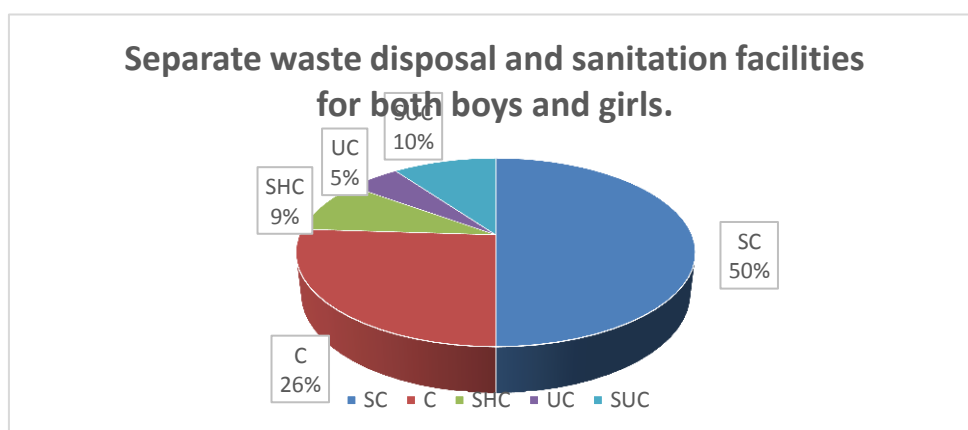


Figure 4.21: Extent of participation on separate waste disposal facilities for both boys and girls

Key: **SP**- Strongly Participate, **P**-Participate, **SHP**-Somehow Participate, **NP**-Did Not-Participate, **SDNP**-Strongly Did Not Participate: **Source: Author (2019)**

From the finding more than two thirds of BOM in Eldoret East Sub County participated actively in ensuring that both boys and girls had separate waste and sanitation facilities. The head teacher of Chel primary pointed that both boys and girls had 34 and 32 separate pit latrines respectively in the school and that Girl were provided with each 4 packets of sanitary pads once a month. In Eldoret, the school had 20-pit latrine but needed 46 more to accommodate the growing number of children ranging between 1000 to 1200 children yearly. So, the school needed 26 more pit latrines to meet the ratio of 1:57, which was relatively high, compared to international standards. W.H.O (2014) recommends student-toilet ratio of 1:30 for boys and 1:25 for girls. In Koit primary school there are 9 complete pit latrines against 129 boys and 8 against 124 for girls which were adequate for the school.

However, in Sosi, Muge, Chel and Sasi primary school had 5,3 and 4 respective temporal structured pit latrine which were separated by sticks and polythene paper. Schools like Usala, Muge and Moso had high number of children compared with number of latrines. Their ration was way far beyond M.O.H (2006) recommendations of 1:56,1:52 and 1:43 respectively for boys and 1:45,1:34 and 1:56 for girls respectively as indicated by CEO.

4.4.1.2 Children have enough field of play for physical activities

The findings showed that most BOM members participated in ensuring that the schools had play field for physical activities. In this the study, it was found out that while proper and adequate physical activities was a key concern among these schools, at least 130(42%) and 74(24%) of the respondents indicated strongly participated and participated respectively in ensuring that most schools have play field for physical activities. On the same aspect 62(20%) somehow participated while 31(10%) did not

participate and 13(4%) strongly did not participate with the statement. However, the aspect was supported by a mean of 3.89 and a standard deviation of 1.185 as indicated by figure 4.22 below.

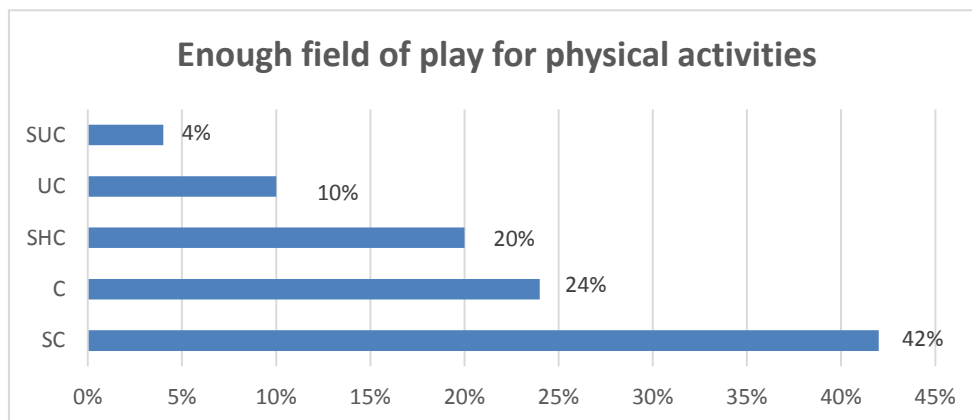


Figure 4.22: Extent of participation on enough fields of play for physical activities

Key: SP- Strongly Participate, P-Participate, SHP-Somehow Participate, NP-Did Not Participate, SDNP-Strongly Did Not Participate: **Source: Author (2019)**

From the findings two thirds of BOM in Eldoret East sub-county actively participated in ensuring that children had enough play fields for exercise. In Kimu primary school, children had a large football field, two netball grounds for girls and two valley ball grounds for both girls and boys. Neighbouring secondary school was sharing the same field with primary school. The head teacher pointed that children are scheduled on different time since the secondary school timetable was not uniform with that of primary school. So, the BOM made it possible for children to have a playing area through a work plan on time with neighboring secondary. The head teacher for Emsi primary school mentioned that the school has one field of play. The head teacher said:

Children do follow class timetable. The field of play is about 2 hectares. Children can play in the morning and in the afternoon where they played major games like football for boys and Netball for girls. (HT-Emsi)

However, in Sosiot primary school the field was not large enough to accommodate all children. The field had one long jump, triple jump pit and high jump in the same place. Girls had not played netball and valley ball for whole one year. For that matter, Girls had failed to participate for three consecutive years for inter class and zonal competitions due lack of field to play. The school lack adequate facilities to play with leading to poor preparing for children for external completion. Head teacher Chem primary school said: -

The school lack field and track events facilities like short putt, javelin and Discus. But instead, improvisation or borrowed from well-established secondary school or nearby colleges around (HT-Chem)

In addition, Head teacher Muge primary school mentioned that the school lack strategies for expanding a field large enough for children to play. This has made it hard for children and teachers fixed Netball for girl as well as Valley ball pitch for both boys and girls. This was true with Johnson and Scholes (2002) who indicated that inadequate funding lowers the school progress and impedes the efforts of school's units to actively participate in executing their action plan.

On the same note in rating BOM participation in ensuring that there were enough classrooms for children and that there was provision of teachers' offices and staffroom facilities, the results show that all scored in a close range of (M=3.80; SD=1.135) and (M=3.78; SD=1.195) respectively. The statement was supported by BOM who strongly participate at 121 (39%) and those who only participated at 99 (32%) on the first aspect. One hundred and two (33%) and 105 (34%) strongly participated and participated respectively on the second aspect. Even though still

above average, safe drinking water in schools was least rated by the respondent with 118 (38%) and 74 (24%) who strongly participated and participated respectively and was further supported with results showing (M=3.74; SD=1.290).

The summary above is shown in figure 4.23 below.

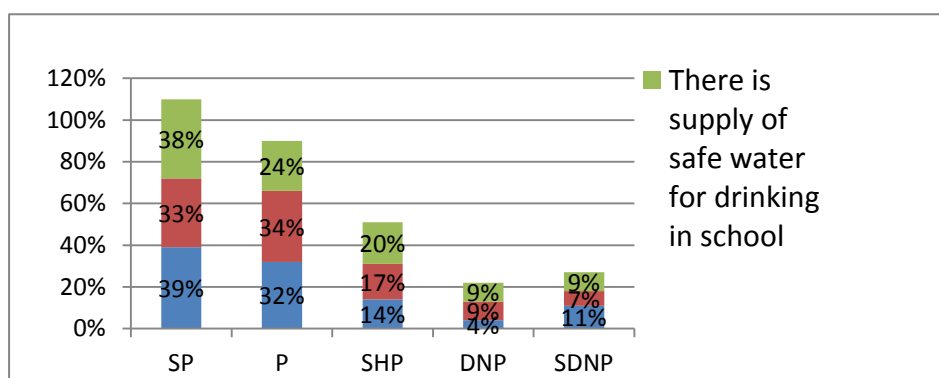


Figure 4.23: Extent of active participation on provision of enough classrooms, Teachers' offices and staffroom facilities and Safe water drinking.

Key: **SP**- Strongly Participate, **P**-Participate, **SHP**-Somehow Participate, **NP**-Did Not-Participate, **SDNP**-Strongly Did Not Participate: **Source: Author (2019)**

4.4.1.3: Classrooms for Children

From the findings above over two thirds of BOM of Eldoret East Sub County participated actively on Strategic plan implementation on provision of adequate classroom for children. The head teacher Kimu primary school indicated that there were 12 permanent classrooms adequate for the current population of 320 pupils. Eldo primary school students' population over 1200 had 18 permanent classrooms but require more than 8. The head teacher said that: -

Current we have a population of over 1200 pupils. Class 1,2, and 3 has three streams with maximum capacity of 56 pupils per class. Class 4,5 and 6 has 4 streams with student population of 45. Class 7 and 8 are four streams each with population of 50 pupils. So, the numbers are high and needed to be broken into a minimum of 40 per class. So, we need at least 8 to 10 classrooms. (H/T-Eldo)

However, Kabo primary school faced lack of strategies to instigate a plan that brings about additional 4 more classrooms in school due to lack of adequate finance. Kalibala and Elson (2012) mentioned that any organization inability to bring together adequate resources necessary for action plan and drive to higher level of institutional goals will negatively influence the activities of participation. Therefore, in Muge primary school BOM marshal the resources and received \$ 2000 out of \$81000 to put up a new classroom to ease congestions in class 6 to 8. In Kaps primary school, BOM had completed 8 classrooms but are struggling to complete 3-class room building to accommodate the even growing children population in class 4, 5 and 8. In Rotuga primary school there are 6 complete and 4 incomplete classrooms. The classrooms are missing lockable doors, windows, and uncompleted cemented floors. Last year as indicated by head teacher; the school received \$5000 out \$15000 required.

4.4.1.4 Teachers are provided with office and staffroom facilities

From the findings in figure 24 above, shows that a third of the BOM in Eldoret East Sub County participated actively on strategic implementation on provision of office and staffroom facilities for teachers. In Eldoret primary school each of the 14 classrooms had an office for teachers 2 tables, 1 chair and 1 cupboard for book storage. In Kabore primary school, teachers had a one staffroom: 10 tables and 12 chairs in their respective offices and classes. Olaare primary school teachers currently had one staffroom and a large table that teachers shared while attending pupils' work. From Kitui West Sub County, (2013) DEO's Office inspection report pointed that

Teachers should have lockable cupboards where they could place their books safe. In Koitorok primary school each teacher had a table and a chair in their respective classrooms. Head teachers, Deputy and senior teachers' offices were staffed with 2 chairs, 2 tables and 2 cupboards each.

4.4.1.5 There is supply of safe water for drinking in School

The response from the field showed that less than two thirds of BOM in Eldoret East sub-county participate actively in ensuring that there was supply of safe drinking water in school as shown in figure 24 above. In Eldo, Chel, and Kimu primary school water was supplied from Eldoret Water and Sanitation Company (ELDOWAS). Each of the above schools had 5 flowing water outlets fixed with the school compound for children to drink. The BOM through FPE had strategies to meet the school bills by paying for water and sanitation facilities for the school. This has strategically enabled the schools receive over 100,000 liters of water annually. The supply of water amount to nearly \$3000 every year as indicated by head teacher Eldo primary school. Kimu and Chela primary school spends nearly \$200 each month for water alone.

However, in some schools like Koit, Kapl, Kabo and Muge had a seasonal well and pore holes that provided the school water but had dried by the time the research was carried out. Sosi primary school BOM had strategized on how to get water through ELDOWAS. The school lack funds but had requested Community Development Fund (CDF) committee for financial support to install 1000-liter tank for clean water for drinking. The CEO pointed that difficulties in strategy implementation for water in school was often include cost overruns, inadequate allocation of resources, lack of resources, poor communication with organization structure and coordination methods. Scholes (2002) argued that unclear delegation of implementation process,

undemocratic process within institutional structures, poorly defines structure within an organization, poor leadership on mobilizing of resources needed; leads to poor coordination of the implementation process. The head teacher Koit primary school said that: -

“They have been kept waiting for clean drinking water for a decade. Currently children are instructed to bring water from their homes using five-liter jerrican. The borehole that provided water for drinking was currently dry”
(HT- Koit)

BOM of Soli primary school had established water-harvesting strategies. These included putting up 1000-liter water tank in the school compound. Children were drinking the water since they were chemically treated.

4.4.2 Financial Management

The table below 4.8 shows all the statements indicating the connection between financial management and BOM participation. Scoring high in means with the highest being the preparation of annual reports followed by revenue collection and expenditure, involvement of parents in budget preparation, improvement on literacy on finance and delegation of financial matters in schools at (M=3.53; SD=1.053), (M=3.46; SD=1.114), (M=3.41; SD=1.186), (M=3.36; SD=1.247) and (M=3.05; SD=1.177) respectively.

Table 4.8: Financial Management

Factors	SP		P		SHP		DNP		SDNP		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Preparation of annual reports	52	17	127	41	77	25	40	13	12	4	3.53	1.053
Collection of revenue and expenditure	47	15	133	43	68	22	40	13	22	7	3.46	1.114
Parent's involvement in budget and Preparation	53	17	118	38	71	23	40	13	28	9	3.41	1.186
Literacy level on finance	56	18	109	35	71	23	37	12	37	12	3.36	1.247
Delegation of financial matters for sustainability	34	11	87	28	84	27	71	23	34	11	3.05	1.117

Key: SP- Strongly Participate, P-Participate, SHP-Somehow Participate, DNP-Did Not-Participate, SDNP-Strongly Did Not Participate:
Source: Author (2019)

4.4.2.1: Reporting annually on revenue collection and expenditure to parents

The respondents believed BOM participated in the preparation of annual reports with majority of them 127(41%) of them who strongly participated with this statement and 52(17%) participated on the same. Those who somehow participated on this aspect accounted for 77(25%) while 40(13%) and 12(4%) were non-participant and strongly non-participant respectively with the statement as indicated in the figure 4.24 below.

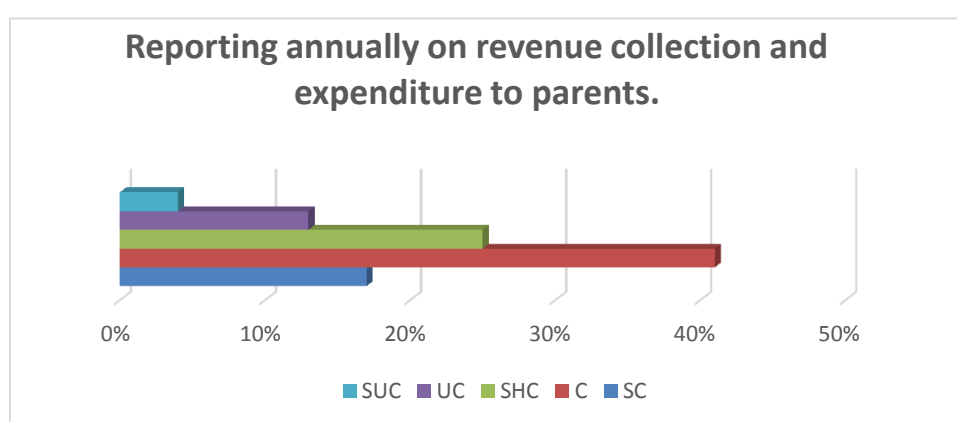


Figure 4.24: Extent of active participation on Reporting annually on revenue collection and expenditure to parents

Key: SP- Strongly Participate, P-Participate, SHP-Somehow Participate, DNP-Did Not-Participate, SDNP-Strongly Did Not Participate: **Source: Author (2019)**

From the finding more than half of BOM in Eldoret East sub-County actively participated in strategic plan implementation on reporting annually on revenue collection and expenditure to parents. In Eldo, Chel, Muge and Moso all finances were submitted on general parents meeting call AGM. Chel School, communicated to parents on financial matters through class meeting, annual general meeting, and term

meeting. Muge primary school reported on the school revenues and expenditures on the beginning of the year and informed parents on the school plans.

However, Sasitwo primary school BOM does not report on annual report on school revenue and expenditure due improper accounting procedures as indicated by CEO Moiben Sub County. At the beginning of year, BOM of Soliat did not invite all parents to attend and participate on annually revenue collection and expenditure due to poor relationship of the school and the parents as indicated by CEO of Ainabkoi sub-county. Johnson and Scholles, (2002) further noted that lack of motivation of stakeholders, low institutional teamwork and active involvement of self-driven teachers and parents; it is difficult to implement any strategic plan.

4.4.2.2 Revenue collection and expenditure are well accounted for

The findings showed that most BOM members participated in ensuring revenue collection and expenditure are well accounted for. In this study, it was found out that revenue collection and expenditure was a key concern among these schools, at least 47 (15%) and 133 (43%) of the respondents in the study strongly participated and participated respectively that they could ensure that most schools have revenue collection and expenditure are well accounted for. On the same aspect 68 (22%) somehow participated while 40 (13%) and 22 (7%) did not participate and strongly did not participate respectively with the statement. This aspect was however supported by most of the individual depicting a mean of 3.46 and a standard deviation of 1.114 as shown in the figure 4.25 below.

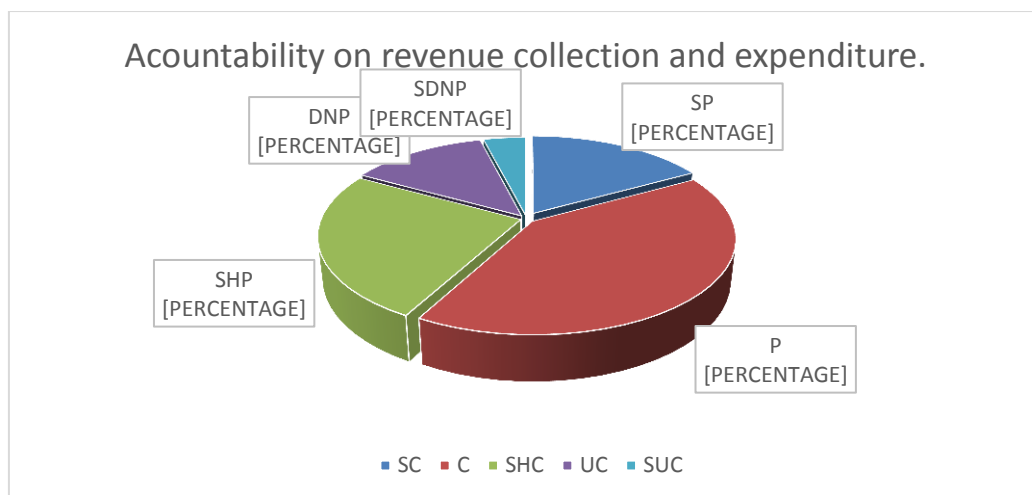


Figure4.25: Extent of participations on Revenue collection and expenditure are well accounted for

Key: **SP-** Strongly Participate, **P-**Participate, **SHP-**Somehow Participate, **DNP-**Did Not-Participate, **SDNP-**Strongly Did Not Participate

Source: Author (2019)

More than a half of BOM participated actively on strategic plan implementation on revenue collection and expenditure Eldoret East primary schools. In Eldo primary school accounting of revenue collection and expenditure is done every year to promote school transparency and accountability. Chem primary school head teacher reported that the school revenues and expenditures were well accounted for since it all arises from FPE funds. Head teacher said,

All documents indicating any transactions were accounted for. All auxiliary staffs were paid and then counter signs their respective payment vouchers. All tenders were advertised, and the bidder was awarded the work. (HT-Chem)

BOM from Sosi primary school the collection of revenue from parents was absolutely zero and they relied heavily on government funds and requested parents to give

children Ksh20 for end term exams. But currently they wanted to stop so that teachers can set their own exams.

However, CEO reported that the government did not allowed collection of (MOE, 2006) revenue from parents or from children but some school still insists on collection of monies from parents. Children do pay for their own exam ranging between ksh20 to ksh50. This has led Well Wishers and alumni to shun the school support. The accounts for every shilling receive from parents has not been appropriate use. The financial documents that included payment voucher and receipt were missing. The procedures in advertising of tenders and awarding the best bidder in an open and transparent way are flout. This has led corruption and massive embezzlement of government funds for intended purpose.

The findings showed that most BOM members participated in ensuring that the schools had involved parents on school budget preparation. In this the study, it was found out that while involving parents on school budget preparation was a key concern among these schools, at least 53 (17%) and 118 (38%) of the respondents in the study strongly participated and participated respectively that they could ensure that most schools involved parents on school budget preparation.

It was also found out that BOM participated on Literacy level on finance, but delegation of financial matters was the least rated by the respondents with a mean of 3.05 and standard deviation of 1.177. This was supported by 34(11%) and 87(28%) who strongly participated and participated respectively while 84(27%) somehow participated, 71(23%) were nonparticipant and 34(11%) strongly nonparticipant with this statement as shown in the table 4.9 above and figure 4.26 below.

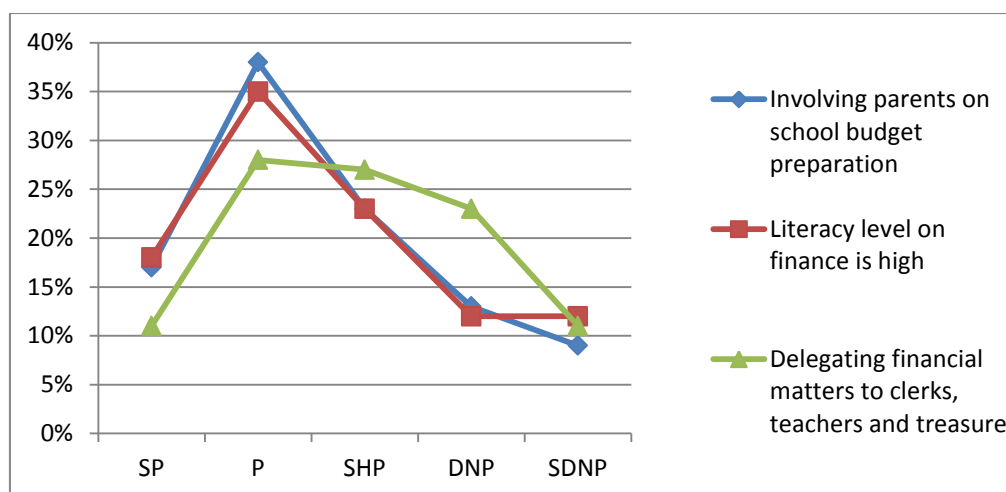


Figure 4.26: Extent of participation on Involving parents on school budget preparation, Literacy level on finance and Delegating financial matters to clerks, teachers, and treasure

Key: **SP**- Strongly Participate, **P**-Participate, **SHP**-Somehow Participate, **DNP**-Did Not-Participate, **SDNP**-Strongly Did Not Participate: **Source: Author (2019)**

4.4.2.3: Involving parents on school budget preparation

From the finding of interviews more than half of BOM actively participation in involving parents on school budget preparation. Kapl, Kimu and Rotu primary school, BOM had done 3, 4 and 5 times respectively involving parents that included indoor class meeting. In Rotu primary BOM communicate with parents on matters going on in the school during Annual General Meeting (AGM) done at start of the year. Chel primary school reported that parents were involved on school budget during annual general meeting and that all sentiments of parents were noted and BOM prioritized them in line with the school FPE funds.

However, at Kapl primary school BOM did not involve parents on school budget preparation since there was no disburse of funds from the government. The head

teacher said, “*We didn’t have a meeting at the end of the year, but we are planning to have one this year when we immediately received funds from the government*”. BOM of Emsi primary school did not involving parents on school budget preparation due political interferences’ leading to poor contributions of parents towards building one classroom. Scholes (2002) argued that without participation, the process of strategic plan implementation obsolete. Thompson (2007) emphasized marshalling physical resources and people who are highly motivated for successful execution of action plan. The head teacher said that:

The political interference in the school has led to poor examination results and more so on teaching and learning materials that include poor utilization available finances and material resource. (H/T-Emsi).

4.4.2.4: Literacy level on Finance

The findings from the interviews show that more than a half of BOM participate actively in enhancing strategic plan implementation on literacy level on finance. Nearly similar result was realized by Kitonga (2012) research findings in Meru Central District on BOM extent participation in financial management. The study revealed that only 43.3% of the BOM members reported that they were adequately prepared to handle financial management, while majority 56.7% indicated that they were incapable, mainly because they were not trained in financial management and low levels of education. The head teacher Usal and Koit primary school pointed that the MOE (2006) had trained 5 BOM each in financial matters. The head teacher said:

Usalama BOM had undergone a capacity building programme to enhanced literacy level on financial matters. The capacity building targeted the school chairperson, treasurer and teacher representative (HT- Usal)

The head teacher Sosiote primary school reported that the government for the last three years had instructed schools to appoint BOM with at least secondary school certificate. Currently they had at least a third of BOM being graduate and working with county government. In Kabo primary school the BOM had (MOE, 2006) undergone a mandatory three-week in-service on management of schools' finance and records keeping. BOM for Usalama primary school opted for INSET organized by school on financial record and balance sheet.

However, in Kapl primary school lack BOM that meet the ministry requires a minimum of Form Four certificate to be appointed as BOM. CEO identifies schools with improper records keeping leading to miss-appropriations of school funds. This concurred with Okumbe (2007) findings that BOM Participation in school accounting allows the BOM deliberate on matter to do with trial balance, audit report and preparation of books of accounts. Accountability and transparency of financial management in school yields good academic results.

4.4.2.5 Delegating financial matters to clerks, teachers, and treasure

It was clear from the finding that less than half of BOM from Eldoret East Sub County participate actively in delegation of financial matters to Clerks, teachers, and treasures. However, to execute a strategy and move an organization in the chosen direction, calls for a given set of managerial tasks and skills, (Thompson and Strickland, 1992). Eldo primary schools had school 2 accounts clerk who does all financial matters. All finances were managed by BOM in Kaps primary school with the head teacher playing a key role. In Sosi primary school financial matters in the school were heavy role for head teachers. The head teacher said.

“The school was considering hiring an office clerk, subject to government budget. Having a school financial clerk lessens head teacher workload.”
(H/T-Sosi)

However, in Chel, Kabo and Emsi primary school BOM had not hired a clerk or bursar since FPE and did not have such vote head. Teachers were not allowed to handle financial implications on schools rather they handled classroom work. Head teacher Olaa, Rotu and Muge reported that the work on financial matters in school was tedious more so when they lacked skill on the required documentations. CEO pointed that most head teachers who lacked financial skills hire private account clerks who does professional work for them. This amounted to extra financial implication to the school. The County government had trained head teachers on the basic financial documents that include payment vouchers, purchase orders and bank accounts operations. In this respect, Welbourne (2011) pointed that BOM participation on school financial management should mean drawing up financial budget, making policy for the school on finance, assigning other roles to class teachers on finances, school treasurer and the accounts clerks, putting up school culture that handles office work and school finance differently.

4.4.3 Curriculum and instructional materials

As portrayed by researchers' findings in Table 4.9 below, it was evident that BOM also participated in providing curriculum and instructional materials. As found out in the study, BOM participated in ensuring that teachers and pupils participate actively in co-curriculum activities, supervising, syllabus coverage, monitoring CATs, providing resources for curriculum sustainability, and reporting to parents on academic performance (M=3.54, SD=1.296), (M=3.48; SD=1.172), (M=3.46;

SD=1.145), (M=3.44; SD=1.220) and (M=3.39; SD=1.065) respectively as shown in Table 4.9 below.

Table 4.9: Curriculum and Instructional materials

Factors	SP		P		SHP		DNP		SDNP		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Involve pupils to Participate in co-curriculum activities	81	26	112	36	43	14	47	15	27	9	3.54	1.296
Supervision of syllabus	83	27	96	31	62	20	25	8	43	14	3.48	1.172
Monitoring CATS	62	20	102	33	93	30	50	16	3	1	3.46	1.145
Resources for Curriculum sustainability	56	18	93	30	81	26	50	16	31	10	3.44	1.220
Report to parents on academic performance.	47	15	109	35	74	24	50	16	31	10	3.39	1.065

Key: **SP**- Strongly Participate, **P**-Participate, **SHP**-Somehow Participate, **NP**-Did Not-Participate, **SNP** Strongly Did Not Participate:

Source: Author (2019)

4.4.3.1: Teacher and pupils participate in co-curriculum activities

The study findings indicated that BOM participated in involving pupils in co-curriculum activities ($M=3.54$; $SD=1.296$). On this aspect most of the BOM showed a strong participation 81(26%) with 112(36%) who participated to the statement while only 43(14%) somehow participated. At least 47(15%) and 27(9%) did not participated and strongly did not participated respectively with the statement as shown in figure 4.27 below.

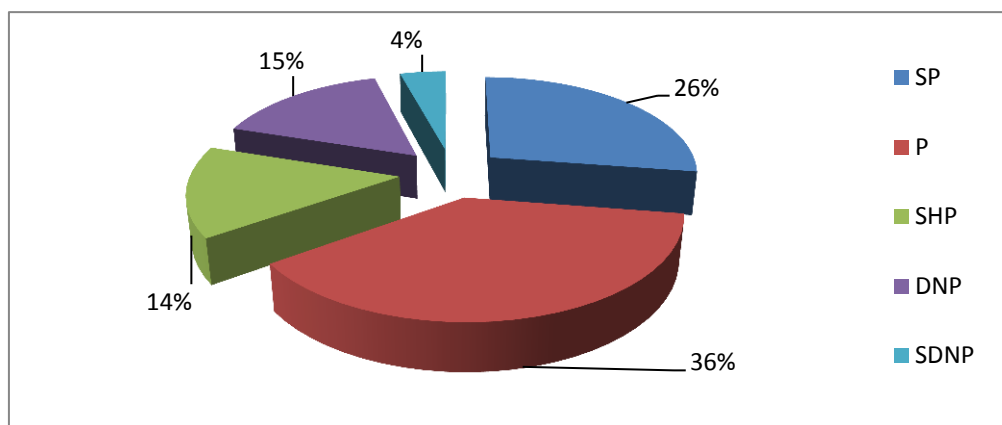


Figure 4.27: Extent of participation on co-curriculum activities

Key: **SP**- Strongly Participate, **P**-Participate, **SHP**-Somehow Participate, **DNP**-Did Not-Participate, **SDNP**-Strongly Did Not Participate:

Source: Author (2019)

It is clear from the finding that more than half of BOM in Eldoret East Sub County actively participate in ensuring those pupils' participations on co-curriculum activities. Molale (2007) emphasized that School BOM should participate with pupils in both curricular and co-curricular activities. Games equipment and materials for co-curricular activities should be provided to make pupils and teachers fully participate in activities of their choice. School BOM should recognize the outstanding

performance of pupils through promotions, advancement opportunities, and other forms of rewards. Kimu primary school head teacher mentioned that children and teachers equally participated with other schools in co-curricular activities. Head teacher said:

More recently the school did athletics from zonal to sub-county level where they were selected to joined and formed respective teams in the zonal to sub-county level. This term was majorly on athletics and this year was lucky to have five of children moving to sub-county level. (H/T-Kimu)

However, BOM of Kaps primary school was not active in co-curriculum implementation in the schools. According to Abagi and Olweya (1999) such School of BOM were reluctant to purchase school equipment meant for field and truck events hence end up doing poorly in the Inter-School activities and rarely go beyond sub-zonal level. BOM were ignorant of the fact that they were to be part of school co-curriculum activities as indicated by school head teacher.

Based on these findings, BOM showed approval for their participation in supervision of syllabus coverage with 83(27%) and 96(31%) who strongly participated and participated, respectively. In addition, 62(20%) and 102(33%) who strongly participated and participated respectively on the fact that BOM participated in monitoring of CATs while 56(18%) and 93(30%) participated in providing resources for curriculum sustainability. Forty-seven (15%) and 109(35%) participated and strongly participated in reporting to parents on academic performance as shown in figure 4.28 below.

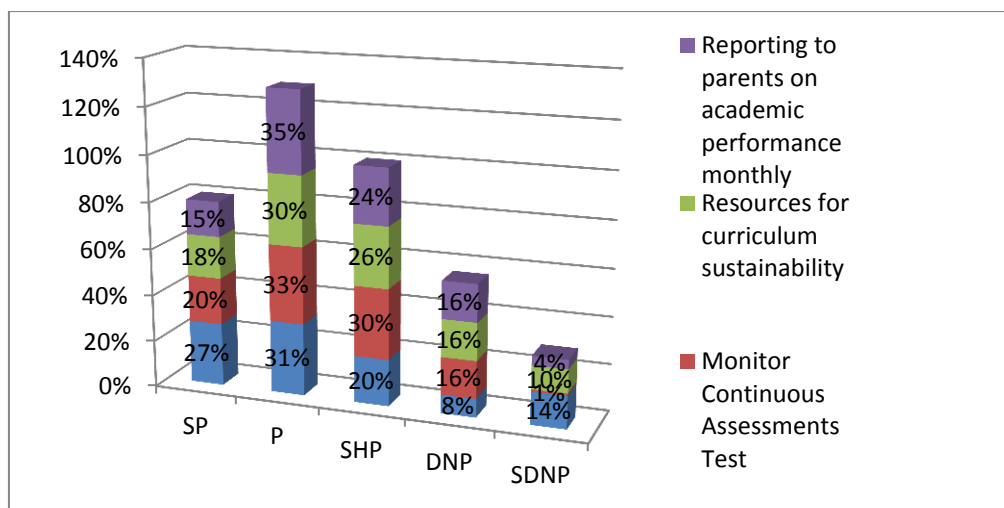


Figure 4.28: Extent of participation on syllabus coverage, monitoring of CATs and providing resources for curriculum sustainability

Key: **SP**- Strongly Participate, **P**-Participate, **SHP**-Somehow Participate, **DNP**-Did Not-Participate, **SDNP**-Strongly Did Not Participate

Source: Author (2019)

4.4.3.2: Supervision of syllabus coverage

Basing on the views from respondents, nearly two thirds of BOM from Eldoret East Sub County were actively participating on facilitating the supervision of syllabus coverage. Head teacher Kimu and Chel primary mentioned to have a team BOM identified to foresee syllabus coverage in the school. The head teacher Chela primary said: -

Since the first term of 2018 BOM expects teachers to cover a third of syllabus per subject. So far, the BOM meets on monthly basis and so far they had met three times from the month of January, February and March. (H/T-Chela)

In addition, teachers from Chem primary school utilizes staff meeting briefs to enhance on syllabus coverage. However, school like Muge, Emsi and Rotu were lacking behind by 20%, 25% to 30% of the syllabus coverage, respectively. The head

teacher Emsi argued that it would be difficult to cover remaining syllabus within the time left. Sifuna, (2012) pointed that the uncovered syllabus will affect children performance negatively by at least 35% before the end of term. Kapso primary school head teacher reported that currently BOM were not aware of the extent of syllabus coverage, but they would be informed at the end of the term when they would receive their children academic reports. So far, the school had covered less than 1/3 of the total syllabus needed. CEO mentioned that syllabus coverage was intended to complete by the end of term three. But occasionally syllabus coverage was interrupted by teachers' transfers, maternity /Paternity leave, and under-staffing.

4.4.3.3 Monitor Continuous Assessments Test for pupils and report to parents

From researcher point of view more than half of respondents were actively participating in implementation of strategic plan in monitoring of Continuous Assessments Test (CAT). Kaufman and Herman (1991) pointed that student continuous assessments test for pupils and reports to parents are priority number one in the school strategic plan. Kimumul primary school through BOM had done three CATS for mid of term and had been entered into pupils' report book and was yet to do one before the March 2019. Chema primary school did two CATs on fortnight programme and communicated to parents about the results. Class teacher did communication to parents through written report. Every parent was free to come to school and inquired more about their children performance.

However, Kapso primary school BOM did not get the CAT reports during board meetings since children did not do exams. They report exams to parents once at the end of the term basis, which was too low for parents to monitor their children performance. The head teacher said that: -

To this level the BOM had made with parents only once in one year. This explains why parent are not in conduct with school. The school performed poorly in the national exams with only 5 children scoring over 300 marks. The school registered a mean of 204 out of the total mark of 500 marks. (H/T-Kaps)

4.4.3.4 There are enough T/L resources for curriculum sustainability

From the finding less than half of the respondents actively participate on strategic plan implementation on ensuring that there were enough resources for curriculum sustainability in schools. Kimu primary school teachers had developed strategies on how to be improvised and improve on teaching and learning materials. Eldo, Chela and Usal primary schools' teachers had made 20 charts in each class as a way of enhancing lesson development. Head teacher Usal primary views this way: -

These improvised T/L resources were adequate but needed other teaching material that was detailed. The detailed materials were inadequate since they bought using FPE fund, which attracted small vote head. What we got from FPE was used to buy other materials like chalks, pens, dusters, and paints. The vote was not enough for all subjects. (H/T-Usa)

However, in Chem primary school teaching and learning material were inadequate. The FPE funds offered the vote head, (Nyongesa, 2007) which was not enough to buy all learning and teaching materials. CEO claims that the government did not allow revenue collection from the parents direct. Therefore, government met all financial implication in school. In Kape primary school head teacher reported that the school currently was facing a shortage of 200 textbooks since the government stopped disbursing funds from 2016. The class that were highly affected was class 4, 5 and 6. The available funds were meant to buy books for class 7 and 8. Class 1 to 3 had adequate books since they were in the new Competence Based Curriculum (CBC).

4.4.3.5 Reporting to parents on academic performance monthly

One hundred and twelve (36%) agreed that BOM reported to parents on academic performance. Kimu reported that every child was required to bring its report cards. These cards were entered to their respective marks and parents to sign. Many parents came to school to follow their children work and did so by encouraging their children. Chema BOM meets once a term to lay strategies for the school. Head teacher had the capacity to coordinate all these activities and communicated to parents on academic progress assisted by class teachers on monthly basis. Parents meet with class representatives and report to parents on school success. Kaps primary school BOM convened a meeting with class eight parents to discuss way forward to enhance academic performance. Nyongesa, (2007) claims that such meeting was positive since, BOM put in place measures like buying enough supplementary books, motivation of teachers, improved on discipline and added more time for remedial teaching.

4.4.4 Pupils Discipline

From researchers findings in figure 29 shows that the all statements showed the relationship between pupils disciplines and BOM participation scored above average in means with the highest being regular guidance and counseling to pupils followed by improvement on social behavior, promotion of education Act 2013 on corporal punishment and communication of important changes to pupils at (M=3.45; SD=1.275), (M=3.41; SD=1.194), (M=3.32; SD=1.234) and (M=3.30; SD=1.266) respectively. The results of the study also show that majority of the individuals believed BOM participated in ensuring that there was regular guidance and counseling with 19% of them who strongly participated with this statement and

30% who participated on the same. Similarly, 22% and 27% strongly participated and participated respectively on the second aspect while 20% and 30% strongly participated and participated respectively on the third aspect. It was also found out that 20% and 30% strongly participated and participated in ensuring that there was communication of important changes to pupils as shown in Figure 4.29 below.

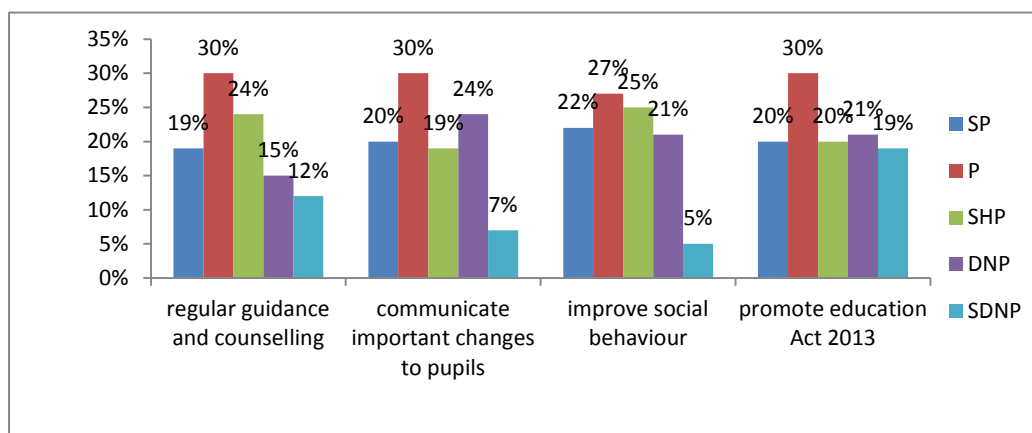


Figure 4.29: Extent of participation on Pupil's discipline

Key: **SP**- Strongly Participate, **P**-Participate, **SHP**-Somehow Participate, **DNP**-Did Not-Participate, **SDNP**-Strongly Did Not Participate:

Source: Author (2019)

4.4.4.1 Conduct regular guidance and counseling

From the finding slightly below average of respondents in Eldoret East Sub County participate actively on conducting regular guidance and counseling in school. According to Wilson (2007), conducting regular guidance and counseling by school administrators helps pupils make informed life choices that will help pupils in future to be independent. Kimu primary school teachers and BOM does guidance and counseling to pupils on the start of every year. Head teacher pointed that the programme was done only when the need arises and that it was continuous process.

Such cases like school absenteeism and lateness are articulated in the process. In Kimu primary school head teacher said:

“Guidance and counseling are done in the month of January where most of children report late to school. Children in month experienced abuse related to family differences, forced labor to house helps. Hence many undergo trauma and related challenges in school. Currently there are children who were affected and infected with HIV/AIDS. All this needs contiguous programmes in the school.” (H/T-Kimu)

However, Chem primary school does guidance and counseling only once in a year. This has affected pupil’s academic performance positively as indicated by the head Teacher. The head teacher further said that: “*Motivational guidance and counseling on academics was missing*”. Head teacher Kaps primary school pointed that such programmes are important and needed to be reinforced in schools assisted by guidance and counseling counselors. According to Wilson (2007) defines school guidance and counseling to mean, living health, directing, and living in a conducive environment for health living. In the same note BOM must actively participate to ensure that guidance and counseling attain Kane (2004) unique and individual personalities with support of effective cultural background and group consciousness for health living.

4.4.4.2: Improve Social Behaviour on Pupils

From the finding it was evident that less than half of BOM participated actively improving social behaviour amongst pupils. In Kimu, Eldo and Chel primary school, children who had been abandoned by their parents, the BOM had made a step to send them to children’s homes or look for sponsors where they were provided with basic needs. Head teacher Kimu primary school said: -

“School children are vulnerable and are misused or abused by the adults in the society. So, they are in constant conflict with the law. Children stealing food were brought to school and so were fed together with class Eight feeding programme.” (H/T-Kimu)

In Chemalus primary school BOM does well with well with local religious leaders by using pastoral programme to enhance the children social behaviour. In Kaps primary school considers culture to play important role in children social behaviour. According to Smolley (2009) culture of any organization impacts on most facets of the organization’s life and it was the context within which strategic plan implementation happened. The head teacher mentioned that a Boy rite of passages informs how to respect their parents and teachers. However, occasionally a few did not observe that. So, during the opening of the school, BOM informed all the boys to be obedient to parents and their teachers. They informed them of working hard in school to secure good grade for high schools.

4.4.4.3 Promote Education Act 2013 on Corporal Punishment

From the finding, half of BOM in Eldoret East Sub County participate actively in promoting education Act 2013 against corporal punishment in school. Head teacher Muge pointed that an employee of TSC must comply with Teacher’s code of regulation amongst them Education Act (2013) ban on corporal punishment. BOM in Moso primary school provided teachers with alternatives forms of punishment that include watering seedling, sweeping, and slashing grasses after classes. Chema teachers no longer use corporal punishment to discipline children but instead utilize alternative methods of disciplining children that include being addressed by BOM.CEO pointed that, corporal punishment was not allowed and that TSC code and

MOE, (2010) were clear about the consequence of the punishment on children. Any teacher found culpable of the mistake was to be prosecuted in the court of law.

4.4.4.4 Communicate Important Changes to Pupils affecting the School

It was evident from the graph that half of BOM in Eldoret East sub-county participate actively in communicating important changes to pupils affecting the school. In Kimu primary school children met with BOM who class representatives and teachers are thrice in a term that was on first, second and third month. Kaps primary school utilizes morning assembly of Monday and Friday but on Wednesday have school BARAZA meeting. During school Baraza meeting BOM address pupils on issues dealing academic, discipline and life skills which agree Onyango (2013), that educational programmes are organized to benefit students who occupy particularly important place in the school systems.

In Moso primary school BOM communicate to children on school's matters touching on staffing, life skill and school discipline. However, in Muge primary school no such important meetings had happened to school pupils. Instead, teachers and pupils meet in the morning and evening assemblies twice a week where they communicated such issues to do with discipline, time adherence and environmental cleanliness. CEO of Moiben Sub County maintains that BOM must inform pupils about their health and included sexual transmitted diseases like HIV/AIDS.

4.5 Objective Three: Challenges facing in-house in Implantations of strategic Plan in Eldoret East sub-county.

The major findings on challenges facing BOM shows that most of the respondents supported that the major challenges facing BOM include lack of funds, late

disbursements and inadequate skills and training at ($M=4.07$; $SD=1.010$), ($M=3.97$; $SD=1.088$) and ($M=3.87$; $SD=1.171$) respectively. This was supported by majority of the respondents 130(42%) and 99(32%) strongly agreeing and agreeing respectively on the first aspect, 127(41%) and 93(30%) strongly agreeing and agreeing respectively on the second aspect and 118(38%) and 90(29%) strongly agreeing and agreeing respectively on the third aspect. The summary in Table 4.10 below summarizes some of the challenges facing BOM.

Table 4.10: Challenges Facing BOM

Factors	SA		A		SHA		D		SD		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Lack of funds in activities	130	42	99	32	53	17	22	7	6	2	4.07	4.010
Late disbursements	127	41	93	30	55	18	26	9	9	3	3.97	1.088
Inadequate skills and training and training	118	38	90	29	59	19	28	9	16	5	3.87	1.171
Inadequate Resources	105	34	109	35	58	19	28	9	9	3	3.86	1.087
Report to parents on academic performance.	47	15	109	35	74	24	50	16	31	10	3.39	1.065
Loss of school properties	155	50	40	13	56	18	28	9	31	10	3.85	1.393
Lack of community support	96	31	112	36	59	19	31	10	12	4	3.82	1.091
Lack of Commitment by BOM	105	34	87	28	59	19	37	12	32	7	3.70	1.246
Low Managerial skills	115	37	81	26	50	16	37	12	27	9	3.70	1.370
Poor communication channel	115	37	62	20	56	18	47	15	30	10	3.58	1.370

Key: **SA**-Strongly Agree, **A**-Agree, **SHA**-Some How Agree, **D**-Disagree, **SD**-Strongly Disagree

Source: Author (2019)

In summary various schools faced a lot of challenges. The government policy did not allow revenue collection from parents. In Eldo primary school considers government policy not to solicit funds from parents yet parents needed to support other projects in the school for their children. As indicated by Bateman and Zeithaml (1990) that lack of fund and resource, inadequate skills and training, undefined roles and inadequate monitoring and evaluation in the implementation process within an organization happen to be common challenges faced in most organizations.

There were delays in disbursement funds hence school structures were not completed on time. Kimu and Moso primary schools had limited finances since they depended on government funding and CDF to complete stall school project for the last three years.

In Kaps and Muge primary school BOM lacked knowledge on how to make a strategic plan. In Chem and Kape primary school, low education level of BOM compromises the well-being of strategic plan implementation.

In most school, BOM were not committed to school issues since it was voluntary. More than three quarters BOM who were working class person lack time to commit to school running. They were faced with challenge of filling mandated quorum at any sitting. In Kaps and Koit primary school more than half BOM failed to attend meeting since they came from far.

4.6 Objective Four: Measures to Mitigate challenges facing In-house in Implantations of strategic plan in Eldoret East sub-county

All the respondents interviewed were asked to give their opinion on measures to mitigate challenges facing BOM. The results show that majority of the respondents believed adequate funding of school with a mean of 4.29 and a standard deviation of 0.993. This was supported with majority of them 167 (54%) strongly agreeing and 96(31%) agreeing with the statement. It was also observed that most of the respondents 174(56%) and 84(27%) strongly agreed and agreed that there was need for training on strategic planning (M=4.22; SD=1.127). Also, the results show that majority of the respondents 143(46%) and 109(35%) strongly agreed and agreed that there was a need for improvement in accountability and transparency in strategic plan implementation since BOM participation with most of them depicting a mean of (M=4.21; SD=0.911). The summary in Table 4.11 below shows majority of the respondents agree to the opinion on measures to mitigate challenges facing BOM

Table 4.11: Measures to mitigate challenges

Factors	SA		A		SHA		D		SD		Mean	Std
	Freg	%	Freg	%	Freg	%	Freg	%	Freg	%		
Adequate funding of school	167	54	96	31	22	7	16	5	9	3	4.29	.993
Training on strategic planning	174	56	84	27	20	7	16	5	12	4	4.12	1.010
Parent's involvement	118	38	133	43	37	12	12	4	10	3	4.08	0.960
Constant monitoring	115	37	127	41	40	13	16	5	12	4	4.03	1.022
Good use of resources	121	39	115	37	43	14	12	4	19	6	3.99	1.119
Experienced personnel	124	40	90	29	62	20	22	7	12	4	3.95	1.101
Democracy in voting	118	38	99	32	50	16	31	10	12	4	3.92	1.119

Key: SA-Strongly Agree, A-Agree, SHA-Some How Agree, D-Disagree, SD-Strongly Disagree:

Source: Author (2019)

From the finding of table 4.11 above more than three quarter of BOM strongly agreed that there should be adequate funding of school strategic implementation, training of BOM and constant monitoring and evaluation on strategic planning. Among the schools interviewed, Eldo for instance reported that there was a need to review government policy on school management and that the government should involve parents on school matters. In Kimu, Usal and Sasi primary school reported that government should increase financial assistances to schools for structural completions. In Chela and Emsi primary opinion of all stakeholders must be involved. In Kaps and Chemalus primary school needed technocrat who will put necessary input in drawing the strategic plan. In Moso and Rotu primary schools considers payment and remuneration of BOM to enhance attendance to meeting the same as in the secondary school. They also needed sensitization on their roles and the need to have adequate workshop for education and empowerment. CEO for Moiben added that BOM were to adhere to rules and regulations of the education Act 2013. Any member who failed to attend three consecutive meeting were to be declared nonperforming, and so others to be appointed to take place CEO added that:

The Chief Executive Officer who is the head teacher together with BOM should cultivate team spirit and act as a catalyst in the whole process of strategic implementation. (CEO)

In conclusion Nyongesa (2006) pointed that the head teacher together with BOM must lead in strategy plan implementation by proving leadership that is inspirational, visionary, democratic, and motivational.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The preceding chapter dealt with summary, conclusions, and recommendations of the findings. Frequencies and descriptive analysis were performed to aid in interpretation of the data. This chapter presents the summary and conclusion drawn from the findings of the study. Secondly an attempt was made to discuss the implication of the major findings and how they might affect the extent of BOM participation in implementation of strategic plan. Finally, the recommendation on how the findings obtained can be applied to improve on BOM participation in strategic planning in various primary schools.

5.2 Summary

This study sought to systematically investigate BOM participation in implementation of strategic plan among primary schools in Eldoret East Sub-County. First the study was to assess the level of Commitment of BOM in implementation of strategic plan. Secondly, the study was to assess the extent of participation of BOM in implementation of strategic plans. Finally make suggestion for recommendations on how to improve BOM participation in implementation of strategic plans in primary school.

In summary therefore, it was observed that BOM were committed in ensuring that there were proper and adequate physical facilities in primary schools in Eldoret East Sub-County where the results show that BOM members were more active in their level of

commitment in enhancing proper and adequate physical facilities by ensuring that there were enough classrooms for children and that schools had play field for physical facilities. There were assessments of the various perceptions by the respondents to determine the level of commitment by BOM in financial management in primary schools where the results show that BOM were more active in ensuring that there was improvement on literacy level on finance in schools and involvement of parents in budget preparation.

Furthermore, BOM participated in the implementation of curriculum and instructional materials in primary schools where it was seen from the assessments of the various perceptions that pupils' participation was highly significant in the implementations of curriculum and instructional materials.

To assess the level of commitment by BOM in ensuring that there was pupils' discipline in primary schools', various perceptions from the respondents were analyzed where it was observed that BOM were commitment in ensuring that there was improvement in the social behaviour of pupils and that there was regular guidance and counseling to pupils.

However, the analysis of the various perceptions from the respondents shows that BOM participated to some extent in ensuring that there were provisions of adequate and proper physical facilities and financial management in primary schools around Eldoret East Sub-County. The results show that they highly participated in ensuring that there are separate waste disposal facilities for both boys and girls. The results show that BOM participated in the implementation of financial management where the results show that there has been preparation of annual reports. The findings show that BOM participate to some

extent in implementing curriculum and instructional materials by enhancing the participations of teachers and pupils in co-curriculum activities.

The analysis of the responses shows that BOM faces challenges in most cases due to lack of funds for implementing strategic plans, late disbursements of government funds and inadequate skills and training.

The results from the analysis of the responses on measures taken in mitigating challenges facing BOM from implementation of strategic plan in primary schools showed that there exist several measures that need to be taken. The results depicted the need for adequate funding of school strategic plan as the most important factor, which was followed by adequate training on strategic planning and monitoring and evaluation strategic planning implementation.

5.3 Conclusions

The aim of this study was to determine the status of Board of Management participation in implementation of strategic plan in primary school in Eldoret East Sub-County, Kenya. On the first objective, it was concluded that respondents were committed to ensuring that there were enough classrooms for children. It was also found that BOM members were committed in ensuring that the schools had play field for physical activities. In addition, it was found that BOM were committed in ensuring that there were enough teacher's offices and staffroom facilities and proper waste disposal and sanitation facilities. Even though still above average, respondent rated safe drinking water in schools the least.

On financial management BOM was commitment in strategic planning, where there has been improvement on literacy on finance in schools, involvement of parents in budget preparation, preparation of annual reports and on revenue collection and expenditure.

On Curriculum and Instructional materials matters BOM was committed in involving pupils to participate in co-curriculum activities. It was also found out that BOM were committed in providing resources for curriculum sustainability, supervising syllabus coverage, monitoring CATs and reporting to parents on academic performance.

Furthermore, BOM were commitment in strategic planning on children discipline, where there was an opportunity on improved social behaviour on pupils, regular guidance and counseling, communication of important changes and promotion of education Act 2013 on corporal punishment.

On the second objective, it was concluded that BOM participation in ensuring that there were separate waste disposal facilities for both boys and girls. In addition, BOM members participated in ensuring that the schools had play field for physical activities. On the same note BOM participated in ensuring that there were enough classrooms for children and that there were provision of teachers' offices and staffroom facilities. Safe drinking water in schools was rated the least.

Furthermore, on financial management BOM participated in strategic planning in ensuring preparation of annual reports, revenue collection and expenditure, involvement of parents in budget preparation and improvement on literacy on finance in schools.

Likewise, BOM participated in providing curriculum and instructional materials where BOM participated in involving pupils to participate in co-curriculum activities. Also, BOM participated in supervising of syllabus coverage, monitoring CATs, providing resources for curriculum sustainability, and reporting to parents on academic performance.

On pupils' disciplines, BOM participated in strategic planning, where there was regular guidance and counseling to pupils, improvement on social behavior, and promotion of education Act 2013 on corporal punishment and communication of important changes to pupils.

On the third objective, it was concluded that Board of Managements' (BOM) were faced with challenges that included lack of funds, late disbursements and inadequate skills and training on strategic planning.

On the fourth objective, the study concluded on measures to mitigate challenges facing BOM that include adequate funding for strategic plan as well as the need for training on strategic planning. In addition, there was a need for Monitoring and evaluation of strategic plan implementation to keep the BOM on track.

5.4 Recommendation

Based on the findings the study makes the following recommendations:

1): The BOM should consider committing their resources to facilitated modern sanitation facilities for both boys and girls together with adequate offices for teachers and staffroom

facilities. In addition, BOM be committed to ensuring constructing more classrooms for children as they increase daily.

2): There should be active participation by BOM in ensuring that children have good playground for their physical activities and children to access to safe drinking water. In addition, BOM should actively participate in training on how to run school finances and to work on improving the school sources of income and organizing in-service courses to enhance knowledge about expenditure of the school disburse funds.

3): On challenges, BOM are faced with challenges of inadequately funding to implement strategic plan in their respective schools. They are faced with late disbursements of FPE funds which undermines the continued support of school projects. The study further recommends that BOM need adequate skills and training to manage strategic plan implementations.

4): To mitigate challenge, the recommends that the BOM be adequately funded and trained on strategic plan implementation. Furthermore, Government should constantly monitor and evaluation school management through constant review of strategic planning implementation to keep the BOM on track.

5.5 Recommendations for further studies

Based on the findings of the study, the researcher observed that there was still potential for further research as the outcome of this study. Therefore, the researcher recommended that:

- a. Research on BOM participation in implementing strategic planning should be carried out in all primary schools in all counties in Kenya to obtain comparison results on their performance.
- b. Further research studies should be based on how BOM participation in primary schools helps improves students' performance.

REFERENCES

- Abagi. O. and Olweya, J. (1999). *Achieving Universal education in Kenya by 2015: Where the Reality lies*. Paper No.017/99.Institute of policy Analysis and Research, Nairobi: Kenya.
- Academy of Management Journal, 25, 80-93.
- Alexander, L. (2011). Strategy Implementation, *International Review of strategic and Cases*. 6thEdition. Richard D. IRWIN.INC. Alabama.
- Bateman, T. S. & Zeithaml, C.P. (1990). *Management Function and Strategy*. Richard Behavioral Sciences Association (ABBSA).Cairn Australia.
- Best, W. J., & Kahn, V. J. (1989). *Research in education (6thed)*. New Jersey: Prentice – Hall.
- Bitange, R, Kipchumba, and Magutu, P (2010).*The effectiveness of Performance appraisal Systems in private universities in Kenya; an assessment of Kabarak University performance: African Journal of Business and management*, 1, 123-132
- Burt, D.N. (2013). Planning and performance in Australian retailing. *Long Range Planning*, 262-65.
- Chigiti, J. (2012). The Star (Nairobi).Kenya: Child Labour is a human RightVolation.10thoct.p23.Nairobi: Star Press
- Children Act. No 8. (2001). The constitution of Kenya Reviewed on 15 Sept.2000; 245-68 *Government printers: Nairobi*.
- Children In Uganda*: London; Prentice Hall
- Cole, G (2007):*Strategic management; theory and practice (4th edition)*: UK, Cengage Learning EMEA.
- Cooper, D. R. & Schindler P. S. (2013).*International Edition*. Business Research Methods.th Edition, New Delhi: McGraw-Hill.
- Covin, J.G., Slevin, D.P. and Schulz, R.L. (2015).*Implementing strategic mission: effective strategic, structural and tactical choices: Journal of Management Studies*, 31, 81
- D. IRWIN, INC. Illinois. Basic Education Act (2013).*Managing change. A Strategic Approach to Organizational*

- David, F.R. (2011). *The strategic management: Concepts and cases* (9th ed.). Prentice
- David, F.R. (2011). *Strategic Management: Concepts and Cases*, Tenth Edition: Prentice
- Dawson, H.O (2008). *Involvement of stakeholders in the managerial efficiency of schools*, <http://www.educational media/foreign press/USA> access on 24/10/2010.
- Dawson, H.O (2008). *Involvement of stakeholders in the managerial efficiency of schools*, <http://www.educational media/foreign press/USA> access on 24/10/2010.
- Decision, 32(5), 10-11.
- Discussion Paper Number 55 (ISBN 9966 949 99 2)
- Dynamics, 4th Edition, London. Prentice Hall.
- Hall. Pearson Education.
- Halladay, D. (2008). *School strategic planning. How to ensure success*. Somerville: Cape Town. The Grammar School.
- Johnson, G. & Scholes, K. (2002). *Exploring Corporate Strategy*. 6th Edition, India. Prentice Hall.
- Kalibala, S. and Elson. (2012): *Protecting Hope: Situation Analysis of Vulnerable*
- Kane, E. (2004). *Girls' Education in Africa: What do we know about Strategies that Work? Africa Regional Human Development Working paper Series*. Washington: Prentice Hall
- Kaufman, R and Herman, J (1991), *Strategic planning in Education; Rethinking*,
- Kerlinger, (2006). *Business Strategy: Execution is the Key*. Pearson Education, Inc. Inform IT.
- Kimani Ngugi, (2010). *The importance of 'outsiders' in small firm strategic planning:*
- Kinicki, A (2008). *Organization behavior; Core concepts*, New York, McGraw Hill/ Irwin.
- Kitonga (2012). *The fifth Discipline, The art and practice of learning organization*. Nairobi: Random House.
- Kitui West Sub County, (2013) DEO`s Office inspection report.

- Kothari, C. R (2004). *Research Methodology methods and techniques*. 4th Edition. New Delhi: Willy Eastern Limited
- Kothari, C. R. (2010). *Research Methodology; Methods and Techniques 2nd Edition*. New Delhi. Willy Eastern Limited
- Letema, S. (2011). *Peri-Urban Service Provision Planning: Challenges and Prospects in Eldoret Town*. MSc. Research Project. (Unpublished).
- Lewa M, Mutuku S & Mutuku M. (2009). *Strategic planning in the Higher Education Sector of Kenya: Case study of Public Universities in Kenya*: A Conference Paper presented at the 1st KIM Conference On Management: A Journal Of The KIM School Of Management. ISSN 2070-4730. London: Prentice Hall Management,2(1), 73-91.
- Mbiti, D. (1974). *Foundations of School Administration*. Nairobi: Oxford University Press
- Mcshane, L and Glinow V (2010), *Organization behavior; Emerging knowledge and Practice for the Real world (5th edition)*, McGraw- Hill/ Irwin.
- Miller, L.D. (2012). *Successfully Implementing Strategic Decisions*. Long Range Planning,18,91
- Ministry of Education (2006), *Ministry of Education strategic plan (2006-2011)*,
- Ministry of Education (2011). *Sessional paper No. 1 2011 on policy framework for education and training and research*. Nairobi: Ministry of Education.
- Ministry of Education Strategic Plan (2006–2011). *Sessional paper No. 1 2011 on policy framework for education and training and research*. Nairobi: Ministry of education.
- Mintzberg, H. (2012). *The Rise and Fall of Strategic Planning*. New York, NY: The Free Press.
- Mintzberg, H. (2015). *The Rise and Fall of Strategic Planning*. New York, NY: The Free Press.
- Mobegi, F.O., Ondigi, B.A. & Simatwa, E.M. (2012). *Factors contributing to financial mismanagement and misappropriation in Public Secondary Schools in Gucha District, Kenya*. Eregi teachers College Kenya.
- MOEST (2008). *Sessional paper No. 1 2008 on policy framework for education and training and research*. Nairobi: Ministry of Education.

- MOEST,(2016). *The monthly news on education matter of Uasin Gishu County*. Eldoret:
- MOEST. (2017). *Kenya education sector support programme 2017 to 2022, delivery quality Education and training to all Kenyans*, MOEST; Uasin Gishu County.
- Molale, I. S. (2007). *How policy travels? An insight into the politics of implementation* (1sted.). Mafikeng: Mosipidi Management.
- Mugenda, O. M. and Mugenda, A. G. (1999, 2003). *Research Methods: Quantitative and Qualitative research..* University press: Nairobi
- Mutuku, M (2009), *Strategic planning in the Higher Education sector of Kenya; a case study of public universities in Kenya*. A conference paper presented at the 1stKIMConference on management; A journal of KIM school of management ISSN
- Mwachia, M. T. (2009). *Challenges of implementing Ministry of Education Strategic Plan by girls secondary schools in Nairobi, Kenya*. Unpublished MBA Project. University of Nairobi
- Ngware, M. & Kosimbei, G., (2006). *Financing of primary education in Kenya: costs and options*, Kenya Institute for Public Policy Research and Analysis (KIPPRA)
- Nickols, F. (2012). *Strategy Is A Lot of Things. Distance Consulting. Lacking a Good Fit With the Political Context*. Public Productivity and Management Review, 23(3), 297
- Nyongesa, B. (2007). *Educational Organization and Management*, Nairobi; Jomo Kenyatta Foundation
- Ogunmokun, G., Hopper, T., & McClymont, H. (2011). *Strategy Implementation and*
- Okumbe, J (2007), *Educational management; theory and practice*, Nairobi, Nairobi University Press.
- Onwong'a, C, M. (2010). *Rural Sociology and community Development. Street Children Eldoret Town*, 56-78.
- Onyango, B. (2013). *Analysis of Free Primary Education Kenyan School*. Nairobi: OUP. *Organization Performance: A study of private Hospitals*. Australia Business
- Orodho J. A (2004). *Elements of Educational and Social Science Research Methods*. Nairobi Masola Publishers.
- Peter D. (2004). *Making fast strategic decisions in high-velocity environment*. Academy of Management Journal, 32, 543-76

- Peter, T. J., & Waterman, R. H. (2012). *In search of excellence: Lesson from American's Best Run Companies*. New York: Harper and Row Publishers
- Porter, M.E. (2008). *The Five Competitive Forces That Shape Strategy*. Harvard Business
- Povejsil, D. (2009). *Setting strategic direction: The Design of the Business Vision Seminar*, New York: The Planning Forum Prentice Hall.
- Quality Assurance Organization (QASO) (2016). *School performance indicators: Transition to Secondary school 2015-2016*. Uasin Gishu County.
- Quantities Approaches*. African Centre for Technology Studies: Nairobi
- Ravitch (2012). *The strategy process*. England: Pearson Education Limited.
- Restructuring, revitalizing, Lancaster, PA: Technomic publishing company.*
- Saleemi, N (2011), *Principles & Practice of Management simplified revised edition*, Nairobi ACME
- Sandelands, E. (2015). *All Talk and no Action? Perish the Thought; Management*
- Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research Methods for Business Studies*.
- Schickedanz, M., (2003). *An introduction educational Research*. Longman publisher: New York: The Free Press
- Sifuna. (2010)., September 6). *School facilities for teachers and Science classroom*. The Standard, p.7. Nairobi: The Standard Media Group.
- Sifuna. (2010). *Development of education in Africa: the Kenyan experience*. (Unpublished MBA Thesis. Kenyatta University), Nairobi
- Speculand, R. (2006). *The Great big Strategy Challenge*. Strategic Direction, 22 (3), 3-6.
- Steiner, G.A. (2010). *Strategic planning: What every manager should know*. New York: The Free Press
- Thompson, A.A. (JR) & Strickland, A.J. (III) (1992). *Strategic Management: Concepts*
- UCLA Center for Health Policy Research Health DATA Programme-Data, Advocacy and Technical Assistance. (2013). Section 4: *Key Informant Interviews*. Boise, ID: Retrieved February 11, 2014 from: <http://deltarhpi.Rural.alth.rsa.go/tools2shtm/>.
- UN WATER, (ed) (2006): *Gender, Water and Sanitation: a policy Brief*. New York: UN.

- Welbourne, T. (2011). *Leaders Talk about Executing Strategy*. Leadership Pulse, 20, 45.
- W.H. O, (2014).Health through safe health care: Safe water and sanitation in health care setting.205, 45(4), 345-78.
- Wilson, B. (2007). *Strategic Planning*. Unpublished Manuscript, California State University, Northridge.

APPENDICES

APPENDIX I: QUESTIONNAIRES FOR MEMBERS OF BOARD OF MANAGEMENT

You have been selected to participate in this study as a Member of Board of Management (BOM). The purpose of this study is to find out how board of management participation in implementation of strategic plan in primary school in Eldoret East Sub-County. All the information you give will be confidential. Your participation in this study is appreciated. Please do not reveal school name or your name on this questionnaire. Please put a tick (√) in the box to the right response.

SECTION A: DEMOGRAPHIC INFORMATION

Please use the above scale to guide your decision in responding the question below

1. What is your gender? M.....F.....
2. What is your age in years: Less than 25.....26-30.....36-40.... Over 40
3. Indicate your highest academic qualification: Certificate...Diploma.
Bachelors....
4. How many years have you served as a member of BOM in this school?
1.....2.....3.....More than 3.....

SECTION B: LEVEL OF COMMITMENT TO IMPLEMENT STRATEGIC PLAN BY BOM IN PRIMARY SCHOOL IN ELDORET EAST SUB-COUNTY

The following are various levels of commitment by BOM to implement of strategic planning Primary school in Eldoret East Sub-County. Respond by putting a tick (✓) in the appropriate box by indicating on a scale of 1-5 where 1. SC- Strongly Committed 2.C-Committed, 3. SHC-Somehow Committed 4. UC-Uncommitted, 5. SUC-Strongly Uncommitted

Level of commitment to implement strategic plan by providing:	1	2	3	4	5
Proper and adequate physical facilities					
Waste disposal and sanitation facilities					
Teachers offices and staffroom facilities					
Classroom for children					
Furniture class desk, cupboard					
Field of play for physical activities					
Safe water for drinking in school					
Financial Management					
Litracy level on finance					
Collection Revenue and expenditure for the school					
Annual report on revenue collection and expenditure to parents					
Delegate financial matters to Clerks,teachers and treasurer					
Involving parents on school budget preparation					

Curriculum and instructional materials					
Supervise of syllabus coverage					
Monitor Continuous Assessments Test					
Report to parents on academic performance					
Resources for curriculum sustainability					
Involve pupils participate in co-curriculum activities					
Pupils Discipline					
Conduct regular guidance and counseling to pupils					
Communicate important changes to pupils affecting the school					
Improve social behaviour on pupils					
Promote education Act 2013 on corporal punishment					

Source: Author (2019)

SECTION C: EXTENT OF PARTICIPATION OF BOM IN IMPLEMENTATION STRATEGIC PLAN

The following are Extent of BOM participation in implementation of strategic planning primary school in Eldoret East Sub-County. Respond by putting a tick (√) in the appropriate box by indicating: -1. Is SP- Strongly Participate, 2. P-Participate, 3. SHP- Somehow Participate, 4. NP-Did Not-Participate, 5. SDNP- Strongly Did Not Participate

Extent of participation to implementation strategic plan to:	1	2	3	4	5
Proper and adequate provision of physical facilities					
Both boys and girls have separate waste disposal and sanitation facilities					
Teachers are provided with office and staffroom facilities					
Classroom, class desk, cupboard and furniture are enough					

Children have enough field of play for physical activities					
There is supply of safe water for drinking in school					
Financial Management					
Litracy level on finance is high					
Revenue collection and expenditure are well accounted for					
Reporting annually on revenue collection and expenditure to parents					
Delegating financial matters to Clerks,teachers and treasurer					
Involving parents on school budget preparation					
Curriculum and instructional role					
Supervision of syllabus coverage					
Monitor Continuous Assessments Test for pupils and report to parents					
Reporting to parents on academic performance monthly					
There is enough T/L resources for curriculum sustainability					
Teacher and pupils participate in co-curriculum activities					
Promote pupils Discipline					
Conduct regular guidance and counseling					
Communicate important changes to pupils affecting the school					
Improve social behaviour on pupils					
Promote education Act 2013 on corporal punishment					

Source: Author (2019)

SECTION D: CHALLENGES FACING BOARD OF MANAGEMENT (BOM)

The following are the challenges facing Board of Management (BOM) in implementation of strategic plan in primary school in Eldoret East Sub-County. Respond by putting a tick (✓) in the appropriate box: -1. Is Strongly Agree (SA), 2. Agree (A), 3. Somehow Agree (SHA), 4. Disagree (D), 5. Strongly Agree (SA).

Challenges facing Board of Management (BOM)	5	4	3	2	1
Loss of school properties					
Lack of commitment by BOM					
Poor communication channels					
Low managerial skills amongst BOM					
Inadequate skills & training on strategic planning					
Lack of funds in implementation of strategic plan					
Lack of community support					
Inadequate resources					
Poor utilization of available resources					
Inadequate number of teachers					
Inadequate monitoring and evaluation of plans					
Late disbursement of funds					
Political interference					
Low national exams results					
Inadequate skills on budget preparation					
Lack of strategic plan in school					
Massive embezzlements of school funds					

Source: Author (2019)

SECTION E: MEASURES TO MITIGATE CHALLENGES FACING BOM

The following are measures to mitigate the challenges facing Board of Management (BOM) in implementation of strategic plan in primary school in Eldoret East Sub-

County. Respond by putting a tick (✓) in the appropriate box: - Is 1. Strongly Agree (SA), 2. Agree (A), 3. Somehow Agree (SHA), 4. Disagree (D), 5. Strongly Agree (SA).

Measures to mitigate the challenges	1	2	3	4	5
Training on strategic planning					
Constant monitoring and evaluation of plan process					
Improve communication channels					
Parents are involved in the implementation of plan					
The Government policy to support school plans					
Involves pupils in decisions making in school					
Make good use of the resources provided					
Adequate funding of strategic plan in schools					
Invite experienced personnel in strategic plans preparation					
Democracy in voting process					

Source: Author (2019)

2: INTERVIEW SCHEDULE FOR HEAD TEACHERS AND SUB COUNTY DIRECTORS OF EDUCATION

I am a MED student at Eldoret University carrying out a study on participation of Board of Management (BOM) in implementation of strategic plan in primary school in Eldoret East Sub-County. You are kindly requested to release information as honestly as possible. This information will be treated confidentially for the purpose of this research only.

1: What are the levels of commitment by BOM to implementation of strategic plan?

2: To what extent do BOM participation in implementation of strategic plan?


3: What are the challenges facing BOM in implementation process of strategic plan?

4: What are the measures to mitigate the challenges facing BOM in implementation of strategic plan?

APPENDIX II: SAMPLE PICTURES FROM SCHOOLS VISITED



**APPENDIX III: RESEARCH LETTER FROM UNIVERSITY OF ELDORET
(UOE)**


 University of
Eldoret
Home of knowledge and innovation

P.O. Box 1125-30100,
 ELDORET, Kenya
 Tel: 053-2063111 Ext. 242

Our Ref: UoE/EMP/POG/33
 21th February, 2019

The Executive Secretary,
 National Council for Science and Technology & Innovation
 P.O. BOX 30623-00100,
NAIROBI.

Dear Sir/Madam,

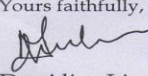
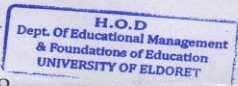
**RE: RESEARCH PERMIT FOR: BEN KIPNGETICH CHELULEI REG.NO
 EDU/PGEM/002/16**

This is to confirm that the above named Post Graduate Student has completed Course work and has successfully defended his thesis proposal.

He is currently preparing for a field research work on his thesis entitled: *Board of Management participation in implementation of strategic plan in Primary School in Eldoret East sub County.* The proposal has been approved by this Institution.


Any assistance accorded him to facilitate successful conduct of the research and the publication will be highly appreciated.

Yours faithfully,

Dr. Alice Limo
HOD, EDUCATIONAL MANAGEMENT AND FOUNDATIONS OF EDUCATION
 Copy to: Permanent Secretary,

Ministry of Higher Education, Science & Technology,
 P.O. Box 9583-00200 NAIROBI.

University of Eldoret is ISO 9001: 2015 Certified
 

APPENDIX IV: RESEARCH AUTHORITY, NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No. **NACOSTI/P/19/77464/28593**

Date: **12th March, 2019**

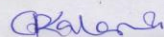
Ben Kipnetich Chelulei
University of Eldoret
P.O. Box 1125- 30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Board of Management participation in implementation of strategic plan in Primary School in Eldoret East Sub-County”*** I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **12th March, 2020**.

You are advised to report to **the County Commissioner and the County Director of Uasin Gishu 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.

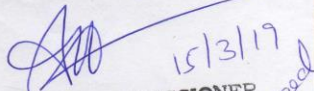


**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**


Copy to:

The County Commissioner
Uasin Gishu County.

The County Directors of Education
Uasin Gishu County.


**COUNTY COMMISSIONER
UASIN GISHU COUNTY**
proceed

APPENDIX V: AUTHORITY LETTER FROM MINISTRY OF EDUCATION



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department for Early Learning & Basic Education

Telegrams: "EDUCATION", Eldoret
Telephone: 053-2063342 or 2031421/2
Mobile : 0719 12 72 12/0732 260 280
Email: cdeuasingishucounty@yahoo.com
: cdeuasingishucounty@gmail.com
When replying please quote:

Office of The County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

Ref. No. MOEST/UGC/TRN/9/VOL.IV/48 15TH MARCH, 2019

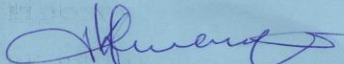
Ben Kipngetich Chelulei
University of Eldoret
P.O Box 1125 -30100
ELDORET

RE: RESEARCH AUTHORIZATION



This office has received a request authorizing you to carry out research on
**"Board of Management participation in implementation of strategic plan
in primary school in Eldoret East Sub-County"** in Uasin Gishu County.

We wish to inform you that the request has been granted until **12th March,
2020**. The authorities concerned are therefore requested to give you
maximum support.

We take this opportunity to wish you well during this data collection.


For THE COUNTY DIRECTOR OF EDUCATION
UASIN-GISHU COUNTY
TEL: 053-2088342/0719127212
P. O. Box 9843-30100,
ELDORET.

Samuel K. Kimaiyo
For: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU.

APPENDIX VI: RESEARCH PERMIT-NACOSTI


THIS IS TO CERTIFY THAT:

MR. BEN KIPNGETICH CHELULEI
of UNIVERSITY OF ELDORET, 0-30100
ELDORET, has been permitted to conduct
research in Uasin-Gishu County

on the topic: BOARD OF MANAGEMENT
PARTICIPATION IN IMPLEMENTATION OF
STRATEGIC PLAN IN PRIMARY SCHOOL
IN ELDORET EAST SUB-COUNTY

for the period ending:
12th March,2020

Permit No : NACOSTI/P/19/77464/28593
Date Of Issue : 12th March,2019
Fee Received :Ksh 1000



Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation

APPENDIX VII: WORK PLAN

TASK	Jan-Feb	Feb-Mar	Mar-Apr	May
	2019	2019	2019	2019
Proposal Writing, Literature Review and Instrument Construction				
Data Collection and Coding				
Data Analysis				
Thesis Presentation				
Thesis Correction				
Report-First Writing				
Report Final Writing				

Source: Author 2019

CRONBACH'S ALPHA FORMULA

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

where: K refers to the number of scale items

σ_b^2 refers to the variance associated with item i

σ_t^2 refers to the variance associated with the observed total scores

Source: Kothari, C. R. (2010)

