

Effectiveness of Boards of Management Involvement in Management of Physical and Material Resources in Enhancing Student Academic Achievement in Public Secondary Schools in Elgeyo Marakwet County, Kenya

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This research aimed to assess whether school boards in Elgeyo Marakwet County, Kenya, effectively improved students' test scores in public secondary schools. It specifically examined the effectiveness of the Board of Management (BOM) in enhancing academic standards and the quality of Kenya Certificate of Secondary Education (KCSE) results. The study was guided by Hargreaves's (2001) Capital Theory of School Effectiveness and Improvement. A cross-sectional survey design was employed to gather data from 1,740 BOM members, 116 schools, and 116 Deputy Principals (DPs), with a final sample consisting of 97 schools, 97 DPs, and 194 BOM members. Data collection involved observation checklists, questionnaires for BOM members, and surveys for DPs. Reliability was assessed using Pearson's product-moment correlation and the test-retest method. Descriptive statistics (frequencies, means, percentages, standard deviations) and inferential statistics (ANOVA, regression analysis) were used, with results presented in tables. The survey achieved responses from 97 DPs, revealing a strong positive correlation between BOM financial management and KCSE performance ($P=0.001$). The study recommended reviewing bureaucratic procedures for student discipline, providing BOMs with policy-making training, and implementing annual employee evaluations. Additionally, it highlighted the need for government-provided training to enhance BOMs' hiring and selection skills to ensure the recruitment of qualified personnel.

Keywords: Effectiveness, management, enhancement, academic achievement, public schools

Introduction

Background to the Problem

Description of the Geographical Area of Study

The research was conducted on Elgeyo Marakwet County Public Secondary Schools, located within Elgeyo Marakwet County, Kenya. This county is situated in the Rift Valley Province of Western Kenya. It is bordered by Baringo County to the east, southeast, and south, West Pokot County to the north, Trans Nzoia County to the northwest, and Uasin Gishu County to the southwest and west.

With a latitude range of $0^{\circ}10'N$ to $0^{\circ}52'N$ and a longitude range of $35^{\circ}25'E$ to $35^{\circ}45'E$, the county enjoys a favourable climate. Administratively, The county is divided into four Sub-Counties: Marakwet East, Marakwet West, Keiyo South, and Keiyo North. The county has a population of 454,676 people (KNBS 2019), with poverty levels at 46% and 57% below the poverty line. The physical area of the county is 3029.9 km².

Elgeyo Marakwet County boasts a secondary school enrolment of 20,887 students, with a teacher-to-student ratio of 1:30 in public institutions. The demographic landscape of

the county is predominantly characterised by the Keiyo Sengwer and Marakwet communities. Additionally, the county attracts individuals from diverse regions of Kenya and international populations, including athletes and sports enthusiasts.

The County is home to numerous educational institutions, including Tambach Teachers Training College (TTC), Iten and Kapsowar Kenya Medical Training Colleges (KMTCs), and 116 Public Secondary Schools. With a total student population of 34,306 (16,067 males and 18,234 females), these schools represent a diverse cross-section of Kenya's public secondary schools. The schools are categorised into three distinct types: mixed schools, boys' schools, and girls' schools.

Effectiveness of School Boards of Management in Secondary Schools

School management has become increasingly complex and demanding in recent decades, driven by the growing demand for quality education across African countries and the challenges of meeting this demand with limited resources. Effective school administration requires Boards of Management and Staff (BOMs) to be creative, imaginative, and dy-

namic. Additionally, BOMs must foster strong relationships with both internal and external stakeholders to ensure their involvement in decision-making processes.

This research focused on the relationship between the effectiveness of BOMs and student academic performance. BOMs were evaluated based on their management of finances, physical facilities, human resources, curriculum, government policies, and community interactions. The study aimed to determine how the effectiveness of BOMs (independent variable) impacts student academic achievement (dependent variable).

Management involves working with and through others to achieve organisational goals in a dynamic environment. According to Franklin (2002), effective management entails planning, organising, activating, and managing performance. To improve student academic performance, BOMs must collaborate with principals, teachers, parents, and other stakeholders.

The Dakar Framework of Action (2000) emphasises the importance of establishing effective, accountable, transparent, and flexible education system governance. School-based management, as defined by Adeolo (2013), empowers key stakeholders to participate in education policy administration, monitoring, evaluation, and review. This approach promotes goal-oriented governance, quality teaching and learning, and ultimately, improved student outcomes.

School Boards of Management play a crucial role in enhancing teaching and learning and improving student outcomes. Factors such as the education, training, and professional experience of board members significantly influence their decision-making and contributions to quality education. It is essential for BOMs to invest in professional development for their members and encourage other stakeholders to do the same. Highly qualified board members are more likely to develop programs that promote educational quality.

In Elgeyo Marakwet County, the School Board of Management (BOM) is the primary body responsible for formulating and implementing policies. Established under Section 55 (1) of the Basic Education Act No. 14 of 2013, BOMs oversee all Basic Education Institutions. The selection panel for each BOM includes representatives from the National Government State Department of Education, teacher trade union, involved institutions, Member of Parliament, ward representative, parents, and sponsors.

According to the Ministry of Education and Early Childhood Development (2004), Boards of Management (BOMs) in Kenya must meet specific qualifications.

The Board Chairman requires a bachelor's degree or higher, while all other members must have completed the KCSE or an equivalent qualification. The Basic Education Act mandates a 17-member BOM for each Basic Education Institution (BEI), appointed by the County Education Board (CEB). The composition includes six parent representatives,

three community representatives, three sponsor representatives, three co-opted members, and one representative from the teaching staff, special interest groups, individuals with special needs, or the Students' Council.

The Basic Education Act (2013) delegates financial, human, and physical resource management responsibilities to BOMs. BOMs play a multifaceted role in school governance, including advocacy, development, quality education promotion, facility provision, teaching and learning oversight, value promotion, community collaboration, and general educational tasks. Effective BOMs are crucial for improving teaching quality, infrastructure, student discipline, and overall academic performance.

The National School Boards Association (NSBA) in the United States boasts over 90,000 members. Local school boards in the U.S. play a significant role in education administration, providing a platform for stakeholder involvement. These boards are responsible for budget approval, superintendent appointment and evaluation, policy development, goal setting, accountability, and advocacy. The NSBA collaborates with State School Board Associations to support local boards.

In the United Kingdom, the Department of Education published the Governors Handbook, outlining the requirements for forming Boards of Trustees. The board must include at least two parent representatives elected to serve on the trust's board or local governing body. In Kenya, BOMs include community representatives involved in school management. Parent representatives often serve as signatories for school accounts, enabling them to participate in financial and operational decision-making.

Further in the UK, the principal relies on the BOM for effective support. In Ireland, since 1975, schools have had BOMs overseeing administration, promoting pupil welfare, and reporting to the school's patron and the Minister for Education and Skills. In Canada, District School Boards oversee and finance schools, ensuring adherence to standardised curricula. These boards involve the community in policy-making and decision-making regarding school interactions with corporate, legislative, and internal matters.

In India, improved governance is essential for achieving high levels of education access, quality, equity, and engagement. Research has shown that community involvement in school governance enhances school administration. In most post-independence African nations, educational institutions aimed to preserve and transmit pre-colonial knowledge. Today, however, students are prepared for nation-building through culturally grounded education. Effective school administration requires collaboration among school boards, parents, school heads, and teachers.

In South Africa and Malawi, school boards are composed of community members with significant contributions to society. In Zimbabwe, government legislation mandates that

board members have at least a secondary school certificate. In Rwanda, the new school governance paradigm emphasises power sharing, effective and participatory management, and transparency. A case study in Tanzania revealed that many school tutors and heads lacked guidance on implementing the Secondary Education Development Plan (SEDP), highlighting the need for competent school management boards.

In Kenya, the principal serves as the BOM's secretary and chief executive, overseeing secondary schools and other educational institutions. BOMs are responsible for effective human resource management, physical and material asset management, and institutional efficiency to achieve better results.

The Kenyan government views education as a means to empower citizens and foster political participation. The establishment of Boards of Governors, initially governed by national legislation through Sessional Paper No.

10 of 1965, followed the country's independence in 1963. Various reports and educational documents affirm the right of every Kenyan to a basic education. The Ominde Commission of 1964 recommended the inclusion of Boards of Governors in school administration systems to supplement existing governance arrangements primarily controlled by faculty members. The 2010 Constitution and the subsequent 2013 Basic Education Act led to the renaming of Boards of Governors to Boards of Management.

Boards of Management (BOMs) are responsible for overseeing public education and governing schools nationwide, working in conjunction with other statutory entities, including Parent Associations (PTs) and the County Education Board. BOMs implement legislative policies related to schools and represent the interests of their local school districts. While board members' rights are primarily tied to their representative roles, the board can validate actions taken by individual members outside of formal meetings if not documented in the minutes.

Muchiri (2017) suggested that many BOMs lack the managerial competencies necessary for effective education outcomes and that appointments may have shortcomings. This research aims to investigate whether a similar situation exists in Elgeyo Marakwet County.

Okumbe (2001) attributed the effectiveness of BOMs in improving educational quality to factors such as financial administration, discipline, curriculum management, and community relations. The Cabinet Secretary has delegated significant administrative responsibilities to BOMs, requiring a strong understanding of management processes, including planning, organising, staffing, budgeting, and assessing institutional programs.

Odhiambo (2001) found that the educational attainment of BOM members influences their effectiveness. The research recommends that appointed members possess not only high educational qualifications but also training in educational management. A case study by Kuluchumilia (2012) in

Tanzania revealed that many school tutors and heads lacked guidance on implementing the Secondary Education Development Plan (SEDP), further emphasising the need for competent school management boards.

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Concerns about BOM effectiveness and their impact on teaching and learning processes have arisen due to insufficient school resources (Waweru, 2005) and reports of inefficiencies, irregularities, and corruption (Njenga, 2003; Anyang', 2003; Mumo, 2004). These issues can negatively affect performance in the Kenya Certificate of Secondary Education (KCSE) and lead to a significant waste of educational resources.

While all secondary schools in Kenya are mandated to establish governing bodies, evidence suggests that some BOMs are ineffective due to authoritarian, draconian, and undemocratic leadership. Political interference in the appointment of BOM members can undermine the government's policy of selecting qualified individuals with dedication, expertise, and experience.

This research aims to provide new insights into the effectiveness of BOMs and offer recommendations for improving their management skills and decision-making processes. Unlike previous studies conducted in different locations, this research focuses on public secondary schools in Elgeyo Marakwet County, Kenya.

Student Academic Achievement in Secondary Schools

The primary purpose of educational assessment is to facilitate learner development and growth (Tabal and Kabssey, 2011). Among educational goals, cognitive outcomes, such as remembering, understanding, and applying information, are paramount. However, research indicates that many students struggle to apply their knowledge, as evidenced by the performance of Elgeyo Marakwet County students in the KCSE examinations between 2018 and 2020.

This study focuses on the variable of academic achievement, defined by Kaggwa (2013) as the acquisition of knowl-

edge, skills, positive attitudes, behaviours, and a philosophical outlook. UNESCO (2013) defines learning as the acquisition of knowledge, skills, and attitudes. "Quality learning" involves developing a deep understanding of information, skills, and attitudes that enable active participation in communities, effective communication, and contributions to society.

Student achievement is typically assessed based on grades or marks earned in tests or examinations. Kalule (2006) suggests that these scores and marks serve as indicators of academic success. Poor academic achievement, as defined by Aremu et al (2003), falls below expected levels. Aremu (2000) emphasises the significant consequences of academic failure for learners, parents, and society, including a shortage of skilled individuals in various sectors. Conversely, academic achievement offers numerous benefits for the community, both directly and indirectly. However, these benefits can be hindered by ineffective board involvement.

Ford (2013) suggested that school boards in the USA play a broader role than simply acting as elected authorities. They engage in strategic decision-making, represent schools, coordinate resource acquisition, and advocate for students. However, Covington (2011) highlights the decline in student academic performance in the USA due to factors such as student indiscipline, insufficient teacher salaries, and poor administrative assistance.

In Nigeria, education stakeholders expressed concerns about students' inadequate literacy and numeracy skills acquired in primary school (Atanda & Jaiyeoba, 2011). The 2007 Education International Survey Report revealed that teachers in East African countries face low morale due to insufficient pay, heavy teaching workloads, and poor working conditions, negatively impacting student academic performance.

Ogamba's (2011) study in Marani Division, Kenya, examined the role of Quality Assurance and Standards Officers (QASOs) in improving primary school teacher effectiveness. The study identified understaffing, insufficient capacity building programs, and irregular supervision as factors hindering teacher effectiveness. Getange and Onsombi (2016) found that economic determinants such as inadequate sanitary towels, child labour, unpaid school fees, and a lack of learning resources negatively impacted student retention in public secondary schools in Marani Sub-County.

Ongenge (2016) emphasised that school boards recognise the importance of enhancing student success as a key responsibility. The effectiveness of BOMs is often demonstrated by strong academic achievements, strict discipline, sound financial management, and adherence to educational regulations and procedures.

The literature review highlights the global concern regarding students' academic achievement. Students face various challenges that can negatively impact their performance.

Prioritising student academic well-being is crucial for maintaining high academic standards. While previous studies have primarily focused on factors such as supervision, salary, and teaching and learning materials, the impact of Board of Management (BOM) effectiveness on student academic progress remains relatively unexplored.

This research aims to investigate the correlation between student academic achievement and the effectiveness of BOMs in overseeing secondary schools in Elgeyo Marakwet County. The findings of this study may contribute to improvements in the county's school system. Given the limited prior research in Elgeyo Marakwet County, this study focuses on assessing the effectiveness of school boards in enhancing educational administration and their subsequent impact on student academic achievement.

Statement of the Problem

The increasing demand for quality education in many countries has made school management a complex and challenging task. Effective school administration is crucial for ensuring successful outcomes. School boards play a pivotal role in overseeing educational institutions, but challenges such as ineffective human and financial management practices can hinder their ability to achieve quality education through strong examination performance.

The government established mechanisms for the appointment and roles of Board of Management (BOM) members in the Basic Education Act of 2013. However, concerns have been raised about biased appointment processes, serving the interests of appointing authorities rather than prioritising the expected service outlined in the act. This research aims to assess the effectiveness of BOMs based on participant perceptions of their educational qualifications, training, professional experience, and contributions to quality education delivery and KCSE performance. The findings may highlight areas where government initiatives for improving BOM effectiveness are lacking.

Secondary school BOMs were established in Kenya to decentralise education administration and empower communities. The Ominde, Kamunge, and Koech Reports, as well as Sessional Papers No. 6 of 1988 and No. 1 of 2005, advocated for the establishment and development of BOMs. BOM members should ideally be appointed based on educational background, diverse professional skills, expertise in managing resources, and representation of the community's cultural, religious, and ethnic diversity.

Previous research on student performance in Kenyan schools has primarily focused on teacher effectiveness, insufficient government support, HIV/AIDS effects, and sub-par educational quality. Studies on parental involvement have concentrated on Parent-Teacher Associations (PTAs) and School Management Committees (SMCs) or the broader impact of community involvement on academic achieve-

ment. Most of this research did not take place in Elgeyo Marakwet County and used different methodologies.

Political manipulation and influence in the appointment of BOM members can undermine their effectiveness in monitoring and accounting for resources. Examination results in Kenya significantly impact students' future opportunities, including university admission, employment, and income. Parents also expect their children to support them in their later years, emphasising the importance of grades and examinations. The Kenyan educational system is focused on achieving school goals and objectives through the participation of all stakeholders.

This research examined the effectiveness of BOMs in managing physical and material resources to enhance student academic achievement in secondary schools in Elgeyo Marakwet County.

Research Questions

This study was guided by the following specific questions:

1. To What extent are the BOMs in Public Secondary Schools in Elgeyo Marakwet County, effective in provision of physical facilities?
2. What is the academic performance of students in public secondary schools in Elgeyo Marakwet County?
3. Is there a relationship between board involvement in the management of physical and material resources and academic achievement of students in public secondary schools in Elgeyo Marakwet County?

Research Hypotheses

The study tested the following substantive hypotheses:

1. There is a relationship between BOM involvement in management of physical facilities and student academic performance in public secondary schools in Elgeyo Marakwet county

Significance of the Study

The well-being and success of our children in the coming years is of paramount significance. Public schools serve as a platform for communities to influence and create favourable results for their students. As long as individuals see schools as significant, school boards will continue to be the centre of disputes and scrutiny Cistone (1975, p. 161). This highlights the need to study the efficacy of School Boards. The shared objective of promoting child growth, development, and success serves as a crucial factor in the progress and advancement of every nation worldwide.

The study's results are expected to assist Secondary School Boards of Management in identifying specific components of their management practices that they should either reinforce or eliminate in order to improve students' academic

performance in the Kenya Certificate of Secondary Education.

The research aims to inform the Board of Management members about the changing patterns in the education sector, therefore increasing their awareness. In addition, they provide information to individuals on efficient techniques for overseeing schools on a day-to-day basis, with the primary objective of improving students' academic performance in the Kenya Certificate of Secondary Education. This will enable the boards of management to effectively implement and achieve education objectives, which will be seen via the outcomes and overall achievement.

The findings of this research should have significant implications for the future establishment of Basic Education Management Boards (BOMs) and the administration of schools in the specific county examined, as well as for the entire nation. Appointing authorities for BOMs and their immediate supervisors, such as the County Director of Education and the Cabinet Secretary in charge of the State's Department of Education, will gain a comprehensive understanding of the BOM establishment process and the challenges boards face in their daily operations. This information may facilitate the hiring of highly qualified individuals who meet the necessary criteria and possess the skills required by the Ministry of Education and educational system managers.

In theory, the research aims to enhance understanding of the role of the Board of Management in school governance in Kenya. This would result in the enhancement of strategies for the implementation of the Board of Management by recognising the strengths and limitations in the implementation process. Other researchers have the opportunity to build upon the findings of this study, expanding its scope to uncover broader insights into the governance of educational institutions and associated management practices in their research. The results will be disseminated to interested institutions and the general public via publication and storage in community libraries for accessibility.

The findings of the study can inform education planners and school administrators in developing appropriate policies and strategies to enhance effective management. Additionally, the study provides recommendations for improving student academic achievement.

Furthermore, the study findings offer insights into perceived ways to enhance student academic performance through effective utilisation of financial resources, physical facilities, human resources, curriculum and instruction, government policies, and community relations. Deputy principals, as implementers of BOM-sanctioned management strategies, can provide valuable perspectives. This information is essential for educational planners in promoting effective management of public secondary schools not only in the study area but also in other regions.

Theoretical Framework

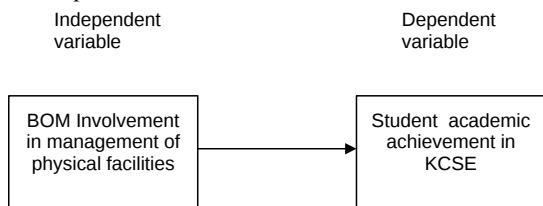
This study is based on Hargreaves' capital theory of school effectiveness and improvement. This theory focuses on the results improved by the improvement initiative in this case, improved academic achievement of students as a result of boards involvement in the management of physical facilities and material resources. The main strength of this theory is its focus on the relationship between inputs and outcomes. However, the theory provides insight on the process through which inputs are translated into outcomes.

Conceptual Framework

Figure 1 shows the relationship between boards of management involvement and in management of physical facilities and material resources and student academic performance

Figure 1

Conceptual Framework



Research Design and Methodology

Research Design

The study used cross-sectional survey design. This design is appropriate for collecting data on people's views and experiences.

Description of Sample and Sampling Procedures

The sample consisted of 97 schools, 97 deputy principals, 194 BOMs. Stratified sampling procedure was used to sample schools and boards of management members.

Research Instruments

Data were collected using a questionnaires for BOMs, deputy principals and observation checklist

Data Analysis Procedures

Data were analysed using descriptive statistics, frequencies, percentages, mean scores and standard deviation. The hypothesis was tested using ANOVA.

Results

Finding out how engaged Boards of Management were in managing the material and physical resources of schools was the primary goal of the research. In order to gauge the extent to which BOMs were active in the administration and funding of the school's physical and material resources, we polled them. The study's findings are shown in Table A1 in the appendix.

The poll found that, on average, 3.3 out of 5 respondents agreed that the BOM should pay for school furniture purchases. It seems that some schools do include BOM members in the physical facility development process, while others do not, based on the mean being on average. The mean score for BOM participation in resource mobilisation for physical development was 2.0, according to the study. Most people who took the survey probably didn't agree with the statement since the mean was lower than average.

The average rating for BOM's maintenance of school physical resources was 3.7, according to the study's findings. With a high mean, it's safe to say that the majority of respondents agree with the statement, suggesting that BOM members are crucial in keeping schools' physical resources in good repair. A mean score of 4.0 on the question of whether BOM makes sure that school libraries and labs are well-stocked indicates that most respondents agree with the statement. The average grade for BOM's funding policies and upkeep of school buses was 3.3 in the study. This demonstrated that BOMs have a role in the upkeep of school buses. The average conclusion from the study on whether BOM audits the school facilities every year was 3.4. The majority of responders agreed with the statement, as seen above.

Overall, a mean grade of 3.3 was found for BOMs' engagement in physical and material resource management. Some respondents seemed to agree with the remarks, because the mean was average. This suggested that BoM at some schools lacked the authority to enable the building of suitable physical infrastructure. Unfortunately, the schools had to rely on the government's Free Primary Education capitation, which did not provide enough funding to build additional physical learning facilities. Teachers and students alike will be more driven to succeed academically if they have access to high-quality physical tools that support their work. Schools will undoubtedly have less productivity and less ability to carry out academic activities to their full potential due to a lack of physical resources. This result is consistent with that of a research on school board members' perspectives on administration that was carried out by Khama (2014). Schools had physical facility constraints, according to the report, but board members had good knowledge of the Education Act and could sponsor instructors for capacity development courses. In addition to agreeing with the conclusion, Iwu and Iwu (2013) argued that insufficient school facilities impacted students, instructors, and principals due

to excessive student enrolment. Teachers were compelled to hold classes outside of classrooms at some schools because of student congestion. Low student performance on national tests was attributed to a lack of suitable physical facilities and material resources, as reported by Mutinda (2015), who also agreed with the conclusion.

Table A2 in the appendix presents student academic performance in the Kenya Certificate Of Secondary Examination (KCSE)

Relationship between involvement of boards of management in physical resources management and student academic achievement

The study also sought to determine the relationship between boards of management in involvement in physical and material resources management and student academic achievement, the results are presented in Table A3 in the appendix.

Test of Hypothesis

The following null hypothesis was tested at 0.5 level of significance using, one way analysis of variance.

There is no significant difference between mean student achievement scores of students in schools with different levels of physical and material resources .Table A4 in the appendix presents the results.

Since the p-value is less than 0.05 ($p < 0.001$), we reject the Null hypothesis and conclude that there is a significant correlation between Board of Management member involvement in management of physical facilities and student academic achievement in Public Secondary Schools, in Elgeyo Marakwet County.

Summary, Conclusions, and Recommendations

Summary

This study sought to determine effectiveness of boards of management involvement in management of physical and material resources in enhancing student academic achievement in public secondary schools in Elgeyo Marakwet county.

The study was guided by the following research questions (1)To what extent are boards of management of public secondary schools in Elgeyo Marakwet involved in management of physical facilities and academic performance of students in public secondary schools in Elgeyo Marakwet county,

The study used cross sectional survey design. The sample consisted schools, BOMs of schools and the deputy principals. Stratified sampling techniques was used to sample schools and boards of management members, Data was collected by means of questionnaires and observation checklist and analysed using descriptive statistics and inferential

statistics. Results showed that (1) BOM members were involved in some roles in the management of physical and materials resources (2) The academic performance of students was poor (3) There is a relationship between BOM's involvement in management of physical facilities and student academic achievement.

Conclusions

Based on the findings of this study, it is concluded that BOMs are effectively involved in some of physical and materials resources to put up physical structures like dormitories, classes ,and laboratories.

Recommendations

On the basis of the findings and conclusion of this study the following recommendation is made.

BOM members should be more involved in the management of physical and material resources

Suggestions for Further Research

Investigation of the following areas was proposed:

Adequate and well-managed physical material resources are essential for schools to effectively fulfil their core mandate of imparting knowledge to learners. However, the maintenance of these resources is a critical issue.

Further research is needed to investigate how the leadership practices of Boards of Management (BOMs) influence the maintenance of school physical resources.

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Table 1*Mean Rating of Board of Management Effectiveness in Management Physical and Material Resources*

	Always	Often	Neutral	Sometimes	Not At All	Mean	SD
BOM mobilises resources to put up physical structures like dorms, classes, labs, workshops	3 (1.8)	1 (0.6)	85 (49.7)	47 (27.5)	35 (20.5)	2.0	0.9
BOM finances purchase of furniture	16 (9.4)	86 (50.3)	41 (24.0)	8 (4.7)	20 (11.7)	3.3	1.1
BOM Maintains buildings by the way of face lifting them	33 (19.3)	117 (68.4)	4 (2.3)	6 (3.5)	11 (6.4)	3.7	0.6
BOM ensures that the schools lab and library are well equipped	13 (7.6)	97 (56.7)	36 (21.1)	12 (7.0)	13 (7.6)	4.0	1.0
BOM finances maintenance of the schools' bus	2 (1.2)	90 (52.6)	9 (5.3)	42 (24.6)	28 (16.4)	3.3	1.4
BOM does an audit of the schools' facilities annually	2 (1.2)	90 (52.6)	9 (5.3)	42 (24.6)	28 (16.4)	3.4	1.2
Mean						3.3	

Table 2*Academic Performance of Selected Public Secondary Schools in Elgeyo Marakwet County*

School Category	2018 Grade (Mean)	2018 Grade (Letter)	2019 Grade (Mean)	2019 Grade (Letter)	2020 Grade (Mean)	2020 Grade (Letter)
Boys	5.1	C-	5.49	C-	6.48	C
Girls	4.36	D+	4.37	D+	5.11	C-
Mixed	3.17	D	3.5	D+	3.66	D+
Mean	4.21	D+	4.45	D+	5.08	C-

Table 3*Relationship Between Boards of Management Involvement in Physical and Materials Resources Management and Student Academic Achievement*

Year	Level of Involvement in Physical and Material Resources Management	Mean Student Academic Achievement Scores
2018	Below average	4.21
2019	Average	4.45
2020	Good	5.08

Table 4*ANOVA: Student Academic Scores vs. Board Member Effectiveness*

Source of Variation	Sum of Squares (SS)	Degrees of Freedom (df)	Mean Squares (MS)	F	p
Between treatments	8683	5	1736		.001
Within treatments	1538	91	64		27
Total	14521	96			