

**FACTORS INFLUENCING BOARD OF GOVERNORS EFFECTIVENESS  
IN FINANCIAL MANAGEMENT OF PUBLIC SECONDARY SCHOOLS  
IN MUKURWE-INI DISTRICT, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for  
the Degree of Masters of Education in Corporate Governance**

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## **DECLARATION**

This research project is my original work and has not been presented for a degree in any other university

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## **DEDICATION**

I dedicate this project to my wife Harriet Waruguru and our children Emmah Wanjiku, Kelvin Migwi and Edith Wairimu.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

|      |  |
|------|--|
| BOG  | Board of Governors                       |
| CDF  | Constituency development Fund            |
| DEO  | District education officer               |
| FPE  | Free primary education                   |
| GoK  | Government of Kenya                      |
| KCSE | Kenya Certificate of Secondary education |
| MoE  | Ministry of Education                    |
| SPSS | Statistical Package for Social Sciences  |

## ABSTRACT

Financial management is an important aspect of education in Kenya today. The public secondary school Board of Governors is expected to oversee management of monies for constructions, buying new books and bursaries provided for disadvantaged students. This calls for some skill in financial management on the part of the BOG. The purpose of this study was to establish factors affecting BOGs in financial management of public secondary schools in Mukurwe-ini District. The objectives of the study involved evaluating the extent to which BOG members' age, gender, level of education and experience affected effective financial management of public secondary schools in Mukurwe-ini district. The study targeted all the 273 members of boards of governors and 30 head teachers of public secondary schools in Mukurwe-ini district. 9 principals and 27 BOG members were sampled through disproportionate stratified random sampling technique. Data was collected through questionnaires and interviews. Quantitative and qualitative techniques were applied in data analysis with the help of SPSS version 20 for windows. The study found that most of the members of boards of governors were older members of the public with at least 40 years. Majority of the school boards in public secondary schools in Mukurwe-ini were composed of males. The study found that the school boards were composed of highly qualified individuals with the entire lot in the study having acquired higher education. The researcher established that the BOG members had many years of experience. The researcher concluded that the high mean age of members, high academic qualifications and many years of experience influenced financial management positively as such individuals were well equipped with information on managing funds from their various fields of study. The study concluded that having older members of society was good for the school boards in that such individuals brought in years of experience in management to the school. In addition, such members were more likely to have acquired high levels of academic qualification. However, the youth were largely ignored for membership to school boards, This could be attributed to their lack of high qualifications and few years of experience. The study also concluded that having more members who had acquired higher education qualifications influenced financial management positively as such individuals were well equipped with information on managing funds from their various fields of study. In addition the highly qualified BOG members would be able to make informed decisions on varying matters in management of finances. The study recommended that the ministry of education should amend BOG guidelines and make it mandatory for inclusion of the youth in the school boards and amend BOG guidelines to make it comply with the two-thirds gender rule in the constitution. Minimum requirements for potential candidates should be raised to Bachelor's degree. BOG members tenure should be increased to over 10 years to ensure preservation of knowledge and experience and ensure continuity.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is the greatest resource that society can provide to a child. The prosperity of a child in the education fraternity affects the success that the child may achieve in life significantly. Education helps eradicate poverty by improving health, nutrition and increasing the level of labour utilization (IPAR, 2008). This discloses the importance of education in the advancement of a country. The Right to education is a fundamental human right as enshrined in the Universal Declaration of Human Rights of 1948 and other subsequent UN charters and Africa Union Charters. Despite Kenya being a signatory and having ratified all the charters and treaties, the Kenya National Association of Parents (KNAP) (2009) there is no operational legal framework that makes education a basic right.

Financial management is the process of planning and utilization of school funds in an efficient and effective manner (Wango, 2009). The BOG is in charge of any expenditure incurred and has a supervisory role on the head teacher, the overall financial manager and accounting officer in school. Therefore the body has responsibilities of prudent financial management. It is expected to operate a financial management system by managing cash and bank accounts, withdrawing money from the bank and reconciling the cash book to the bank statement (Wango, 2009).

In England, Wales and Northern Ireland, every state school has a governing body, consisting of specified numbers of various categories of governors depending on the type and size of school (Kaboolian, 2005). Governors are unpaid, but they may be reimbursed for expenses for such as the care of dependents or relatives and travel costs. Under section 50 of the Employment Rights Act 1996] employers must give anyone in their employment who serves as a governor reasonable time off their employ to carry out their governor duties. Employers can decide whether this time off is given with or without pay.

Until 2002, the degree of financial delegation to English schools was steadily extended, thus enabling schools to manage their resources more efficiently. The entire period was marked by tensions between central government and local authorities over methods for determining the amount of central government funding allocated to education at local level. This culminated in the loss of local authority discretion with the introduction of a centrally determined Dedicated Schools Grant. Formula funding of schools is horizontally equitable within each local authority, but the degree of compensatory funding for socially disadvantaged schools remains variable across local authorities (Kaboolian, 2005).

In Ireland, the Board of Governors has an important strategic role to play in the management of the school. This is to help the school principal and staff, provide the best possible education for all of the pupils. Governors bring their experience,

life skills and common sense to this task. In everything they do, They should aim to raise expectations of what can be achieved by all pupils and strengthen the involvement of parents and the community. This involves setting the school's vision and aims; establishing and maintaining the school's ethos; setting the school's plans and policies; monitoring and evaluating school performance; and promoting self-evaluation to sustain school improvement (Department of education, 2013).

The South African Schools Act of 1996 mandates the establishment of school governing bodies (SGBs). The bodies comprise of parents, educators and non-educator members of staff. The SGB should also support the principal, teachers and other staff in the school in the performance of their professional functions and supplement the resources supplied by the state to improve the quality of education provided by the school (Carrim, 2001)

The Uganda education act of 1970 provides that there shall be constituted by the Minister, by notice published in the Gazette, a Board of Governors for any public school or group of schools declared by him or her by statutory order to be a school or group of schools governed by the board of governors, and the Minister may appoint to the Board of Governors such number of members as he or she thinks necessary (World Bank, 2008) . The board is expected to oversee sourcing and management of school finances which includes receiving all fees, grants from public funds, donations and any other income to the school. The Board is required

to prepare approve and implement both the recurrent and development budgets of the school.

In Kenya, the Education Bill (2012) creates for the establishment of boards of governors (BOGs). BOGs comprise parents and other members of the community. BOGs play a central role in the administration of schools and have been given authority to influence and control important issues, such as school budget, discipline, and appointment and promotion of teaching and administrative staff. The boards of governors (BOG) are legally mandated by the ministry of education under the education act Cap 211 to manage secondary schools in Kenya.

Sang and Sang (2011) opine that in a nutshell, the mandate of school BOGs is to delegate management of schools more so decision-making authority from ministry and district offices to individual schools. It fosters principals, teachers, students, and parents to have greater control over the education process by giving them responsibility for decisions about the budget, personnel, and ensuring the curriculum is implemented. Through the involvement of parents, and other community members in these key decisions, BOG can lead to more effective learning environment for students. The core components of BOG are decentralization of administration, participation by staff, parents and the community in the school set-up. Hence, delegation of power and authority is considered to be a significant factor in BOG that leads to commitment, trust, and a sense of ownership.

The Board of Governors (BoG) has an important strategic role to play in the management of the school. This is to help the school principal and staff to provide the best possible education for all of the pupils (Mahoney, 1988). Governors bring their experience, life skills and common sense to this task. In everything BoG does its aim to raise expectations of what can be achieved by all pupils and strengthen the involvement of parents and the community (Republic of Kenya 1964). This involves setting the school's vision and aims; establishing and maintaining the school's ethos; setting the school's plans and policies; monitoring and evaluating school performance and promoting self evaluation to sustain school improvement (Kamunge, 2007).

BoGs play a significant role in local consultation on school funding. Individual schools are consulted on proposed changes to the local funding formula and scheme for financing schools, with the head teacher often leading the school's response (Kamunge, 2007). As the system has developed under local management, more and more resources have been delegated to schools and they now control the overwhelming majority of their funding. This has inevitably resulted in a higher level of responsibility for BoGs, whose role in managing school finances is essential to the efficient operation of the funding system.

Once a school's individual allocation is determined, the school has control over how its funding is used. BoGs play a key role in such school-based decision-making. Governing bodies can delegate authority to BoGs in relation to how the

school's budget is spent, including decisions on staffing resources (Kamunge, 2007). But in case where a school has as small number of students it means that they will receive little amount from the government which may not be enough for them to manage the school.

Prior to reforms, procurement and tendering activities in public institutions, including secondary schools, was carried out under unclear legal frameworks, which failed to check irregularities arising from the process. Studies commissioned by the government and the World Bank in 1986 and 1997 revealed serious shortcomings in the procurement system, leading to loss of public funds. Procurement reforms were initiated to enhance efficiency and minimize loss of public resources. Even though the reforms process was initiated about a decade earlier, little had been documented about the extent to which the regulations had been implemented in public secondary schools and its effect on expenditure management. Rambo (2012) investigated procurement Reforms and Expenditure Management in Public Secondary Schools in Kenya. The study found that advertising tenders, number of committee members trained in procurement had strong positive effects on expenditure efficiency. Besides, the frequency of tender-splitting had the strongest negative effect on expenditure efficiency. The study recommended the need for procurement regulations to be reviewed for tender committees to include BoG, PTA and ministry representatives; regular supervision of tender committees by the ministry officials; training of tender

committee members; technical and financial evaluation committees to be created to enhance efficiency.

Varied studies on quality education have been done with great focus on variables such as teachers, school infrastructure, teaching and learning materials. Literature on financial management influence on quality education is limited especially in Kenya. Ojiambo (2010) sought to investigate the influence of financial management on quality of education in public secondary schools in Kimilili-Bungoma District, Western Province of Kenya. It was established that financial management variable: Transparency, accountability, procurement and budgeting procedures positively affected the quality of education. Sound financial management practices attract funding from external sources; adequate sources of funding impact positively on the quality of education. The study recommended school head teachers to closely check and monitor financial records regularly adhere to both budgeting and procurement procedures.

Wangatho (2007) examined the stakeholders' perception on effectiveness in BOG management of public secondary schools in Ol-Kalou and Ol-Joro-orok Divisions of Nyandarua District. The findings revealed that the BOGs were involved in decision making in matters of discipline, tender awards and formulation of school rules. They attended the BOG meetings regularly, they were however not involved in selection of prefects and promotion of teachers as these were done by the school and the TSC respectively. It was also revealed that the BOGs were

involved in resource management of the schools. This included, recruitment of teachers and non-teaching staff, motivating teachers and provision of teaching learning materials. They were however not involved in sending teachers for refresher courses, did not select students to join form one and did not supervise management of school.

Data from Wangatho (2007) showed that the BOGs were involved in financial management of the school in areas of soliciting for government grants, donations and bursaries on the school, prepared and approved school budgets and set financial priorities for the school. However majority of the respondents were the opinion that the BoG were not involved in ensuring there is viable income generating activities in the schools. It was further found out that the BOGs were also involved in provision of physical facilities. This included soliciting for funds for constructing classrooms, availing money for buying school equipment and books and soliciting funds to purchase furniture. Also it was revealed that the BOGs were involved in approving school projects by deciding which school projects to be undertaken, evaluating school projects, sitting in building and formulating, evaluating and implementing school development plan. Finally the study found out that in the area of curriculum support and evaluation, the BOGs were involved in rewarding teachers and students for good academic performance. They were not involved in supervision of curriculum, nor did they discuss curriculum matters with teachers.

Otieno (2011) investigated the challenges faced by the BOG in the management of public secondary schools in Uriri District Kenya. Findings revealed that The BOG responded that they were not consulted in matters of extending the school term. Findings also revealed that schools lacked the necessary finances to provide the needed facilities. One of the most noted challenge indicated was inadequate buildings in the schools. Among the challenge faced included poor attitude by the parents, minimum attendance of fund raising, low income from the community and lack of accountability. Findings also revealed that majority of the PTA rated the BOG as average in financial management.

The BOG ensured that the members of the community were invited to school whenever there was an occasion. They also ensured that the community was sensitized on what was going on in the schools. Some of the challenges faced with the community was that the local people did not know their role in the school, said illiteracy was a problem, the local community had negative attitude towards the school, there was no time to involve in school matters.

Also it was revealed that staff and students were motivated in various ways which included giving prizes, educational trips and awarding the hard working students. The study by Otieno also revealed that the BOG rated themselves as either fair or poor in solving conflict between the non-teaching staff and the administration.

According to Dawson (2008) nomination panel process of BOG entails selection of individuals who have demonstrated notable or significant achievement in business, education or public service and should possess the requisite intelligence, education and experience to make a significant contribution to the board and bring a range of skills. Furthermore individuals should have diverse perspectives and backgrounds to its deliberations and should have the highest ethical standards, a strong sense of professionalism and intense dedication to serving the interests of the school community. The nomination panel comprises of a number of members

Not everyone qualifies to be appointed or elected to the school board of governors. In the United States, the education policy dictates that persons running to be elected to the school board must have attained a minimum and academic achievement; the threshold varies across different states (Hess, 2002). The requirements are similar for school boards in Canada and The United Kingdom. In most African countries however, the requirements are not as stringent, In Uganda and Tanzania, one only need to be a parent in a particular school to qualify to be appointed to the board. Research shows that some aspects of the members to the school board influence their efficiency in carrying out their roles such as financial management.

Paraday (2002) study attempted to identify critical personal and professional factors in the selection of superintendents, as perceived by Illinois school board presidents. The findings showed school board presidents who had never been

involved in a superintendent search rated certain personal and professional training characteristics differently than school board presidents who had been involved in a superintendent search. School board presidents rated the personal characteristics of honesty and integrity more important than the characteristics of age or marital status. The professional training characteristics of sustaining a working relationship with the board of education and interpreting board policy were found to be significantly more important than the record of published educational articles of superintendent candidates. School board presidents of smaller school districts placed a higher emphasis on fiscal management than their counterparts in larger school districts.

McCormick (2012) set to determine if there were differences among Indiana public high school principals, Indiana public school superintendents, and Indiana public school board presidents about the personal characteristics and professional skills that define effective boards. Study findings showed public high school principals valued the personal characteristic of charismatic significantly higher than public school board presidents. In addition, it was concluded public high school principals valued the professional skill of serves as a child advocate significantly higher than public school board presidents, and high school principals also valued empowers/develops others significantly higher than public school board presidents. However, school board presidents valued able to meet major mandates significantly higher than high school principals in defining effective superintendents. It was also concluded that superintendents valued the

professional skill of develops positive relations with board members significantly higher than public school board presidents.

Sang and Sang (2011) carried out a comparative analysis of decentralization of school management to boards of governors in secondary schools in Kenya. The authors concluded that while decentralization has many positive aspects, it also has numerous demerits that need to be remedied. The authors recommended that genuine professionalization of the composition of the boards be emphasized when selecting members.

Kiamba (2011) sought to establish the influence of BOG members on students discipline in secondary schools in Kilungu District, Kenya. One of the objectives of the study was to establish the effect of BOG personal characteristics (age, gender and academic qualification) on students' discipline. Through data analysis the study revealed that most BOG members were male. The study also revealed that 60% of BOG members were business persons while 20% were farmers, the rest 10% were retired teachers and 4% medical practitioners. The inefficiency of the BOG on matters of discipline in schools was attributed to the characteristics of BOG members, according to the study a small percentage of BOG members with university education while majority are business persons who had no professional training. The study recommended that selection of BOG should be based on merit and they should be meeting regularly to discuss discipline cases in school. The

study also recommended that BOG members should also be trained on matters pertaining to students' discipline.

Mukurwe-ini District is located in the former central province. It is a majorly rural area with the main economic activity being agriculture being located in the highlands. The district had 30 secondary schools which had students taking KCSE in 2012.

## **1.2 Statement of the problem**

Financial management is an important aspect of education in Kenya today. The era of free primary education has brought about an increase in the number of candidates who qualify for admission to form 1 position in secondary schools. To improve the absorption of such candidates into secondary schools, the government has embarked on strategies to increase the enrollment of students in secondary schools. This has been done by constructing new schools and increasing the capacity of the existing ones. The government has done this through collaboration with non-governmental organizations and development partners who provide donations in cash and kind.

This situation means that the School Board of Governors are expected to deal with monies for constructions and buying new books as well as bursaries provided to pay fees for disadvantaged students. This calls for some skill in financial management on the part of the BOG. Majority of the existing studies have concentrated on the factors affecting BOGS in enhancing performance of schools

in national exams. The financial management role of the BOG has largely disregarded or treated as second fiddle to student and school performance. Therein lies a knowledge gap in which the researcher wished to address by studying the factors influencing BOGs effectiveness in financial management of public secondary schools in Mukurwe-ini District.

### **1.3 Purpose of the study**

The purpose of this study was to establish factors influencing BOGs effectiveness in financial management of public secondary schools in Mukurwe-ini District.

### **1.4 Objectives of the study**

The study was guided by the following objectives

- (i) To establish the extent to which BOG members' age influences Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini District.
- (ii) To determine the influence of BOG members' gender on Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini District.
- (iii) To evaluate the influence of BOG members' academic qualification on Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini District.

- (iv) To investigate the influence of BOG members' experience on Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini District.

### **1.5 Research questions**

To achieve the above objectives, the following research questions were formulated:

- (i) To what extent does BOG members' age influence Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini District?
- (ii) What is the influence of BOG members' gender on Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini District?
- (iii) What is the influence of BOG members' academic qualification on Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini District?
- (iv) What is the influence of BOG members' experience on Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini district?

### **1.6 Significance of the study**

The research evaluated the factors affecting BOGs in financial management of public secondary schools in Mukurwe-ini District. Secondary School Administrators in general and especially members to various Boards of Governors can use the findings when carrying out their duties to improve their financial skills with a view to better financial management of their respective schools. The government through the Ministry of Education can use the findings of this study to improve the capacity of schools' board of governors in financial management in Kenyan high schools. Researchers and scholars can use the information generated by this study to improve on their works.

### **1.7 Limitations of the study**

Limitation is used to describe what a test is not able to achieve. This may be caused by attitudes, rules and regulations which make certain information inaccessible, by inhibiting discussion of certain topics, logistics problems in reaching sources of information and weaknesses in the design of the study, and procedures of collecting data, validity and reliability. This study was limited to the respondents' willingness to participate in the study and further limited to the honesty in the information provided by the participants. The researcher sought consent from each respondent before proceeding with the interview. Mukurwe-ini District has a small proportion of schools as compared to the entire number of

public schools in Kenya and hence cannot be a representative sample for the rest of public secondary schools in Kenya.

### **1.8 Delimitations of the study**

Delimitations are the boundaries of the area of study (Orodho, 2005). The study was carried out in public secondary schools in Mukurwe-ini District. The respondents in this study were secondary school teachers and head teachers in Mukurwe-ini District.

### **1.9 Assumptions of the study**

This study made following assumptions:-

- (i) The state of financial management in the study area's schools was directly linked to the Board of Governors.
- (ii) That the respondents were honest in the information that they provided.
- (iii) That no human conflict, natural disasters or school unrests occurred during the study period.

### **1.10 Definition of significant terms**

The following are significant terms used in the study.

**Accounting** refers to summarizing of financial transactions in a school

**Auditing** refers to the process of investigating financial records of an education organization in order to obtain ascertain the objectivity an accuracy of the financial statement.

**Budget** refers to an education program which is expressed in financial terms and is made for a period of time usually one year.

**Experience** refers to the amount of time in years a person has been a member of a school board of governors

**Financial management:** Refers to the process of budgeting, funding and accounting of monies in public secondary schools

**Head teacher:** Reefers to an administrative head of a public secondary school.

**Level of education/ Qualification:** refers to the highest academic achievement attained by a BOG member.

**Public Secondary school:** Refers to government-run institution offering secondary education.

**School infrastructure** refers to site, buildings, furniture and equipment that contribute to learning environment.

### **1.11 Organization of the study**

The study is organized in five chapters. Chapter one includes background information, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitation of the study, delimitations

of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two includes the introduction of the literature review, analysis of relevant studies, variables to do with financial management, summary of literature review, theoretical and conceptual framework. Chapter three deals with research methodology which will include research design, target population, sample size and sampling procedures, validity and reliability of instruments, data collection procedures as well as data analysis techniques. Chapter four includes data analysis and interpretation of findings. Chapter five provides the summary of research findings conclusion, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter aimed at identifying what other researchers have done in the area of financial management in schools with a special bias on the role of the school board of governors. The review was meant to enhance an understanding of previous contribution to the problem. These are duties and powers of the Board of Governors, financial management, age of BOG members and effective financial management, Gender of BOG members and effective financial management, level of academic education of BOG members and effective financial management and experience of BOG members and effective financial management.

#### **2.2 Duties and powers of the Board of Governors**

The education act Cap. 211 of the laws of Kenya section 10 indicates that the minister appoints members of the boards of governors through a selected committee comprising of provincial administration, local leaders, members of parliament and local councilor, sponsors, local education officer and the head teacher. This committee selects 3 persons representing local community, 4 representing bodies and organizations like sponsor and 3 representing special interest groups. Once officially appointed by the minister, the 10 members select the chairperson of the board and co-opt 3 other persons from the parent's teachers association (PTA) into the board (Opot, 2006).

Management of secondary schools by boards of governors (BOGs) came into place after independence following recommendation by the Kenya education commission report of Ominde (Republic of Kenya, 1964). This aimed at giving each school its own personality and decentralization of authority for effectiveness. Education act Cap. 211 and sessional paper No. 1 of 2005 state that the boards of governors have been given the role of managing human and other resources so as to facilitate smooth operations, infrastructural development and provision of teaching and learning materials (Kamunge, 2007).

In sessional paper No. 6 of 1988, the government accepted the recommendations of the presidential working party on manpower training famously known as Kamunge report that: Members of boards of governors and school committees be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions (MOEST, 1988).

The member team is established through the Ministry of Education to maintain the secondary schools. At least in each and every school, it is expected that the Board of Governors performs some duties for the school and the school setup (Flavia, 2012). Some of the duties of the board therefore include: Ensuring that personnel employed by the Board are all paid in time and as indicated; providing adequate building and accommodation for all students and ensuring that these facilities are kept in good conditions; ensuring that fees are paid, buildings

maintained and ethics observed in accordance with the recommendation of the head teacher; recruiting non-teaching and subordinates staff members with the final approval of the ministry; ensuring that financial records are properly kept in schools; ensuring that proper standards of conduct are maintained in the school and ensuring good discipline in school is maintained, for example, the board is to decide on the suspension of indiscipline student and subordinate staff members.

The Board of Governors is also charged with powers that they have over certain activities the school and outside school. Some of these powers include: they may provide additional services to the school, for example, they may employ a school nurse; they may approve the purchase of additional textbooks and other supplies, for example, the purchase of computers; provide financial support for school activities such as festivals, and they may also grant scholarships to students; they may recommend to the Ministry the expulsion of indiscipline students and subordinate staff members.; they may hire and dismiss subordinate staff members (Flavia, 2012).

The chairman who is appointed by the Minister of Education with recommendation by the sponsoring agencies serves or holds office for three years. The head teacher is the Board secretary. The Boards have power to perform as well as powers to exercise. However, they can exercise these powers only to a certain limitation like; their funds are limited. Most members are not qualified administrators, many lack the abilities to initiate or influence development in

schools; some members have little idea of how a school should be run and what problems inhibit performance in school activities and some other members of the Board show little or no interest in the schools.

### **2.3 Financial management of public secondary schools**

The Kenya Education Act (1980) Cap 211 outlines two duties of the Board of Governors; to collect and account all funds approved by District Education Board or the Municipal Education committee and use such funds to provide buildings including houses and furniture. The government through cost sharing as originally recommended by the Philip Stoke Commissions (1922), makes the major contribution to the financing of education management, administrative professional services and technical support services for education in Kenya. The head teacher acts as secretary to the school committee and the principle accounting officer of all school monies and property. The head teacher is expected to do this in consultation with the school's Board of Governors. Formula funding allocates a budget to each individual school based on that school's pupil numbers and characteristics. The formula for each school is determined on the basis of national funding regulations with scope for local implementation. The local authority, in consultation with School Forums, makes decisions on local implementation.

According to School Management Guide, the members to the Board of Governors needs to acquaint themselves with receipting any expenditure made on a

payment voucher and should present books of accounts to auditors at the end of every financial year (Ministry of Education 1999). The head teacher in consultation with the board of governors should ensure that all physical resources (school infrastructure) in the possession of a school are utilized properly, maintained regularly and disposed off lawfully ( Kenya1999).

The Board of Governors plays a major role in the management of all school financial activities, which involve the disbursement of money. The money is obtained through various sources such as fees. According to Orlosky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The BoG is responsible for budgeting, accounting and auditing functions of financial management. With the introduction of free secondary education, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Republic of Kenya, 2005). It is not clear whether this arrangement is friendly to the schools, and the study sought to find out the challenges being experienced in that area.

The increasing cost of Secondary education and increasing level of Poverty have seen the coming of many day secondary schools throughout the country. The success of these schools in terms of provision of learning resources and. quality of

Education is determined by financial management Practices. However in the recent past, public secondary schools in Kenya have witnessed increased cases of financial mismanagement as found out by audit and inspection unit carried out by MOEST (2004). Laicheni (2012) investigated whether day secondary schools in Imenti North district have well established financial management practices. The study concluded that day secondary schools have spent a lot of their resources in payment of salaries to the support staff, BOG teachers, construction of physical facilities such as classes, administration block and others in their initial years. The study also found out that some of the statutory regulations are old and out dated, that most of the schools had received auditors and inspectors only once in the last one year while others did not have them at all. The researcher recommended that inspection and auditing of day secondary schools should be carried out more frequently so as to prevent financial mismanagement.

Through the cost sharing strategy, fees paid by parents is used to finance the day-to-day operations of secondary schools in Kenya while the government uses over eighty per cent of its recurrent expenditure on teachers' salaries alone. However, there is a serious shortage of physical facilities that are essential for increased access and quality of secondary education. In addition, there is a high dropout rate, low enrolment ratio and general low performance in secondary schools. A high fee charged by the schools is the major reason for these problems. Gogo (2003) investigated the cost effective measures necessary to reduce operational costs of secondary education. All schools reported that the Boards of Governors

read and approved the budget estimates for the year 2004 between October and December 2003. Budgets done before the year begins are important for planning purposes for they control haphazard expenditure that is not guided by a plan. Most of the schools (88%) used the previous year's budget as a benchmark for the subsequent year.

Success of schools depends on the quality of management. Prudent management is a precondition to the attainment of quality results in efficiency and cost and this therefore requires that the board of governors is adequately trained. BOGs are not effective as managers of secondary schools because of political interference, non-commitment, and ignorance. The bodies are incompetent as managers, and influence financial management of secondary schools. Oduor (2010) studied the influence of BOG in financial management in public secondary schools. The study found out that BOG influences financial management in budget making through voting of projects, and monitoring and evaluating financial budget. The study also established that BOG is not aware of policies guiding financial management and that the BOG faced challenges in financial management. In conclusion, the study realized that board of governors exert influence on financial management of public secondary schools through their functions such as budget making, budget approval, voting of projects, monitoring and evaluation of the budget and discussion of audit reports. The boards have inadequate knowledge of policies guiding financial management and they do not adhere to them leading inefficiencies in financial management. The study also concludes that BOG is

incompetent in financial management and efforts should be made by the appointing authority to ensure they are properly inducted on their roles before they assume office. However they also face challenges while executing their roles such incompetence in financial management, little knowledge on policy framework on financial management of public secondary schools, political interference in their roles, and partisan interest.

#### **2.4 Age of BOG members and effective financial management**

Drucker (1973) observed that a management group comprised of workers of the same age is a management group headed for crisis. Yet, he also noted that a management group that is uniformly old may be preferable to the one that is uniformly too young. He suggested that perhaps a mix is ideal. In a study carried out by Glasscock (1991), it was discovered that age did not affect school managers performance of their administrative responsibilities. Okolo's (2001) research on primary school managers performance, however, showed that age tended to affect the head teachers' administrative performance. Older participants had generally spent more years on the job, attended more seminars, and participated in relevant professional discussions that exposed them to new techniques of administration.

In the United states three-quarters of board members are between 40 and 59 years old. Another one-fifth are 60 or older, while just 5.9 percent are under 40. School board members from large districts are generally older than their counterparts in

smaller districts. Nearly one-third of large district board members are 60 or older, while the rate in small districts is less than half of that. In small districts, board service is primarily left to those in early middle age, while nearly 70 percent of large-district board members are 50 or older (Hess, 2002).

In Nigeria factors such as age, qualification, sex, and experience have been considered in appointing members to school boards positions with the belief that some individuals would be more effective than others. (Ibukun & Oyewole, 1997). The relationship between personality factors and administrative effectiveness seems unclear as there are variations and contradictions in empirical results.

There have been a number of cases mainly reported through the local print and electronic media of mismanagement and misappropriation of finances in public secondary schools. Kinuthia (2010) sought to establish the causes of poor management of finances and their remedies. Another purpose of this study was to investigate whether there were any significant differences or relationship between selected characteristics of the head teachers including age, gender, academic qualifications, professional qualification, administrative experience and effective financial management of public secondary schools in Nairobi Province. Other factors including competence of the school boards, bursars and head teachers training in financial management and preparations of school budgets were also

investigated. No significant relationship was found between effective financial management and age of the participants.

## **2.5 Gender of BOG members and effective financial management**

Women tend to be less confident about their financial skills than men in several domains. For instance, a study conducted in Australia revealed that women are generally as confident as men in their ability with everyday money management, including budgeting, saving, dealing with credit and managing debt, but that they are less confident than men when it comes to more complex issues like investing, understanding financial language and planning for retirement (Ticehurst, 2000). Hemphill, Griffiths and Fredrickson (1992) found in their study that male managers did not demonstrate superior performance than their female counterparts; Cirincione-Cole (1995) also found that men are not superior to women in their principal-ship.

In the United States of America 56 percent of high schools' board members are male and 44 percent female. Male board members predominate in small districts, where men constitute nearly two-thirds of board members, but they make up just under half in large and medium-large districts. School boards overall have become more gender balanced since 2002 when 61.1 percent of all board members were male and just 38.9 percent were female. (Hess, 2002)

In Nigeria Adigwu (2004) carried out a comparative study of performance of female and male principals in selected schools in Benin City, Nigeria and

observed that both male and female principals had above average performance in their managerial roles. The mean average performance of male principals was observed to be just a few points above that of female principals. Adigwu therefore concluded that male principals tended to do better in administrative activities compared to their female counterparts. This may be due to the fact that the male principals seem to have more control over students and teachers.

Kinuthia's study sought to investigate whether there were any significant differences or relationship between selected characteristics of the head teachers including age, gender, academic qualifications, professional qualification, administrative experience and effective financial management of public secondary schools in Nairobi Province. No significant relationship was found between effective financial management and gender (Kinuthia, 2010).

## **2.6 Level of education of BOG members and effective financial management**

Education changes individuals, behavior and decision making in several ways; through increasing financial literacy and cognitive skills, or by affecting social networks, job opportunities and believes and attitudes (Cole and Shastry, 2009). With adequate education mixed with management experience and training puts a manager in a better position to make tough decisions and fore castings under conditions of uncertainty which in turn with those competencies making these particular managers perform better than untrained individuals.

According to the World Bank (2001) education administrators need to be regularly informed of any new management techniques and changes that will make the programmes worthwhile. They need to be updated on the techniques of planning, organizing, controlling and directing human, financial and material resources for the goal set. Green (2005) stresses that, headteachers need advanced knowledge of high level financial management and strategies for handling funds in schools. Mestry (2006) maintained that there are many principals and Board members who lack the necessary financial knowledge and skills and are placed under tremendous pressure because they are unable to work out practical solutions to practical problems.

Kahaviza (2003) in her study also found that when board members did not understand the financial reports presented to them, they made poorly informed choices or made delayed decisions indefinitely. Rosalind and Downs (2004) made similar observation that a few school council members were able to learn about the school financial values and processes due to their limited education or lack of time to dedicate to these matters. They observed that in England, usually only a few members of the governing committee took interest in the technical details of financial records presented to them.

Mulai (2006) sought to establish the role of Board Governors in the management of secondary schools in Kasikeu Division. Nzau District, Kenya. He found out that most of the BOG members were not always involved in financial

management matters. Regarding physical and material resources management issues, most of the BOG members were not always involved. The study also found out that the BOG members were not always involved in the school community relations management matters. The study recommended that, the minimum qualifications for appointing BOGS be raised to Bachelor's degree level and BOGS be both trained on school management policy making and BOG employees be appraised annually.

## **2.7 Experience of BOG members and effective financial management**

Schools need enthusiastic and committed people from a range of backgrounds and with differing experience to become school governors. It's important that a school's board of governors has a good blend of experiences, backgrounds, skills and aspirations, and that it's representative of the community that the school serves (Green, 2005).

Board Members drive the School's strategic direction by providing broad and varied perspectives. Each Member has a unique skill set that has been developed and sharpened by past experiences (Green, 2005). The Board benefits immensely from collaboration of its Members, and many Boards find it useful to include a range of particular skills when structuring Board Membership. The range of skills and attributes that should be sought for representation on a School Board includes: corporate experience, risk management experience, financial and accounting experience, leadership experience, interpersonal skills, educational

experience, legal experience and Religious affiliation (Rosalind and Downs, 2004)

School Boards carry all the ethical and practical demands of corporate Boards and that is why those with corporate experience are increasingly in demand. Ibukun & Oyewole (1997) opine that many years of experience could be perceived as an asset to management effectiveness. The authors suggest that there's is need to place high emphasis and priority on years of experience in the appointment of members to the school board of governors . However, in as much as years of experience are a necessary criterion for deployment educational authorities should not consider experience in isolation. Experience should be considered along with age.

## **2.8 Summary of literature review**

Review literature showed that the BOGs are involved in the running of the school and have a role to ensure transparency and accountability in all affairs of the schools (Wango, 2009). The BOG members are therefore involved in the financial management of the schools' monies.

Various factors affect the efficiency of the BOG in financial management some of these factors are external to the group such as policy and funding while some are inherent to the group (Sang & Sang 2011) such age, gender, academic achievement and experience of the BOG members. Reviewed literature suggests that low age (Drucker, 1973) , low academic achievement (Green, 2005) and poor

experience (Eyike, 2001) are bad predictors for effective financial management. Empirical literature presented different results on the influence of gender as a factor affecting the board in financial management.

The element of financial management in a public institution such as a secondary school is of utmost importance especially in a country such Kenya where corruption among civil servants is rampant. Empirical evidence on the factors affecting such boards is little and even scarcer is studies on the financial management role of such boards. Kiamba's 2011 study focused on the influence of BOG members on students discipline while Sang and Sang concentrated on decentralization of school management to boards of governors. It is against this backdrop that the researcher sought to study the factors affecting the boards of governors in financial management.

## **2.9 Theoretical framework**

The leadership trait theory can be employed to explain the factors affecting the board of governors in financial management. Gordon Allport is credited with pioneering the trait theory. "Leadership Trait Theory" suggests that one person may have the 'leadership gene-set' while another person may not (Triandis, 2006). The Leadership trait theory suggests that few people are born with qualities that can make a leader.

Personality trait here refers to an individual enduring characteristic and disposition that provide some degree of variation from one person to another mental and physical behavior. If this trait could be used to study the stability and instability of an individual's characteristic that distinguish him from other, then it could also be used to determine an individual financial trait, management and financial behavior (Hughes, Ginnet, & Curphy, 2002) . It could be used to ascertain the extent of our emotions and habit in financial management.

For decades trait theories of leadership were shunned and largely ignored. More recently, there has been general recognition that personal traits do indeed play an important role in shaping a leader's effectiveness (DuBrin & Dalglis, 2003). Specifically, certain abilities, motives and aspects of a leader's personality can work to help or hinder a leader as they go about their work. For example: Leaders with high need to be liked by others will find it harder to take decisive, tough stands when needed.

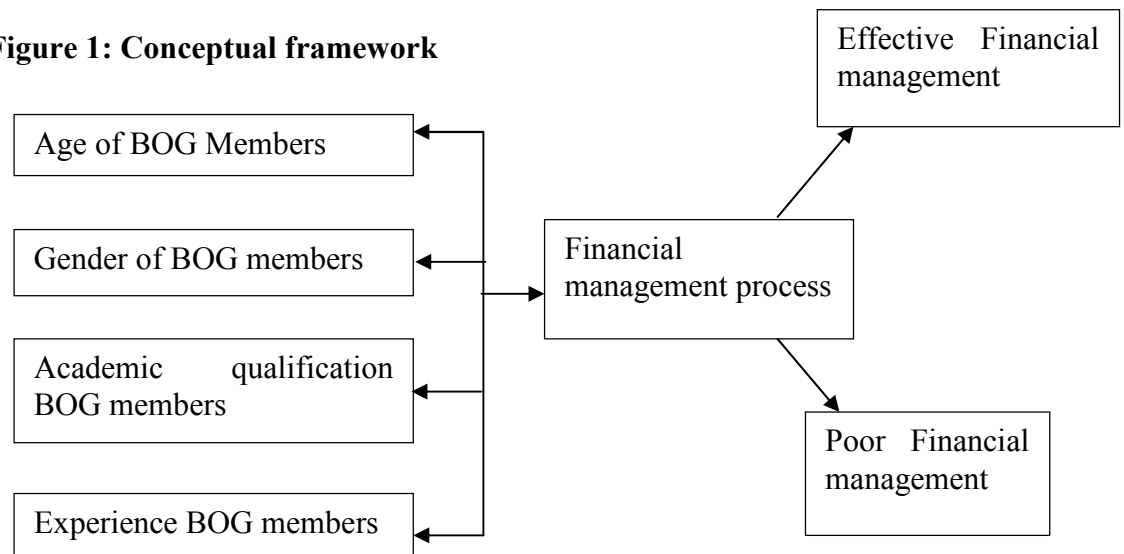
The trait theory is relevant to this study because it recognizes the influence of personal traits in their own success or in the success of the organization they are in. This theory has been employed widely in the corporate world in assessing the factors affecting the top level management. School Boards carry all the ethical and practical demands of corporate Boards. This study intends to study the factors affecting BOGs in financial management of public secondary schools in Mukurwe-ini district. The study will achieve this by studying some personal traits

of the members to the board of governors such as age, sex, qualification and experience.

## 2.10 Conceptual framework

A conceptual framework was proposed for the study. The framework shows the interaction of the various variables in the study.

**Figure 1: Conceptual framework**



The purpose of this study is to assess the factors affecting BOGs in financial management of public secondary schools in Mukurwe-ini district. As such, the factors affecting the financial management is the dependent variable or the output of the process under study. The study intends to achieve this goal by looking some personal traits of the members to the board of governors such as age, sex, qualification and experience. These traits are therefore the independent variables or the inputs of the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with methods that were used to carry out this study. It is subdivided into eight subsections namely: research design, target population, sample size and sampling procedures, research instruments, instruments validity, instrument reliability, data collection procedures and data analysis techniques.

#### **3.2 Research design**

Research design according to Mugenda and Mugenda (2005) is the procedure used by the researchers to explore the relationship between variables to form subjects into groups, administer the measures, and analyze data. This study employed the descriptive survey design to carry out an in depth study of the organization in order to come up with the relevant data for analysis. This method was the best suited to systemically give an exhaustive analysis of the situation as it determined and reports the way things are in that it attempts to describe such things as possible behavior, attitude, values and characteristics.

#### **3.3 Target population**

Target population refers to all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generate results from the study (Borg and Gall 1983). This research targeted all the members of boards of

governors and head teachers of public secondary schools in Mukurwe-ini district. According to the Mukurwe-ini D.E.O' office there were 30 public secondary schools in the study area. Therefore the target population for the study was 273 board of governors and 30 head teachers.

### 3.4 Sample size and sampling procedure

A sample is a small portion of the target population selected for analysis. The main objective of education research is to learn something about a large population of subjects by studying a smaller group of its subjects called a sample. The study employed disproportionate stratified random sampling technique to select a representative sample of respondents from the secondary schools in Mukurwe-ini District. Mugenda and Mugenda (2003) advocated that the samples size should range from 10-30 percent of the entire population.

**Table 3.1 Sampling frame**

| Zone              | Total Number of principals | Total Number of members | Sample of principals= (n=30%) | Sample of BOG members = (n=10%) |
|-------------------|----------------------------|-------------------------|-------------------------------|---------------------------------|
| Mukurwe-ini North | 9                          | 84                      | 3                             | 8                               |
| Mukurwe-ini South | 8                          | 72                      | 2                             | 7                               |
| Gikondi           | 13                         | 117                     | 4                             | 12                              |
| <b>Total</b>      | <b>30</b>                  | <b>273</b>              | <b>9</b>                      | <b>27</b>                       |

Source: DEO, Mukurwe-ini District

Simple random sampling was employed to pick 9 head teachers and 27 BOG members to participate in the study.

### **3.5 Research instruments**

The researcher employed two data collection instruments: questionnaire and interview schedules. The questionnaires were preferred as they provided a relatively simple and straight forward approach to the study. The questionnaires were administered to the sampled members of the BOG. The researcher developed the instruments. The questionnaires had two sections: A and B: Part A: This section captured background information of the respondents that is age, gender and highest professional qualifications. Part B: This section had items which will touch on factors affecting BOGs in financial management. A sample of the questionnaire is attached in Appendix I.

Structured interview schedule were used to collect information on factors affecting financial management from the sampled school heads. Interviews are useful for gathering in-depth information about the viewpoint and opinions of a limited number of respondents. The interview schedule is an interview with pre-coded questions to produce quick, cheap and easy quantitative data which is high in reliability (Mugenda and Mugenda, 2010). The researcher preferred interviews because they are useful to obtain detailed information about personal feelings, [perceptions and opinions] and they have a high chance to achieve a high

response rate and because ambiguities can be clarified and incomplete answers followed up.

### **3.6 Validity of research instruments**

Validity is the accuracy and meaningfulness of inferences which are based on the research results (Mugenda and Mugenda, 2010). Validity is the degree to which results obtained from analysis of the data actually represent the phenomenon under the study. It is the correctness and reasonability of data. It refers to getting results that accurately reflect the concept being measured.

Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept Groves et al (2009). In order to ascertain face and content validity, the instruments were designed and handed to the supervisors in the School of Education, University Of Nairobi for analysis and the provision of feedback. Instrument validity was further established by undertaking pilot study

### **3.7 Reliability of research instruments**

Reliability is the ability of a research instrument to consistently measure the characteristic of interest over time. Reliability is influenced by random error, thus, as error increases, reliability decreases. The error may arise at the time of data collection and may be due to inaccuracy by the investigation or inaccuracy of the

instrument (Best & Khan 2004; Muganda & Muganda 1999; Nachmias & Nachmias 1996).

A pilot study was conducted to find the instruments reliability and the procedures of administration. The instrument was administered twice to the same group of subjects at an interval of two weeks; these subjects did not participate in the main study. The researcher used test-retest to ascertain the coefficient of internal consistency or reliability.

A 0.73 reliability co-efficient was obtained by correlating the scores of split half of the two tests using Pearson Correlation Product Moment. According to Mugenda and Mugenda (2003), a reliability coefficient of 0.6 is acceptable. The researcher accepted the instrument at a value of 0.7 and above. Hence the 0.73 which was obtained was found to be correct.

### **3.8 Data collection procedure**

The researcher acquired a research permit from the National Council for Science and Technology. The researcher will then seek permission from the District Commissioner Mukurwe-ini District and further clearance from the District Education officer Mukurwe-ini District. The researcher then drew a visit schedule and visits the schools personally in order to get consent from the head teachers to administer the instruments. This enabled the researcher to familiarize himself with the teachers and establish rapport. The researcher then administered the interviews and questionnaires to the head teachers and BOG members

respectively. The researcher assured the respondents of strict confidentiality in dealing with the responses. The researcher collected the questionnaires later depending on both parties understanding on the timeframe.

### **3.9 Data analysis techniques**

After all the data was collected, data cleaning was done in order to determine inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning the data was coded and entered in the computer for analysis.

Data analysis procedures that were employed involved both quantitative and qualitative procedures. Quantitative data was analyzed using descriptive statistics such as frequency counts, means and percentages with the help of Statistical Package for Social Sciences (SPSS) version 20 SPSS is able to handle large amount of data, given its wide spectrum of statistical procedures purposefully designed for social sciences. It is also quite efficient. Qualitative data generated from interview schedules was organized into themes, categories and patterns pertinent to the study. The results from the data analysis were be presented using tables of frequencies and percentages.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the findings of the study. Data analysis was performed using SPSS version 19. Quantitative data was analyzed using frequencies, means, modes and percentages. Presentation was done using tables, charts and graphs for easy yet effective communication. The analysis was based on the predefined objectives and aimed at answering the following questions: To what extent does BOG members' age influence Board of Governors effectiveness in financial management; What is the influence of BOG members' gender on Board of Governors effectiveness in financial management of public secondary schools; What is the influence of BOG members' qualification on Board of Governors effectiveness in financial management of public secondary schools in and what is the influence of BOG members' experience on Board of Governors effectiveness in financial management of public secondary schools in Mukurwe-ini district?

#### **4.2 Questionnaire return rate**

The researcher distributed questionnaires to 27 BOG members who were sampled to participate in the study. 26 questionnaires were returned filled while 1 questionnaire was rejected for incompleteness leaving 25 questionnaires for analysis. This represented a 92.5% response rate, according to Mugenda &

Mugenda, a response rate of 70% and above is acceptable as representative of the sampled population.

### **4.3 State of financial management in Mukurweini District Public Secondary Schools**

The researcher sought to find out from the principals the nature of BOGs financial management in Mukurweini District Public Secondary Schools.

**Table 4.1: State of financial management**

| Rating              | Frequency | Percentage |
|---------------------|-----------|------------|
| Very satisfactory   | 3         | 33%        |
| Satisfactory        | 6         | 67%        |
| Uncertain           | 0         | 0%         |
| Unsatisfactory      | 0         | 0%         |
| Very Unsatisfactory | 0         | 0%         |
| Total               | 9         | 100%       |

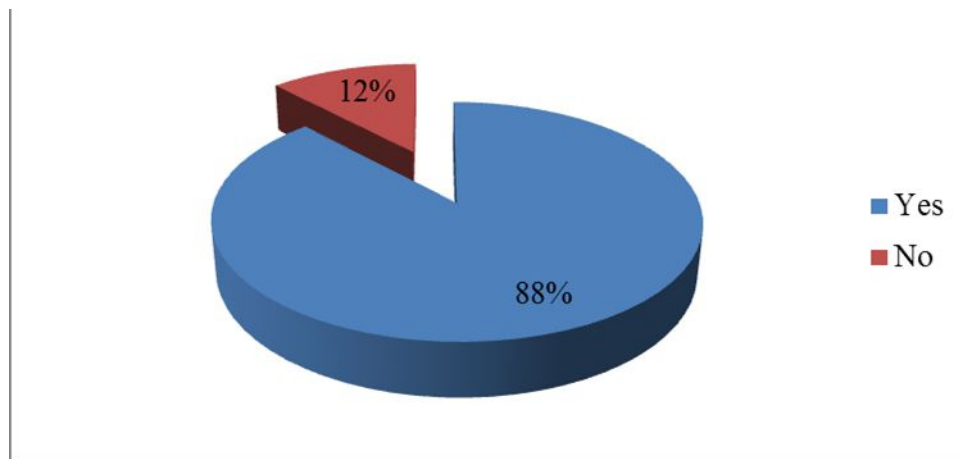
According to majority (67%) of the principals in the study, the BOGs financial management was satisfactory. These findings show that most of the school boards in public secondary schools in Mukurweini District were managing school funds as expected. The findings are however in conflict with Kwena (2012) who in examining determinants of Board of Governors influencing students' academic

performance of public secondary schools in Kakamega Central District found that board of Governors were inadequate in the management skills like financial, human, conceptual, technical skills and were therefore, not competent enough to positively influence students' academic performance.

#### 4.4 Training for BOG members on financial management

The researcher sought to find out whether financial management training was provided to the school board.

**Figure 2: Training for BOG members on financial management**



According to majority (88%) of the respondents in the study, no training was provided to the school board members. Interviews with principals revealed that highly qualified board members were picked with the perception that they had financial management skills from their training in various skills. In addition the principals explained that the school board was provided with manuals which contained guidelines on how school funds are supposed to be managed. Kiamba

(2011) study found that BOG members training were insufficient and recommended that BOG members should also be trained on various matters.

#### **4.5 Skills of the BOG members in financial management**

The researcher sought to find out the capacity of school board member's in managing school funds.

**Table 4.2 Skills of the BOG members in financial management**

| Rating    | Frequency | Percentage |
|-----------|-----------|------------|
| Very High | 0         | 0%         |
| High      | 9         | 36%        |
| Moderate  | 12        | 48%        |
| Low       | 3         | 12%        |
| Very Low  | 1         | 4%         |
| Total     | 25        | 100%       |

According to most (48%) of the respondents in the study, the BOG members had moderate skills in financial management. This information was collaborated by the principals who through interviews explained that BOG members could not perform all the expected financial management activities and at times had to seek the assistance of hired professionals such as accountants. These findings are in tandem with Kahaviza (2003) in her who found that when board members did not understand the financial reports presented to them, they made poorly informed choices or made delayed decisions indefinitely. The findings can also relate to

Mulai (2006) who found that most of the BOG members were not always involved in financial management matters.

#### **4.6 Challenging areas in financial management**

The researcher sought to establish the fields in financial management which posed a challenge to the BOG members.

**Table 4.3: Challenging areas in financial management**

| Area           | Frequency | Percentage |
|----------------|-----------|------------|
| Budgeting      | 2         | 8%         |
| Accounting     | 9         | 36%        |
| Record keeping | 3         | 12%        |
| Auditing       | 11        | 44%        |
| Total          | 25        | 100%       |

Auditing (44%) was the area in financial management which posed the greatest challenge to the BOG members. The principals' in the study explained that most of the members were unfamiliar with procedures involved in monitoring and evaluation. In addition, the study gathered that the school boards relied on the auditing conducted by government inspectors from the Ministry of education and Constituency Development Fund Committees. Even though the education Act 9 Rev (1980) cap 211 of the laws of Kenya stipulates that accounts of school

receiving public funds are required to be audited by the audit unit of the Ministry of Education at the end of every financial year, an internal audit is recommended by the ministry to be carried out by the school heads in conjunction with the school board.

#### **4.7 Other challenges facing BOG in financial management**

The researcher was interested in finding out other challenges facing the school boards in effective management of school funds.

**Table 4.4: Challenges facing BOG in financial management**

| Challenge                             | Frequency | Percentage |
|---------------------------------------|-----------|------------|
| Inadequate funds                      | 7         | 28%        |
| Poor attendance of meetings           | 3         | 12%        |
| Lack of co-operation from parents     | 6         | 24%        |
| Bureaucracy in project implementation | 9         | 36%        |
| Total                                 | 25        | 100%       |

Bureaucracy involved in schools' project implementation was a challenge to the BOGs' effective financial management of schools according to most (36%) of the respondents in the study. From the interviews with the principals, the study learnt that where projects such as building computer laboratories were involved, there had to be authorization from the ministry of education which sometimes took long. In addition, monitoring and evaluation had to be conducted by officials from

the ministry of education which also proved to be a lengthy process. While the process of authorization ensures accountability and transparency, the bureaucracy involved retards the speed with which projects are to be completed.

#### **4.8 Possible strategies to enhance BOG effectiveness in financial management**

The respondents in the study were requested to recommend various measures which could enhance the effectiveness of BOGs in financial management.

**Table 4.5: Strategies to enhance BOG effectiveness in financial management**

| Strategy                                | Frequency | Percentage |
|---|-----------|------------|
| Incorporation of experts into the board | 3         | 12%        |
| Decentralization of MoE officials       | 3         | 12%        |
| Raising minimum qualifications          | 8         | 32%        |
| Increase in number of members           | 11        | 44%        |
| Total                                   | 25        | 100%       |

Most (44%) of the BOG members recommended that the composition of the school boards should be amended to include more members. A significant number (32%) of BOG members also recommended minimum qualifications for potential BOG candidates should be increased. This recommendation was shared by a majority of the principals who recommended that BOGs should be composed of degree holders due to the demanding nature of the position

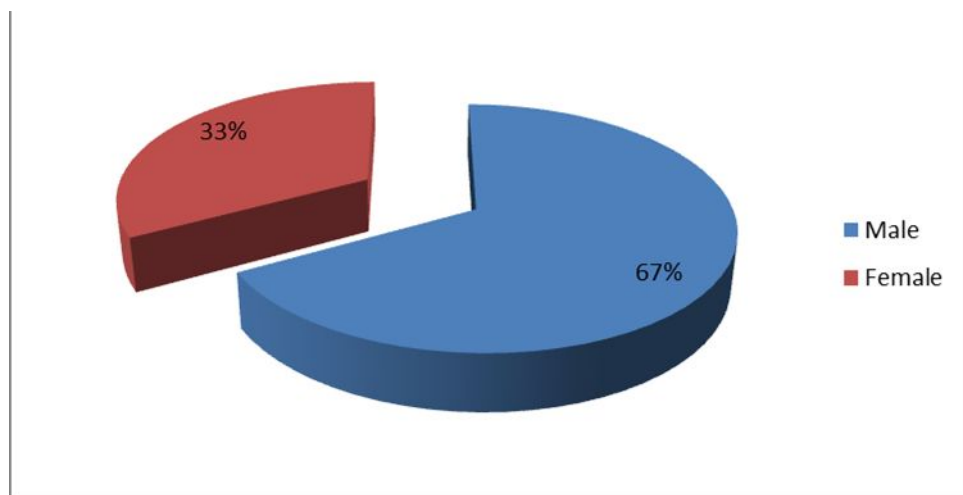
#### 4.9 Demographic information of respondents

The researcher sought to find out the background information of the participants in the study. This information would assist the study establish the extent to which age, gender, academic achievement and experience of BOG members' affected effective financial management of public secondary schools in Mukurwe-ini district.

##### 4.9.1 Gender distribution of BOG members

The following is the distribution of BOG members by gender

**Figure 3: Gender distribution of BOG members**



Findings in Figure 3 reveal that the majority (67%) of the members of boards of governors were of the male gender. The findings show a great gender disparity in the appointments of BOG members. The findings of this study are consistent with (Kinuthia, 2010) who found such boards to be consisted largely by men.

#### 4.9.2 Age distribution of BOG members

The following is the distribution of BOG members by age.

**Table 4.6: Age distribution of BOG members**

| Age (years) | Frequency | Percentage |
|-------------|-----------|------------|
| 18-24       | 0         | 0%         |
| 25 -34      | 3         | 12%        |
| 35 - 44     | 9         | 36%        |
| 45 -54      | 8         | 32%        |
| Over 55     | 5         | 20%        |
| Total       | 25        | 100%       |

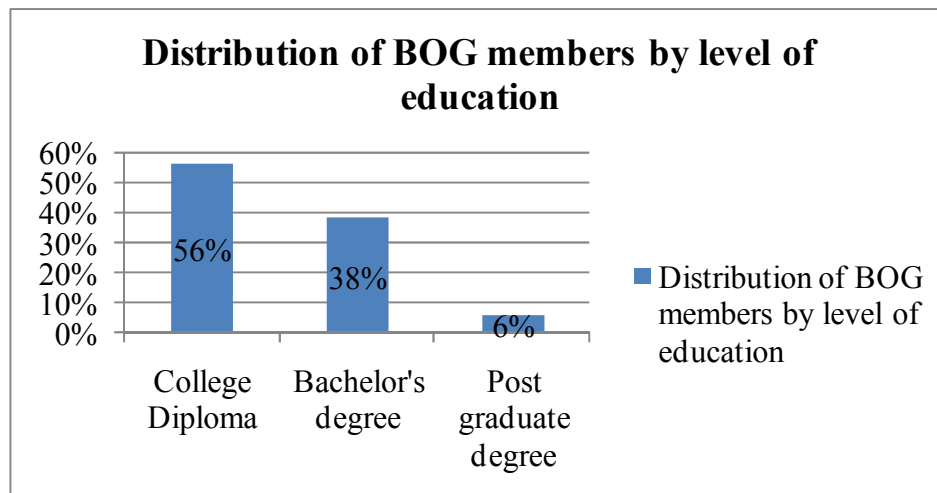
Most (36%) of the participants in the study were aged between 35 and 44 years. Table 4.6 also shows that the youth (18 -35 years) were inadequately represented among the BOG members. Through interviews with the principals' the study learnt that although age of an individual was not an important factor considered in appointment of BOG members, the appointing panel considered one's education achievement and professional experience and as such people appointed to school boards were mostly older than 35 years. Older members of BOG have experience in various fields and are thus able to handle situations better however they are more likely to employ outdated methods. A mix of old and young BOG members would be the most ideal. In his study Kinuthia (2010) found no significant

relationship was found between effective financial management and age of the participants.

#### 4.9.3 Distribution of BOG members by level of education

The researcher sought to establish the highest academic qualifications achieved by members to boards of governors.

**Figure 4: Distribution of BOG members by level of education**



Majority (56%) of the participants in the study had a college diploma as their highest level of education. Figure 4 also shows that all the respondents had pursued higher education at various levels. These findings show that boards of governors in Mukurweini district were composed of individuals with high qualifications. These findings are in conflict with Mulai (2006) who found that Boards of Governors in secondary schools in Kasikeu Division Nzau District

were composed of lowly qualified individuals with some members not having achieved KCSE certificates.

#### 4.9.4 Occupation of BOG members

The researcher sought to find out the occupation of the various BOG members in the study

**Table 4.7: Occupation of BOG members**

| Occupation    | Frequency | Percentage |
|---------------|-----------|------------|
| Farmer        | 7         | 28%        |
| Self employed | 11        | 44%        |
| Civil servant | 4         | 16%        |
| Medical field | 1         | 4%         |
| Others        | 2         | 8%         |
| Total         | 25        | 100%       |

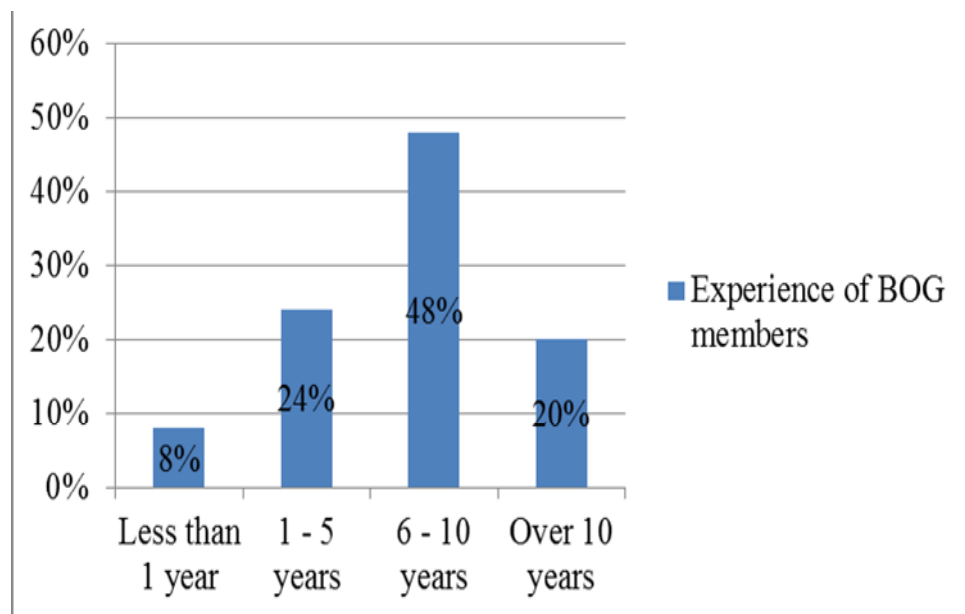
Findings in Figure 4.7 show that majority (44%) of the members to boards of governors in the study were businessmen and women. An individuals' occupation was of interest to the appointing panel who selected people to be appointed as BOG members to various school boards. From the interviews held with school principals, the researcher gathered that information on profession and occupation was important because the potential candidates would be handling and overseeing

important matters of the school. In addition, such information would avoid conflict of interest in the course of dispensing their duties.

#### 4.9.5 Experience of BOG members

The researcher sought to find out how many years the participants in the study had served as a member to a school board.

**Figure 5: Experience of BOG members**



Findings in Figure 5 show that most (48%) of the respondents in the study had served as members to boards of governors for between 6 and 10 years. The findings show that majority of the respondents had adequate experience of activities of school boards to provide the study with relevant information. Mulai (2006) in his study of Board Governors in the management of secondary schools found that most of the BOG members had adequate experience with most of them

having served at least 5 years. Experience is important for an individual in such a position since the decision that he/she makes affects the students and the parents of the school in question. In addition BOG have a supervisory role over the school administration.

#### 4.10 Factors affecting effective financial management by BOGs

A number of statements relating to BOG members were posed to the respondents to which they were asked to rate their agreement or disagreement with in relation to effective financial management by BOGs

**Table 4.8: Factors affecting effective financial management by BOGs**

| Statement   | Response |           |          |
|---|----------|-----------|----------|
|   | Agree    | Uncertain | Disagree |
| The age of a BOG member affects their capacity for effective financial management             | 52%      | 12%       | 36%      |
| The gender of a BOG member affects their capacity for effective financial management          | 40%      | 16%       | 44%      |
| The level of education a BOG member affects their capacity for effective financial management | 84%      | 8%        | 8%       |
| The experience of a BOG member affects their capacity for effective financial management      | 88%      | 4%        | 8%       |

Findings in Table 4.8 show that majority of the respondents agreed that age (52%), level of education (84%) and experience (88%) affected a BOG member's capacity to dispense their role of effective financial management. The findings also reveal that most of the respondents disagreed that gender determined a BOG member's capacity to dispense their role of effective financial management.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents a summary of the findings from the results of the study and the conclusions made from them. It also presents the recommendations made by the researcher. This is done in respect to the stipulated objectives in a bid to answer the research questions.

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

The purpose of this study was to establish factors affecting BOGs in financial management of public secondary schools in Mukurwe-ini district. The study hoped to achieve this by evaluating the extent to which BOG members' age, gender, level of education and experience affected effective financial management of public secondary schools in Mukurwe-ini district. The study targeted all the 273 members of boards of governors and 30 head teachers of public secondary schools in Mukurwe-ini district. Nine principals and 27 BOG members were sampled through disproportionate stratified random sampling technique. Data was collected through questionnaires and interviews. Quantitative and qualitative techniques were applied in data analysis with the help of SPSS version 20 for windows. The following are the findings of the study.

On the extent to which age of BOG members' affected effective financial management of public secondary schools, the study found that most (36%) of the participants in the study were aged between 35 and 44 years. In addition, the youth (18 -35 years) were inadequately represented among the BOG members. Majority (52%) agreed that age affected a BOG member's capacity to dispense their role of effective financial management.

On the effect of BOG members' gender on effective financial management, the study found that majority (67%) of the members of school boards were of the male gender. Most (40%) of the respondents disagreed that the gender of a BOG member affects their capacity for effective financial management

Relating to the influence of BOG members' academic qualification on effective financial management of public secondary schools, the study found that all the respondents had pursued higher education at various levels. Majority (56%) of the BOG members in the study had a college diploma as their highest level of education. Majority (84%) agreed that the level of education a BOG member affects their capacity for effective financial management.

On the impact of BOG members' experience on effective financial management of public secondary schools, the study found that most (48%) of the respondents in the study had served as members to boards of governors for between 6 and 10 years. Majority (88%) agreed that the level of education a BOG member affected their capacity for effective financial management.

### **5.3 Conclusions**

Most of the members of boards of governors were older members of the public with at least 40 years. This was good for the school boards in that such individuals brought in years of experience in management to the school. In addition, such members were more likely to have acquired high levels of academic qualification. However, the youth were largely ignored for membership to school boards, This could be attributed to their lack of high qualifications and few years of experience

Majority of the school boards in public secondary schools in Mukurweini were composed of males. Whilst the study did not establish the reason for this phenomenon research suggests that most women do not turn up for such roles. The gender disparity in the school boards did not seem to affect the financial management.

The study found that the school boards were composed of highly qualified individuals with the entire lot in the study having acquired higher education. This influenced financial management positively as such individuals were well equipped with information on managing funds from their various fields of study. In addition the highly qualified BOG members would be able to make informed decisions on varying matters in management of finances.

The study established that the BOG members had many years of experience. This was good for the financial management as such members would be able to correct

past mistakes and use new methods to ensure that management of finances was in compliance with the ministry of education's directives.

#### **5.4 Recommendations**

In light of the above findings, the study makes the following recommendations:

- i. The ministry should also amend BOG guidelines to make it comply with the two-thirds gender rule in the constitution.
- ii. Minimum requirements for potential candidates should be raised to Bachelor's degree.
- iii. BOG members tenure should be increased to over 10 years to ensure preservation of knowledge and experience and ensure continuity.
- iv. The government should organize financial management seminars for BOG school boards to enhance their capacity of effective management.

#### **5.5 Suggestions for further studies**

The current study focused on the individual factors of the BOG members, future studies should concentrate on other factors such as;

- i. Institutional factors and devolution.
- ii. Infrastructure
- iii. Topography

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## APPENDICES

### Appendix 1: Letter of introduction

University of Nairobi,  
Department of Educational Administration  
and Planning  
P. O. Box 30197  
Nairobi.

The Head Teacher,  
.....Secondary School,  
P. O. Box  
Dear Sir/ Madam,

#### RE: REQUEST TO COLLECT DATA

I am a post-graduate student currently working on my research project *to establish factors influencing Bard of Governors Effectiveness in financial management of public secondary schools in Mukurwe-ini district*. Your school has been selected through sampling method to participate in the study.

I hereby request you kindly to fill the enclosed questionnaire as honestly as possible. The information that you will provide will only be used for the purpose of my academic research. Meanwhile your identity will be treated confidentially.

Thank you in advance.

Yours faithfully,

Moche Paul Kinyua

## **Appendix 2: Questionnaire for BOG members**

The objective of this Questionnaire is to collect data on *Factors affecting BOGs in financial management of public secondary schools in Mukurwe-ini district.*

Kindly read the items carefully and provide a response that best represents your opinion. To provide confidentiality, do not indicate your name on the questionnaire. The questionnaire has several sections. Please answer accordingly with a tick in the provided gaps.

### **A: Demographic information**

1. What is your gender?

Male [ ]

Female [ ]

2. How old are you?

18-24 years [ ]

25 – 34 years [ ]

35 – 44 years [ ]

45 – 54 years [ ]

55 – 64 years [ ]

3. What is your highest level of education?

No formal education [ ]

KCSE [ ]

KCPE [ ]

Polytechnic certificate [ ]

College diploma [ ]

Bachelors degree [ ]

Postgraduate degree [ ]

4. What is your occupation?

Farmer Teacher [ ]

Medical practioner [ ]

Businessman/woman [ ]

Engineer [ ]

Religious leader [ ]

Others (specify).....

5. How long have you been a BOG member?

Less than 1 year [ ]

1 – 5 years [ ]

6 -10 years [ ]

Over 10 years [ ]

**Section B: Financial management**

6. How would you rate the financial management in this school?

Very satisfactory [ ]

Satisfactory [ ]

Uncertain [ ]

Unsatisfactory [ ]

Very Unsatisfactory [ ]

7. How would you rate the skills of the BOG members in financial management?

Very high [ ]

High [ ]

Moderate [ ]

Low [ ]

Very low [ ]

8. What challenges does the BOG body face in the financial management of the school?

.....  
.....  
.....

9. Has the BOG been provided with training on financial management?

Yes [ ]

No [ ]

10. Which of the following areas are most challenging for the BOG in financial management of the school?

Budgeting [ ]

Accounting [ ]

Record keeping [ ]

Auditing [ ]

11. The age of a BOG member affects their capacity for effective financial management

Strongly agree [ ]

Agree [ ]

Neutral [ ]

Disagree [ ]

Strongly disagree [ ]

12. The level of education of a BOG member affects their capacity for effective financial management

Strongly agree [ ]

Agree [ ]

Neutral [ ]

Disagree [ ]

Strongly disagree [ ]

13. The gender of a BOG member affects their capacity for effective financial management

Strongly agree [ ]

Agree [ ]

Neutral [ ]

Disagree [ ]

Strongly disagree [ ]

14. The experience of a BOG member affects their capacity for effective financial management

Strongly agree [ ]

Agree [ ]

Neutral [ ]

Disagree [ ]

Strongly disagree [ ]

15. What can be done to improve the capacity of BOGs in financial management?

.....  
.....

**Thank you for your participation**

**Appendix 3: Interview schedule for Head teachers**

The purpose of this interview is to collect data on *Factors influencing BOGs effectiveness in financial management of public secondary schools in Mukurweini district* Kindly answer to the best of your knowledge.

1. Comment on the financial management of your school. Is it satisfactory or not?

.....  
.....  
.....

2. What do you perceive as effective BOG financial management in your school?

.....  
.....  
.....

3. How do you find the following aspects of BOG members affect their capacity for financial management?

i. Age of members

.....  
.....

ii. Gender of members

.....  
.....

iii. Level of education

.....  
.....

iv. Experience of members

.....  
.....

4. What other characteristics of the BOG members define their effectiveness in financial management?

.....  
.....  
.....

5. What can be done to improve the effectiveness of the BOG in financial management?

.....  
.....  
.....

#### **Appendix 4: Public Secondary Schools in Mukurwe-ini District**

##### **LIST OF PUBLIC SECONDARY SCHOOL IN MUKURWE-INI DISTRICT**

1. A.C.K Kiuu Secondary School
2. Thangathi Secondary School
3. Kimondo Secondary School
4. Kihuti Secondary School
5. South Tetu
6. Mihuti Secondary School
7. Mukurwe-ini Boys
8. Mweru Secondary School
9. Rev. Muhoro Secondary School
10. Gaikundo Secondary School
11. Giathugu Secondary School
12. Kaheti Girls
13. Kaheti boys
14. Karindi Secondary School
15. Ngamwa Secondary School
16. Rutune Secondary School
17. Kihate Orphans Secondary School
18. Ngoru Orthodox Secondary
19. Tambaya Secondary School
20. Gathungururu Secondary School
21. Gikonde Secondary School

22. Kibutio Secondary School
23. Ndiani Secondary School
24. Mbiru-ini Secondary School
25. St. Thomas Gatura
26. Kaharo Secondary School
27. Wamutitu Secondary School
28. Karundu Secondary School
29. Karaba Secondary School
30. Gathiriti Secondary

## Appendix 5: Authorization letter

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787, 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/765**

Date: **22<sup>nd</sup> May 2013**

Paul Kinyua Moche  
University of Nairobi  
P.O Box 30197-00100  
Nairobi.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **10<sup>th</sup> May, 2013** for authority to carry out research on *“Factors affecting Board of Governors in effective financial management of public secondary schools in Mukurwe-ini District, Nyeri County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Mukurwe-ini District** for a period ending **30<sup>th</sup> June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Mukurwe-ini District** before embarking on the research project.

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

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Mukurwe-ini District

*“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.*

**Appendix 6: Research Permit**

PAGE 3

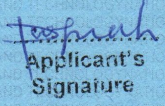
PAGE 2

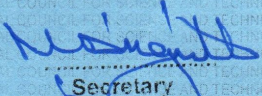
Research Permit No. NCST/RCD/14/013/765  
Date of issue 22<sup>nd</sup> May, 2013  
Fee received KSH. 1000

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Paul Kinyua Moche**  
**Cf (Address) University of Nairobi**  
**P.O Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**


|                 |                 |
|-----------------|-----------------|
| <b>Location</b> | <b>District</b> |
| Mukurwe-ini     | Central         |
| <b>Province</b> |                 |
|                 |                 |

**on the topic: Factors affecting Board of Governors in effective financial management of public secondary schools in Mukurwe-ini District, Nyeri County, Kenya.**

  
 Applicant's Signature

  
 Secretary  
 National Council for Science & Technology

**for a period ending: 30<sup>th</sup> June, 2013.**

  
**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**

- You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- Government Officers will not be interviewed with-out prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

GPK6055(3mt)10/2011 (CONDITIONS—see back page)