

**STRATEGIES FOR MANAGEMENT OF EDUCATION SUPPORT  
FUNDS IN PUBLIC SECONDARY SCHOOLS IN KANDARA  
SUB-COUNTY, MURANG'A COUNTY, KENYA**

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## DECLARATION

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

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### **Declaration by the supervisor**

The research project has been submitted for examination with my approval as the university supervisor.

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## **DEDICATION**

To my spouse, children, mother Priscilla Wanjiru and friends for making life worth living.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	-	Arid and Semi-Arid Land
<b>BOM</b>	-	Board of Management
<b>CBE</b>	-	Curriculum Based Establishment
<b>CBO</b>	-	Community Based Organization
<b>CDF</b>	-	Constituency Development Fund
<b>CI</b>	-	Confidence Interval
<b>CSO</b>	-	Civil Society Organization
<b>ESF</b>	-	Education Support Funds
<b>ESP</b>	-	Economic Stimulus Programme
<b>FBO</b>	-	Faith Based Organization
<b>FDSE</b>	-	Free Day Secondary Education
<b>FPE</b>	-	Free Primary Education
<b>GDP</b>	-	Gross Domestic Product
<b>GOK</b>	-	Government of Kenya
<b>ICT</b>	-	Information and Communication Technology
<b>IPAR</b>	-	Institute of Policy Analysis and Research
<b>KCPE</b>	-	Kenya Certificate of Primary Education
<b>KCSE</b>	-	Kenya Certificate of Secondary Education

<b>KEMI</b>	-	Kenya Education Management Institute
<b>KESSP</b>	-	Kenya Education Sector Support Programme
<b>KICD</b>	-	Kenya Institute of Curriculum Development
<b>KIPPRA</b>	-	Kenya Institute for Public Policy, Research and Analysis
<b>KNEC</b>	-	Kenya National Examinations Council
<b>LEG</b>	-	Laboratory Equipment Grant
<b>MOEST</b>	-	Ministry of Education Science and Technology
<b>NGO</b>	-	Non-Governmental Organization
<b>SBU</b>	-	Strategic Business Unit
<b>SD</b>	-	Standard Deviation
<b>SIMU</b>	-	School Infrastructure Management Unit
<b>SPSS</b>	-	Statistical Package for Social Scientists
<b>SWAP</b>	-	Sector Wide Approach to Planning
<b>TSC</b>	-	Teachers Service Commission
<b>UN</b>	-	United Nations

## ABSTRACT

Organizations are open systems which are structured to exploit available human and other resources. They are expected to post superior performance to satisfy their stakeholders. To achieve this, organizations require scanning of their environments in order to identify challenges and available opportunities. With this awareness, organizations devise strategies to address challenges to outwit competitors and exploit the opportunities available. Public secondary schools like other organizations are open systems which interact with environment. They are funded through the joint effort of the GOK, Development Partners, parents and other donors. (ESF) disbursed and monies generated internally in the public secondary schools in Kandara Sub-county ought to be managed in a prudent way to provide infrastructure like classrooms, laboratories, ICT equipment, employ teachers, support staff, provide access to education and retain students in schools. It is through such efforts that quality education could be achieved in the Sub-county. The research conducted in this study, embraced the descriptive cross-sectional survey. A descriptive cross-sectional survey was appropriate for this kind of research because it captured the characteristics of public secondary schools which were similar. The study aimed at establishing its challenges in the management of ESF. Results obtained from the data collected, indicated that schools faced similar challenges. Among the most serious challenges unearthed by the research study included: late payment of fees by parents/untimely disbursement of grants by MOEST. Others included delayed project completion period, project escalation costs, debts by parents, use of ICT and sourcing of finances. In Kandara Sub-county schools also faced challenges in the management of ESF occasioned by employing a large number of BOM teachers and unethical practice. Expensive repair, maintenance and improvement costs and competence of Accounts staff were also cited as challenges. The salient findings on the strategies adopted by the schools included using funds for the intended purpose, financial reporting, budgeting, project monitoring and stakeholder involvement. However, the schools were poor at use of social networks and assessment of socio-political risks in the management of ESF. The research study brought out the need for the schools to devise policies to augment ESF, collect debts, and develop the capacity of staff. Regular environmental scanning including stakeholder analysis would be necessary. The research study was carried out in all the 52 public secondary school in Kandara Sub-county but only 71% of the schools responded. Like in other research studies, respondents' bias could not be totally eliminated. The results of the study introduced other areas for further research such as investigation on why schools have poor socio-networks in a bid to reduce the cost of education to parents. Improvement of public secondary schools in Kandara Sub-county would require establishment of socio-networks with stakeholders to enhance ESF. Through such networks, Public Private Partnership and lobbying for resources would enable the public secondary schools to improve the infrastructure available and award bursaries to needy students.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Organizations operate in challenging internal and external environments. To maximize profit or offer excellent service, every organization must endeavour to process inputs into outputs in the most efficient manner, in order to fulfil its long term objectives. According to Porter (1985), organizations are immersed in a competitive environment and face various threats. Such threats can be countered by applying Strategic Management practices. These practices entail the application of strategies to outwit competitors, through allocation of adequate and appropriate resources, exploitation of opportunities and overcoming organizational weaknesses (Bateman & 1990).

Dubrin (2009) observes that organizations exist as open systems experiencing dynamic interactions with the environment. Like open systems, organizations process inputs such as raw materials, employee work activities and technology into outputs such as financial results, students' knowledge and skills. The management ensures that there is synergy from all parts of the organization. Success of the organization depends on its effective interactions with the environment. According to the open systems theory, organizations have a feedback mechanism which facilitates monitoring of the process of converting inputs into outputs (Robbins & Mary, 1999).

Approximately 28% of the annual national budget and 6.4% of the Gross Domestic Product (GDP) of GOK is consumed by the education sector (*MOEST Sessional Paper No. 14, 2012*). Public secondary schools in Kandara Sub-county are beneficiaries of education support fund mainly from the GOK, parents and other stakeholders. In the course of the management of these funds, schools in the Sub-county just like other

organizations experience challenges. These challenges hinder the provision of quality education and infrastructure development in the Sub-county. To overcome such challenges, public secondary schools in the county require to adopt strategies for efficient management of the education support funds received, in order to achieve education goals.

### **1.1.1 The Concept of Strategy**

Strategy is a multifaceted concept. According to Thompson, Strickland and Gamble (2007), strategy is the commitment of the management of a firm to pursue a particular set of actions which leads to improvement of functional departments of the firm. Thompson et al (2007) view strategy as what contributes to the continual improvement of the internal processes of an organization, customer satisfaction and efficient distribution of products and deployment of human resources. Strategy, as stated by Johnson, Scholes and Whittington (2008), is what allows an organization to follow a specific direction in the long-term, by configuration of its resources to achieve competitive advantage and satisfy stakeholders' expectations.

Barney (2007) considers strategy as the firm's theory of how to achieve high levels of performance in the markets and industries within which the firm is. Wehrich and Koontz (2005) discuss strategy as the determination of the basic long-term objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary to achieve these goals. Like it has been observed, some organizations have posted high performance without defined strategies. Thompson et al (2007) have asserted that strategy may be formally expressed or is implicit and must be deduced from the outcomes of the organization. Mintzberg and Quinn (1991) support the view

that strategy evolves as a pattern of consistent behaviour whether deliberate or not. Yet there is a school of thought that ascribes to the formal analytical view of strategy. Hax and Majluf (1996) have described strategy as conferring the organization with the desire to provide the necessary leadership position associated with winning. They have termed strategic intent (as cited in Hamel and Prahalad, 1990) any radical approach to move the organization to a new higher level of performance by challenging the existing market leaders.

In an organization, Hax and Majluf (1996) have identified three perspectives of strategy. The corporate strategy offers strategic leadership, determines the business of the organization, the establishment of Strategic Business Units (SBUs), the organizational structure and the required key human resources. The business strategy or competitive strategy outlines how the firms will compete in their respective markets, determines the prices of products, innovations and performance of each (SBU). The success or failure of corporate and business strategies of an organization will depend on the implementation of functional strategies. At this level, the organization is more concerned with the efficiency of the business processes. It behoves the management to relook the activities of the organization and eliminate the non-value adding ones.

Sustenance of competitive advantage in an organization requires continual improvement of the internal processes. High performance is attained through competition among various departments in the organization and also benchmarking with the best organizations in the industry (Hax & Majluf, 1996). Hax and Majluf (1996) have anticipated the need for functional strategies to capture the challenges generated from the external environment, making it possible to contribute to

competitive advantage of the organization. This will come about when the strategies respond to all the external markets using the available technological, financial and human resources at the disposal of the organization.

Johnson et al (2008) have identified the need for strategy in organizations. The benefits to organizations including public secondary schools for adopting strategy include inspiring stakeholders to lend support, motivating employees, identifying activities to be performed and creating synergy, gaining competitive advantage, continual improvement, customer satisfaction and internal efficiency.

### **1.1.2 Education Support Funds in Kenya**

The Education Sector in Kenya is considered pivotal in the social economic development of the country. Kenya's Vision 2030, aims at driving the nation to global competitiveness and prosperity within the next two decades. As a component of the social pillar of Vision 2030, it is envisaged that the education sector will create human resources with the necessary technological know-how for industrialization (GOK vision 2030, 2008). In the period 2005-2010, the MOEST adopted a KShs.500 billion plan to finance education in collaboration with development partners. This massive education plan was termed KESSP which was a SWAP programme. Funds for different investment projects were pooled together to avoid duplication. Through KESSP, the secondary schools sub-sector was to receive approximately KShs.3 billion within the planning period 2005-2010 (MOEST Strategic Plan, 2005).

The GOK recognized the need to fund the secondary education sector to improve quality, boost enrolment, provide learning materials and improve infrastructure in

schools. After successful implementation of Free Primary Education (FPE) in 2003, the GOK introduced Free Day Secondary Education (FDSE) in 2008. In addition to FDSE capitation which is KShs.10,265 per child per annum, the GOK also provides KShs.165 million per year, for all secondary schools in Kenya, as Laboratory Equipment Grant, LEG. LEG caters for 5 secondary schools in each sub-county. The Sub-county Education Board determines the criteria for schools in their jurisdiction to be allocated these grants and sends the recommendations to the Ministry Headquarters. A panel at the Ministry Headquarters distributes the funds.

In each year, MOEST allocates grants to Arid and Semi-Arid Lands (ASAL) pockets of poverty, and pays service gratuity to Boards of Management employees. To cater for infrastructure improvement, there is an allocation of approximately KShs.200 million for 2 schools in each sub-county. This amount is voted to the School Infrastructure Management Unit (SIMU). Through the Economic Stimulus Programme (ESP) initiated by GOK, 355 schools were to benefit. In 2012, MOEST elevated 30 new National Schools with an allocation of KShs.25 million each. Bursaries for disadvantaged students for all secondary schools was increased from KShs.500 million to KShs.940 million in 2011/2012. In 2012/2013, MOEST disbursed 18.6 billion as FDSE grants (MOEST, FDSE & FPE grants, 2012).

Although national monitoring to determine the utilization of all disbursed funds is done by MOEST, cases of imprudent use of funds is not uncommon leading to claims of misappropriations by donors. In addition to the funds received from MOEST, public secondary schools receive education support funds from counties, FBO, donors, NGO, CBO, multinationals, UN bodies, CDF, communities, households and individuals.

Proper use of these support funds which are enormous by any standard, should lead to improvement of learning especially in mathematics and sciences which will play a crucial role in technological advancement as contained in the Kenya Vision 2030 document.

### **1.1.3 Public Secondary Schools in Kenya**

The function of managing Basic, Tertiary and Higher Education in the country is constitutionally bestowed upon the National Government. This function is delegated to the Cabinet Secretary who receives advice from the National Education Board (*Constitution of Kenya, 2010*). With the *Bill of Rights, Articles 43(1f), 53(1b) and 55(a)* making education the right of every Kenyan as enshrined in the Constitution of Kenya (2010), the government is mandated to finance, regulate and expand the growth of education. Development of the necessary human capital for sustainable economic development is possible through investment in education.

Public secondary schools in Kenya admit students in the age bracket (15-18) years after taking the eight year Kenya Certificate of Primary Education (KCPE) course. A broad four year curriculum is offered in public secondary schools leading to the Kenya Certificate of Secondary Education (KCSE). This curriculum is prepared by Kenya Institute of Curriculum Development (KICD). The basic education institutions are categorised as public or private (*GO Basic Education Act, 2013*). Secondary schools are further categorised as national, extra-county and county in respect to form one selection. Currently, there are 78 national secondary schools, a number that is expected to rise to 104 in 2015. Examinations are offered by the national examining body, The Kenya National Examination Council (KNEC). All schools are staffed with teachers

employed by The Teachers Service Commission (TSC) or by Boards of Management (BOM). After the introduction of Free Day Secondary Education (FDSE) in 2008 by the government, the enrolment in public secondary schools which stood at 1,335,900 increased to 1,923,089 in 2012/2013. The number of public secondary schools stood at 7061 in the year 2012/2013.

At county level, schools are managed by County Education Boards and at school level by the Board of Management. As currently constituted, the BOM has a large representation of parents as members. The principal of a public secondary school is the designated secretary of the BOM and acts as the Chief Executive Officer of a school (*Basic Education Act, 2013*). Being the overall manager in an institution, the principal is expected to provide leadership through strategic thinking and is best suited to provide information about a school.

#### **1.1.4 Public Secondary Schools in Kandara Sub-County**

Kandara Sub-county Headquarters in Murang'a County lies to the North East of Nairobi, approximately 60 Kilometres from the city centre. There are 52 public secondary schools with a population of 16735 comprising 8187 boys, and 8648 girls, an indication of gender parity. One school is extra-county, 6 county and 45 sub-county. Three are boys' schools, 3 girls' schools and 46 mixed schools. 8 schools are fully boarding. 12 day and boarding and 32 are day schools. Some schools are close to the Aberdares range where tea growing and dairy farming are the main economic activities. These schools enjoy high enrolment of students. The schools receive FDSE funds and GOK bursary through sub-county Education Board. Six schools in Kandara Sub-County have received ICT equipment as part of the Government infrastructure support.

The schools in the county are understaffed in Sciences, History and Christian Religious Education, thus affecting the overall performance of the sub-county which is a mean of 4.8 on a scale of 12. All the schools have legal Boards of Management who are mandated to manage schools (*Basic Education Act, 2013*). The majority of the schools have adequate infrastructure which is in a state of disrepair hence the need to receive support funds from other sources (Kandara Sub-county Education Office, 2012).

## **1.2 Research Problem**

Organizations being open systems experience upheavals arising from both the internal and external environment. According to Thompson, Gamble and Strickland (2006), an organization requires strategy to combat internal and external threats, grow its operations and achieve competitive advantage against rivals. The success of an organization is determined by the kind of strategy formulated and implemented.

To achieve sustainable competitive advantage, the organization must craft a strategy which is unique in terms of the human and other resources utilized and must ensure proper strategy implementation (Hill & Jones, 2008). Public secondary schools in Kandara Sub-county must identify the internal and external threats, their strengths and weaknesses and adopt the right strategies in the management of ESF. This will mitigate poor students who continue to be locked out of secondary education due to extra levies imposed on their parents (IPAR, 2003). The use of appropriate strategies by public secondary schools is likely to reduce the dropout rate.

Governments and donors in this era have shrinking budgets for the education sector, which limits expansion of secondary schooling. Lewin and Caillords (2001) state that expansion of secondary school depends on the strategies used to reduce costs per pupil relative to each county's GDP in Sub-Saharan Africa. Lewin (2008) asserts that the use of standard designs in establishing infrastructure in schools can reduce costs and ensure quality as a result of discounts and bulk purchases. Generally, institutions that receive education support funds are expected to offer bursaries to talented and physically challenged students from disadvantaged backgrounds.

Citing the case of United States, schools are known to have established unique programmes from education support funds to prepare students from disadvantaged circumstances, in mathematics, tuition in reading and study skills for higher education (Ekstgerowicz & Gartner, 1990). A study by Brown (2002) in Brazil indicates that an increase in education support funds does not translate directly into improved education. This confirms that there are inefficiencies in secondary schools which should be addressed if quality education is to be achieved. Funding of education programmes in Sierra Leone is principally external, from donors, the World Bank and African Development Bank. The financial support for education programmes in Sierra Leone reduces the risk of students' dropout and has been instrumental in reintegration of students after years of war as recorded by (Zuilkowski & Betancourt, 2014).

Public education is funded by provinces and territories in Canada where there is no central coordinating agency for education, unlike in many countries. The provincial governments in Canada provide free tuition to pupils from kindergarten through 12 years of schooling (K-12) system. Harden and Majhanovich (2004) report that free

tuition for level K-12 Canadian schools, facilitates universal access to education in the provinces. In the British Columbia province in Canada, Boards of Education are allocated funding grants and extra capital funding for special programmes by the federal government through the provincial government. The goal of providing grants to the Boards of Education is to provide equal opportunities for quality education to students in all the districts. (Retrieved from [http://www.bced.gov.bc.ca/k12\\_funding/#top](http://www.bced.gov.bc.ca/k12_funding/#top)).

There is therefore, a concern on how education support funds are utilized in public secondary schools because in every annual budget, GOK disburses approximately 28% to cater for education. Kagwiria (2007) states that there are poor returns for the amount spent on education and that many institutions in the country lack equipment and have dilapidated buildings. Mwita (2007) argues that principals in public secondary schools in Nairobi Province face challenges in the implementation of strategies and recommends upgrading of financial management skills of the principals. Musoga (2005) demonstrates that cost-sharing in financing of education in public secondary schools leads to increased education support funds and hence reduction of school dropout rate. Since cost-sharing is a national policy in public secondary schools in the country, schools in Kandara sub-county receive support funds which should be utilized to reduce school dropout rate Kinuthia (2004) attributes poor financial management by head teachers of secondary schools in Nairobi Province to lack of capacity development and recommends training in the relevant areas. Gongera and Okoth (2013) have enumerated alternative means of raising education support funds which should be used to improve transition rate, purchase of learning materials and employment of teachers by school BOM.

The studies referred to have not taken into consideration the donor funding requirements in the education sector. Neither has emphasis been made on Public Procurement and Disposal Act (2005) nor benchmarking by public secondary schools with other successful institutions. Debt management and strategies of raising funds to maintain poor and vulnerable students in schools have not been explored exhaustively. The proposed study was intended to address the gaps highlighted above. What strategies have public secondary schools in Kandara Sub-county adopted to manage education support funds?

### **1.3. Research Objectives**

The objectives of the study will be to;

- i) Establish the strategies for efficient and effective management of education support funds by public secondary schools in Kandara Sub-county.
- ii. Determine the challenges faced by public secondary schools in Kandara Sub-county in the management of education support funds.

### **1.4 Value of the Study**

The study to be undertaken seeks to determine the challenges encountered and establish the strategies required by public secondary schools in Kandara Sub-County for effective and efficient management of ESF. The study will contribute knowledge relating to the open system theory in the field of Strategic Management anchored on previous studies. The observations and conclusions made will be unique heralding new insights from the study, which should be used as reference in further studies. The knowledge obtained from this study will be useful to MOEST both at the headquarters and in the field.

Specifically, the Schools' Audit Unit will be able to identify areas of concern in formulating school financial policy. From the study best practices identified in the county should be benchmarked by other institutions elsewhere for continual improvement.

The findings of this study coupled with other training needs assessment, should be utilized by the Kenya Education Management Institute (KEMI), which is the capacity development agency of MOEST in the design of its programmes for secondary school managers. Other institutions with a stake in the capacity of development of secondary school managers will be encouraged to adopt the findings of the study. Public secondary schools should utilize the findings produced by this study to address the challenges determined and will certainly find it beneficial to apply the strategies established.

## **1.5 Chapter Summary**

Public Secondary Schools are provided with funds mainly from GOK, parents and other stakeholders. The principal goal of secondary schools is the provision of quality education to enable the country achieve Vision 2030. Schools being open systems interact with the external environment and therefore require strategies to overcome challenges within their environments. The strategies adopted by schools in Kandara Sub-County in the management of ESF would be identified and the challenges determined. In responding to the challenges faced, schools will improve their performance. Challenges identified will guide future policy and capacity development of managers in public secondary schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the study will concentrate on the recorded and researched work. The researcher will dwell on the areas relevant to the study being undertaken. This includes documentation of published and unpublished work from secondary sources of data, in areas of specific interest to the researcher pertaining to utilization of education support funds in secondary schools. The exploration of theoretical and empirical findings in this chosen area of study will be investigated. By recording findings of other researches in the area of study, the literature review readily affords the researcher the required information in the selected area, thus saving a lot of time for the researcher. A literature review prevents repetitive research work from being undertaken.

#### **2.2 Theoretical Foundation**

According to the open systems theory, organizations are systems consisting of subsystems or components, which are systems. The subsystems just like the systems have inter-relationship with each other and the environment. Hence organizations are viewed as open systems whereas observed by Stacey (2007), individuals are assigned different roles which contribute to the overall goal of the organization. To avoid the pitfalls of the past, modern organizations employ strategic management skills to overcome internal and external challenges and exploit available human and material resources to achieve sustainable competitive advantage over their competitors. The success of an organization depends on being less bureaucratic to avoid what Ansoff (1965) terms paralysis by analysis.

Pearce and Robinson (1991) consider strategic management as the combination of decisions and actions by managers in the formulation and implementation of organizational plans. The strategic management process involves long range planning, external consideration and implementing plans. Strategic management is viewed by Johnson et al (2008) as dealing with complexities arising from ambiguous and non-routine issues in an organization which normally address long-term issues, challenges in business environment, building on resources and competencies and responding to stakeholders' expectations.

By its nature, strategic management involves making of complex and risky decisions that affect operations and bring considerable change. Strategic positioning, strategic choice and managing strategy in action are all in the domain of strategic management (Johnson et al, 2008). Thompson (1993) considers the scope of strategic management as those processes and decisions which determine the long-range structure and activities of an organization. In the assessment of strategic management, Thompson (1993) identifies management process, decision making, time-scales, structure and activities as the principal areas of Strategic Management. Lynch (2009) defines strategic management as finding market opportunities, experimenting and developing competitive advantage over time.

### **2.3 Organizational Strategy**

There are different views on strategy by scholars. However, common ideas emerge on the concept of strategy. Porter (1980) describes strategy as those approaches that will make a firm yield superior performance and high return on investment. Each organization, in crafting its strategy will exploit the unique circumstances, under which

it operates. According to Yabs (2010), the term strategy is borrowed from the military parlance and refers to those tactical manoeuvres which organizations employ to outwit others. Ansoff and McDonnell (1990) define strategy in terms of the need of a firm to identify the market scope, growth direction, competitive advantage and synergy. The success of any firm will depend on how well it defines its market scope, direction, focus and its search for creation of new opportunities. Mintzberg and Quinn (1991) argue that strategy is multifaceted in nature. In their view, strategy is defined as a plan, ploy, pattern, position and perspective.

Three levels of strategy in organizations have been identified. These are, corporate, business and functional. Corporate strategy is the pattern of an organization's purpose and goals, the major policies and actions for achieving them. It defines the business to be undertaken and the type of organization it will be as observed by (Power, Gannon, McGinnis & Schweiger, 1986). At corporate level, a clear definition of the organization's business is essential. The organization aims at setting up governance structures and leadership that is visionary. This will propel the organization in embracing new ideas and venturing into new markets.

Success of any organization will depend on matching its resources to the opportunities in the external environment. Hax and Majluf (1996) have stated that one of the principal objectives of strategy is to seek a proper alignment between the firm and its environment. Implementation of strategy requires the existence of corporate organizational structure and suitable human resources. Like Chandler (1962) has observed structure follows strategy for successful implementation but Mintzberg and Quinn (1991) present a balanced view of structure and strategy.

The business level strategy is key to gaining competitive advantage in an organization. Basically it is concerned with identification of the suitable strategic Business Units (SBU) for an organization. Each SBU operates as a distinct entity with specific customers and markets. Hax and Majluf (as cited in Prahalad and Hamel, 1990) argue that competitive advantage in an organization is sustained by developing core competencies. The business strategy defines the mission of the SBU and scans the environment. According to Porter (1980), the business strategy must detail how the organization will respond to the power of new entrants in the industry in which the organization operates, power of suppliers, rivalry among existing organizations, and power of buyers and threat of substitutes of products.

Of importance is how primary activities like delivery of inputs, operations, marketing and handling of outputs add value through the support activities of a firm. This configuration termed the value chain as suggested by Porter (1985) explains how an organization can achieve and sustain competitive advantage by maintaining a superior managerial infrastructure, efficient coordination of human resources, procurement, research and development.

Provision of education support funds to schools is not a new concept. Mwiria observes (as cited in Bray and Lilies, 1988) that communities in Nigeria, Zambia, Botswana and Tanzania contribute towards the cost of education. In the Western Hemisphere, Trinidad and Tobago, the Dominican Republic, Panama, Honduras and Cuba are among countries where community support for education exists. Nepal, Burma and China in Asia also stand out in this category where communities cost share in education.

In functional strategy, Hax and Majluf (as cited in Hammer and Champy, 1993) consider business as a process rather than in terms of functions or divisions. Better combinations of programmes by schools, efficient use of time, human resources, finance and technology lead to success. Monitoring and performance management if adopted by public secondary schools will lead to sustained competitive advantage. Improvement in performance in schools can be achieved through appropriate human resource strategies, like giving assignments to staff on the basis of competence.

#### **2.4 Challenges of Managing Donor and Grant Funds**

Funding of education in Kenya is through partnerships of the public sector, NGOs, CBOs, Faith Based Organizations, Development Partners, households and individuals (Onsomu, Muthaka, Ngware & Kosimbei, 2006). These diverse sources of funding require efficient systems to manage the education support funds received in order to improve access and quality of secondary education in public schools.

Donors have different conditions to be fulfilled by recipients although these have a lot of similarities. This requires recipients to adjust in order to conform to the conditions of each donor. Karlstedt (2010) asserts that donors demand specific timing of application for funding, separate audits of their funds and recipients to undertake risk analysis which may not be possible in schools. The standards of procurement by donors are usually more stringent than what is expected in the public domain. Donors expect a high degree of transparency and accountability in handling funds and expect refunds for any ineligible costs detected during their independent audits. Institutions will be constrained in adhering to the budget and reporting requirements because of lack of capacity in areas of concern to the donors.

The Government of Kenya introduced Free Day Secondary Education (FDSE) in 2008, to achieve expansion of secondary education and enhance transition rate from primary school level. Funding of FDSE in public schools by the government aims at achieving increasing access, retention, and reduction of the cost of education to households and overall quality of education (*MOEST Sessional Paper No. 14, 2012*). Since 2008, only one review of approximately 20% on the GOK grants for FDSE has been effected. Schools receive different amounts of grant depending on their enrolment. Kraft (1999) observes that there are usually differences in budgetary allocation within the same school district. Some projects in schools require the contribution of parents as a cost-sharing commitment. This affects the duration of projects in schools because of cash flow problems. Despite the noble intention of GOK, there are inordinate delays in the release of funds to schools from the National Treasury.

## **2.5 Strategies for Managing Donor and Grant Funds**

Grants and donor funds meant to fund education programmes in schools, are not without conditions, one of which is audit. To enjoy the good will of the donors and financiers, public schools must of necessity devise methods of utilizing the funds for the intended purpose. The proper use of the funds guarantees completion of projects and sustenance of funding. Hansraj (2007) views proper budget management by the principal of a school as crucial in resource allocation. For purposes of transparency and good governance in the school, this has to be done in consultation with the Board of Management and the finance personnel. Regular financial reports to donors, *MOEST* and other stakeholders are appropriate tools of displaying transparency and accountability.

In initiating projects, schools should assess the value of the project to the local communities because this improves the relationship between schools and communities and in some cases; the communities provide markets for products generated by schools. Flow of funding is dependent on creating extensive networks and working associations with professionals, old students associations, civil societies and multinationals.

To avoid antagonizing some potential donors, the management of institutions must have knowledge of the local socio-political risk and learn to accommodate these. Projects must be monitored and evaluated at regular intervals in order to obtain the necessary feedback for communication to the financiers. Outsourcing of any skill which might be lacking in the execution of the school projects and programmes should be considered by the management (Global Status Report, 2010).

Public secondary schools receive funds from different sources which have to be utilized efficiently. The functional strategies set by institutions must lead to improved performance in examinations, co-curricular activities, discipline and infrastructure development. To achieve this, schools have to benchmark with the best performing schools within and outside the Sub-county. Hax and Majluf (1996) argue that benchmarking may be within an organization, among its various departments or outside the organization. Competitive advantage is attainable through sound leadership and management that set high standards and targets. Compensatory services for weak students can be provided in consultation with parents who contribute extra funds to support such ventures, although the official government policy outlaws commercial coaching. By creating suitable work arrangements for staff and students, public secondary schools will create teams that can achieve the objectives of the institutions. Mentoring and exposure strategies to establish and maintain suitable infrastructure in

institutions are to be devised. Provision of adequate classrooms, equipped science and computer laboratories, access to ICT and availability of play fields for physical development is to be addressed through resource mobilization (MOEST, *Sessional Paper No.14*, 2012).

Curriculum delivery strategies will be the most important because they will lead to coverage of syllabuses on time, internal assessment and preparations for the final examinations. Introduction of relevant co-curricular activities will depend on the location of the school and availability of capable human resource. The leadership of public secondary schools is required to create a good corporate image for the institutions. Top on the list to enhance the image of public secondary schools is performance in national examinations and co-curricular activities.

The discipline of students, the relationship between staff and students, treatment of parents and community by staff and students contribute to a positive image or otherwise. Schools use part of the education funds available to improve their environment and aesthetics. Without proper financial strategies, no organization can attain competitive advantage. To receive education support funds, lobbying through the local Member of Parliament and other political leaders might be necessary. This is supported by a study undertaken by Wood and Theobald (2002) who established that politics influenced financing of education in local district schools in the United States and ultimately brought inequality that affected quality of education in such districts.

Procurement of goods and services must be governed by existing donor and government guidelines to obtain value for money. Establishment of the corporate governance

framework will not only ensure democratic principles and values are exercised, but also imparted to staff and students for the improvement of the society. Since the education support funds are never adequate, strategies for collection of fees to minimize debts by parents have to be crafted and those that will allow institutions to generate income from internally undertaken projects. Funds allocated for various vote-heads must be utilized as per the financial plan. For effective utilization of education support funds, authority from the board to appropriate funds must be sought and the relevant committee involved in the preparation of the budget.

## **2.6 Research Gaps**

The international and local studies highlighted in this research proposal, indicate that public secondary schools receive education support funds from various sources. Public secondary schools management receive support funds to provide quality education, reduce costs of education, increase access and award bursaries to the disadvantaged students. This does not exclude the broad goals of education, which schools are directed to achieve, like inculcation of values and skills.

Utilization of ESF as indicated in the studies is ineffective and managers lack the requisite strategic management skills to handle their responsibilities. It is observed from the studies that some public schools lack facilities and equipment thus occasioning a disadvantage to their learners. The demand for transparency and accountability in the use of ESF in public secondary schools is as a result of the government injecting more funds for the provision of FDSE. Like indicated in the proposal, the studies have not brought out the challenges in the management of ESF or the strategies required to manage the funds under the current order of reforms in education. This proposal will explore strategies that will enable the management to utilize resources in a prudent way.

## **2.7 Chapter Summary**

Theoretical and empirical studies inform the study on strategies for the management of ESF. The study is anchored on the open systems theory. Schools being open systems, consisting of sub-systems, must adopt strategies to achieve organizational objectives in order to be successful. There are different views and levels of strategy. In some instances, strategy refers to efficient use of resources, superior research and development and appropriate organization structure. Public Secondary Schools receive donations and grants under certain conditions. They face challenges such as inadequacy of funds and late disbursement from MOEST and fees arrears which affect project implementation. Strategies used by schools include good governance, benchmarking, financial reporting, outsourcing and project monitoring, transparent procurement of goods among others. Identification of existing challenges and strategies in the management of ESF was to be achieved under the prevailing reforms in the education sector.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this study, it was found necessary to explain how the study was conducted, in terms of the target group or the unit of analysis. The study spelt out clearly how data was to be collected, by whom and where data was to be collected. The preferred instrument of collecting data, how data was to be cleaned and analysed was indicated. The study also outlined the preferred data collection instrument and how data would be analysed.

#### **3.2 Research Design**

To investigate the research question and achieve the research objectives, a descriptive cross-sectional survey was undertaken. According to Sekaran (2009), a descriptive cross-sectional survey permitted gathering and analysing of the required data at one point in time. In this study, a descriptive cross-sectional survey was preferred because it was the most suited method bearing in mind that the principals of public secondary school performed similar roles but in different locations. This is supported by Hansraj (as cited in MacMillan and Schumacher, 2001).

The research design chosen brought out the challenges faced by public secondary schools in Kandara Sub-county and the various strategies adopted. The pick and drop technique of distributing and collecting the questionnaire was used because of its high response rate. The method allowed contact between the respondents, the researcher and the assistants. It also made it possible for a direct appeal to be made to the respondents when filling the questionnaire and making clarifications where necessary.

### **3.3 Population of the Study**

The population of the study targeted all the 52 public secondary schools in Kandara Sub-county (Appendix IV). The group comprised 1 extra-county school for girls, 6 county schools of which 3 were for boys and 3 for girls. Majority of the schools totalling 45 were mixed Sub-county schools. A census survey was taken because the number of schools involved was not very large.

### **3.4 Data Collection**

The research assistants were briefed on the contents of the questionnaire and the specific schools they were to visit and their entry behaviour once in the institution. The researcher and research assistants distributed and collected the questionnaire in all the fifty two (52) public secondary schools in Kandara Sub-county within a period of 10 days, although the initial plan was to take 5 days. In some instances, repeat visits were done where the principals of schools who were the respondents, had not filled the questionnaire even on the second visit.

The questionnaire had three sections. The first section handled schools demographics, the second part, challenges faced by schools in the management of education support funds and the last part addressed strategies applied in schools in the management of education support funds. The responses expected were recorded on the Likert type scale from 1 to 5 while others were open ended.

### **3.5 Data Analysis**

All the questionnaires received were checked for omissions and consistency. It was noted from the responses that one category of schools was missing in the questionnaire. The District Education Officer, Kandara Sub-county being the custodian of all the demographic data in the Sub-county was contacted to clarify the first category of schools. The necessary correction was effected without delay. Data from respondents on the Likert scale of 1-5 was coded and entered into the computer.

Descriptive statistical measures like the mean, standard deviation, variation, percentages and cumulative percentages were generated and tabulated using SPSS. These quantitative measures were used to analyse the closed ended responses. Responses from the open ended questions were recorded and summarised in thematic areas. The inferential statistic, one sample t-test on the data was carried out to provide a more reliable conclusion on the variables analysed.

### **3.6 Chapter Summary**

The study was a census survey targeting 52 public secondary schools in Kandara Sub-County. The respondents were principals of the schools who were expected to fill questionnaires administered by two research assistants. Raw data was sorted, keyed into the computer and descriptive and inferential statistical data generated using SPSS. Open ended responses were analysed thematically.

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULTS AND DISCUSSION**

#### **4.1 Introduction**

In the research study, a cross-sectional descriptive survey was employed with the objective of determining the challenges faced by public secondary schools in Kandara Sub-county in the management of education support fund. The study also aimed at establishing the strategies for efficient and effective management of education support funds.

#### **4.2 Background Information**

A questionnaire tailored to elicit responses from the principals of all the 52 public secondary schools in the Sub-county was distributed by the researcher with the help of the research assistants. Out of all the public secondary schools visited to drop and pick the questionnaire, 37 respondents filled and submitted their responses. Under the circumstances prevailing then, the response rate was 71%.

The analysis of the data collected from the respondents was displayed in the tables 4.1 to 4.9. An explanation corresponding to each variable measured was provided as indicated in the following tables:

**Table 4.1: Public Secondary Schools Principals by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Female	16	43.2	43.2
Male	19	51.4	94.6
Unknown	2	5.4	100
Total	37	100	

*Source: Field Data (2015)*

From the data collected, 43% of the principals who responded to the questionnaire were female and 51% were male. This indicated that the ratio of female to male principals was approximately 4:5. 5% of the respondents did not indicate their gender.

**Table 4.2: School Category 1**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
County	1	2.7	2.7
Extra County	1	2.7	5.4
Sub County	35	94.6	100
Total	37	100	

*Source: Field Data (2015)*

Majority of the schools in Kandara Sub-county were sub-county schools at 94.6% one was a county school (2.7%) and one extra county (2.7%). There Sub-County did not have a national school.

**Table 4.3: School Category 2**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Girls	2	5.4	5.4
Mixed	35	94.6	100
Total	37	100	

*Source: Field Data (2015)*

Most schools in this area were mixed schools, 94.6%. Girls' schools comprised 5.4%.

There were no respondents from boys' schools.

**Table 4.4: School Category 3**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Day Only	17	45.9	45.9
Day and Boarding	10	27	73
Boarding Only	1	2.7	75.7
Unknown	9	24.3	100
Total	37	100	

*Source: Field Data (2015)*

An appreciable percentage of respondents did not indicate the category of their school, day or boarding or both (24%). 46% of schools were day only, 27% were day and boarding. 3% were boarding only.

**Table 4.5: Staff Needs as per CBE**

<b>No. of Teachers Required</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
-	6	16.2	16.2
5	1	2.7	18.9
7	1	2.7	21.6
8	1	2.7	24.3
9	7	18.9	43.2
16	6	16.2	59.5
17	5	13.5	73
18	2	5.4	78.4
20	1	2.7	81.1
23	1	2.7	83.8
24	1	2.7	86.5
25	1	2.7	89.2
27	1	2.7	91.9
28	1	2.7	94.6
38	1	2.7	97.3
39	1	2.7	100
Total	37	100	

**Source: Field Data (2015)**

Most schools were understaffed as per the CBE requirements. 78.4% of the schools had less than 20 teachers.

**Table 4.6: BOM Teachers**

<b>No. of BOM Teachers</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0	1	2.7	2.7
1—3	16	43.2	45.9
4—6	14	37.8	83.8
7—9	3	8.1	91.9
>9	3	8.1	100
Total	37	100	

*Source: Field Data (2015)*

Almost all the schools had BOM teachers, 97.3%. Funds from parents and other sources were used for staff salaries. This consumed ESF which undermined infrastructure development and provision of other services by the schools.

**Table 4.7: BOM Support Staff**

<b>No. of Employees</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0-5	9	24.3	24.3
6--11	18	48.6	73
12--17	7	18.9	91.9
18-24	1	2.7	94.6
>24	2	5.4	100
Total	37	100	

**Source: Field Data (2015)**

48.6% of the schools supported 6 to 11 BOM employed staff which is a drain on the education support funds.

**Table 4.8: Total Number of Students**

<b>Enrolment</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0-199	7	18.9	18.9
200-399	19	51.4	70.3
400-599	9	24.3	94.6
600-799	2	5.4	100
Total	37	100	

**Source: Field Data (2015)**

A large proportion of schools 70.3% had less than 540 students or had not attained three streamed status and therefore could not benefit from economies of scale in the management of ESF. Small schools should endeavour

to raise enrolment to at least three streams to boost ESF.

**Table 4.9: Land Size**

<b>Acres</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
1—5	17	45.9	45.9
6—10	10	27	73
16-20	5	13.5	86.5
21-25	2	5.4	91.9
21-25	2	5.4	97.3
>25		2.7	100
Total	37	100	

**Source: Field Data (2015)**

From the data, 73% of the schools were on less than 10 acres of land, an indication that most schools have inadequate area for expansion and play fields. In fact 45.9% of schools were on five acres or less limiting generation of resources since land is one of the factors of production. BOM would need to include acquisition of land in the strategic plan for those schools with small parcels of land.

### 4.3 Challenges Faced by Schools in the Management of ESF

The analysis of the challenges faced by public secondary schools derived from the one sample statistics and t-test at level 3 are recorded hereunder. Considering the extent to which secondary schools experienced various challenges in the management of ESF, the appropriate summary is provided in the table below:

**Table 4.10: Results of one Sample Statistics and t-test on Donor Funds**

Descriptive Statement	N	Mean	Std. Deviation	Test Value = 3	
				t-Value	p-Value
a) Donor Demand for Specific Timing of Application of Funding	37	2.57	1.259	-2.089	0.044
b) Donor demand for Separate Audit	37	2.38	1.210	-3.125	0.004
c) Donor demand for Procurement Standards	37	2.54	1.366	-2.046	0.048
d) Donor Demand for Transparency and Accountability	37	3.03	1.624	0.101	0.920
e) Budget and Reporting Requirements by Donors	37	2.08	1.233	-4.532	0.000

*Source: Field Data (2015)*

On a Scale of 1 to 5, the variable donor demand for specific timing of application for funding had a mean of 2.57 which was low. The t-test value -2.089 corresponded to p value 0.044 which was less than 0.05 at 95% confidence interval. The results affirm the concurrence of the respondents, in other words there was no statistical significant difference among the respondents (Table 4.3.1a).

For the challenge that donors demanded separate audits of their funds and recipients to undertake risk analysis, the data resulted in a mean of 2.38. The t-test value on this variable was 3.125 which corresponded to a p value of 0.004. This value was less than 0.05 at 95% CI. It can be inferred that the respondent were in agreement that the challenge obtained was not serious in the schools (Table 4.3.1b). The mean on the donor demand for procurement standards variable was 2.54 which was low on a scale of 1 to 5. The t test gave a t value of -2.046 and a p value equal to 0.048. Since this was less than 0.05 on the 95% CI, it can be concluded that indeed the respondents concurred that the challenge encountered by schools was not serious (Table 4.3.1c).

The statement donors expected a high degree of transparency and accountability in handling funds had a mean of 3.03 which was moderate on a scale of 1 to 5. In this category, the statement had the highest variation in responses as indicated by its SD of 1.624. The 2 tailed one sample t test had a t value of 0.101 giving rise to a p value of 0.920 which was greater than 0.05 on the 95% CI. There was considerable statistical difference in the responses and hence no conclusive inference could be made on the responses on this particular challenge (Table 4.3.1d). On budget and reporting requirements by donors, the mean was low at 2.08 which indicated that the challenge was not serious. The t value -4532 with a p value 0.000 was far less than 0.05 on the 95% CI and confirmed concurrence of the respondents (Table 4.3.1e).

**Table 4.11: Results of one Sample Statistics and t-test on Improvement of ESF Management**

Descriptive Statement	N	Mean	Std. Deviation	Test Value = 3	
				T Value	P Value
a) Cost of Education to Parents	37	3.03	1.343	0.122	0.903
b) Total School Enrolment Improvement	37	2.97	1.166	-0.141	0.889
c) Retention of Students in School	37	3.30	1.077	1.680	0.102
d) School KCSE Mean Grade	37	2.92	1.090	-0.453	0.654
e) Laboratories (Science/ICT	37	3.24	1.164	1.271	0.212
f) Classrooms	37	3.03	1.301	0.126	0.900

**Source: Field Data (2015)**

The level of challenge to improve the cost of education to parents in schools had a mean of 3.03 which is moderate on a scale of 1 to 5. The one sample t-test administered on the data gave a t value of 0.122 which indicated that the responses statistical differences were significant since the p value 0.903 was greater than 0.05 on the 95% CI. It was therefore not possible to conclude that the challenge was moderate in the secondary schools (Table 4.3.2a).

The challenge to improve the total school enrolment in the schools had a mean of 2.97. The one sample t test had a p value 0.889 which was greater than 0.05 in the 95% CI. The variation in the responses did not provide conclusive evidence of the challenge being below moderate. The level of challenge to improve retention of students in public secondary schools had a mean of 3.30 which was moderate. The t value 1.680

corresponded to a p value equal to 0.102 which was greater than 0.05 in the 95% CI. Despite the mean being close to the test value 3, the result does not affirm concurrence of the respondents (Table 4.3.2b). A mean of 2.92 for the challenge to improve KCSE mean grade in public schools was below average on a scale of 1 to 5. The p value on the 2-tailed t test was 0.654 which was greater than 0.05 on the 95% CI. This result under test value 3 showed lack of concurrence in the responses obtained from public secondary schools. It could not be conclusively stated that this was a serious challenge in the schools (Table 4.3.2c).

The mean obtained on the level of challenge to improve teaching/learning materials in the schools was 2.92 which was below average on a 1 to 5 scale and hence not a serious challenge. However, p value equal to 0.619 which was greater than 0.05 failed to affirm the concurrence of the respondents on the level of this challenge in schools (Table 4.3.2d). To improve laboratories both Science and ICT, the level of challenge faced was 3.24 which was average on a scale of 1 to 5. At test value 3, the t value 1.271 had a p value 0.212 which was greater than 0.05. It was concluded that there was statistically significant difference in the responses on the above challenge. The mean value calculated from the responses could not be affirmed from the one sample t-test at level 3 (Table 4.3.2e). The mean of 3.03 obtained on the level of challenge to improve classrooms was average. However, the p value of 0.900 was greater than 0.05 at the 95% CI. This indicated a statistically significant difference in the responses on this challenge at test level 3 (Table 4.3.2f).

**Table 4.12: Results of one Sample Statistics and t-test on Degree of Effect on ESF Management**

Descriptive Statement	N	Mean	Std. Deviation	Test Value = 3	
				T Value	P Value
a) Project Funding Level	37	3.14	1.337	0.615	0.542
b) Stakeholder Project Support	37	3.19	1.175	0.980	0.334
c) Project Completion Period	37	3.51	1.017	3.071	0.004
d) Late Payment of Funds					
By Parents/MOEST	37	4.08	1.010	6.508	0.000
e) Project Cost Escalation	37	4.05	0.911	7.036	0.000

*Source: Field Data (2015)*

The effect of the project funding challenge on the management of ESF had a mean of 3.14 which was slightly above average on a scale of 1 to 5. The p value of 0.542 was greater than 0.05 in the 95% CI. There was a statistically significant difference among the respondents. It could not be affirmed that the challenge was indeed above average (Table 4.3.3a). The effect of the stakeholder project support challenge from the data had a mean of 3.19 and a standard deviation of 1.175. The 2-tailed one sample t-test revealed a p value equal to 0.334 which was greater than 0.05 in the 95% CI. The challenge in the schools was moderate but there was significant statistical difference among the respondents. (Table 4.3.3b).

On the project completion period challenge the mean was 3.51 and the p value 0.004 was less than 0.05 in the 95% CI. It was indeed concluded that this challenge affected the management of ESF in the public secondary schools. (Table 4.3.3c). Late payment of funds/late disbursement of funds by MOEST with a mean of 4.08 and p value which

was negligible on the 95% CI affirmed the value of the mean. This indicated that the challenge was prevalent in schools to a large extent. (Table 4.3.3d)

Project costs escalation had a mean of 4.05 and a negligible p value which indicated that the respondents were in agreement on this challenge. This indicated the existence of the challenge in the public secondary schools to a large extent (Table 4.3.3e).

**Table 4.13: Results of one Sample Statistics and t-test on Extent of Challenges**

Descriptive Statement	N	Mean	Std. Deviation	Test Value = 3	
				T Value	P Value
a) Debt including Fees Arrears	37	4.22	0.821	9.010	0.000
b) Use of ICT	37	3.46	1.095	7.036	0.000
c) Separation of Duties in Accounts	37	2.89	1.265	0.520	0.606
d) Sourcing of Finances	37	3.73	0.990	4.483	0.000

**Source: Field Data (2015)**

The results analyzed confirmed existence of the challenge, debt including fees arrears in schools to a large extent by posting a mean of 4.22. The t-test performed gave a negligible value of p which was less than 0.05 in the 95% CI. This indeed confirmed the responses on this challenge (Table 4.3.4a). The extent of the challenge on use of ICT in the schools had a mean rating of 3.46 on a scale of 1 to 5 and a negligible p value. The respondents were in harmony that the challenge cited was indeed existent in the schools albeit to above average extent (Table 4.3.4b).

Separation of duties in the Accounts Section had a mean of 2.89 which was below moderate. A p value of 0.606 was greater than 0.05 giving rise to significant statistical difference among the respondents. Hence it could be concluded this was not a serious challenge in the schools according to the divergent responses (Table 4.3.4c). . Public Secondary Schools experienced the challenge of sourcing finances as evidenced by the mean 3.73 and negligible p value. The respondents concurred that this was a challenge as indicated by the one sample t-test with a t value 4.483 at level 3 (Table 4.3.4d). .

#### 4.4 Strategies Employed by Public Secondary Schools in the Management of Education Support Funds.

The table below provided a summary of the one-sample statistics and one-sample t-test results analysis of the strategies applied in schools in the management of ESF.

**Table 4.14: Results of one Sample Statistics and t-test on Strategies Applied**

Descriptive Statement	N	Mean	Std. Deviation	Test Value = 3	
				T Value	P Value
a) Funds used for intended Purpose	37	4.14	1.110	6.223	0.000
b) School works within Its budget	37	3.46	0.960	2.911	0.006
c) Adherence to Procurement and Financial Regulations	37	3.97	0.799	7.409	0.000
d) Financial Reports Presentation	37	4.38	0.982	8.540	0.000
e) Project Valuable to Local Communities	37	3.76	1.321	3.485	0.001
f) Social Networks	37	2.35	1.086	-3.634	0.001
g) Project Monitoring	37	3.49	1.216	2.433	0.020
h) Social Political Risks	37	2.97	1.213	-0.136	0.893
i) Use of Local Markets for products	37	3.70	1.151	3.712	0.001
j) Setting High Standards and Targets	37	3.92	0.829	6.740	0.000

k) Benchmarking	37	3.62	1.187	3.186	0.003
l) Democratic Principles	37	3.89	0.994	5.458	0.000
m) Outsourcing skills	37	3.68	0.852	4.826	0.000
n) Mobilization of Funds	37	3.51	0.989	3.157	0.003
o) Student Bursaries	37	3.59	1.013	3.571	0.001
p) Lobbying	37	3.08	0.954	0.517	0.608

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**Source: Field Data (2015)**

A mean of 4.14 on a scale of 1 to 5 and a p value 0.000 which was far less than 0.05 were obtained. The p value was indicative of the affirmation of the responses by the t-test in the 95% CI. That is, the public secondary schools in Kandara Sub-County applied the strategy of using the funds received for the intended purpose, to a very large extent (Table 4.4.4a). With a mean of 3.46 and a p value of 0.006 which was less than 0.05, the schools worked with their budget which was confirmed by the one sample t-test. This strategy was applied in a majority of the schools to an average extent (Table 4.4.4b).

A mean of 3.97 and a p value which was negligible and hence less than 0.05 affirmed that the schools adhered to procurement and other financial regulations in the management of education support funds. The responses had a low variation, SD (0.799). The extent to which this strategy was applied was appreciable (Table 4.4.4c). To a large extent the schools presented financial reports to higher authorities for audit as indicated by the mean of 4.38 on a scale of 1 to 5. With a t value 8.540, the one sample t-test affirmed this result since the p value was far less than 0.05 on the 95% CI (Table 4.4.4d). The projects initiated by schools were valuable to the local communities

to a slightly above moderate extent as shown by a mean of 3.76. The respondents concurred that this was the case in the schools. This was supported by the p value 0.001 which is less than 0.05 on a 95% CI (Table 4.4.4e). From the data, the mean on the use of social networks in schools was 2.35. The one sample t-test had a p value of 0.001 which confirmed that the respondents were in agreement that this strategy was applied to a small extent in the schools (Table 4.4.4f).

Project monitoring strategy in the management of education support funds had a mean of 3.49 which was just above moderate. A p value of 0.020 which was less than 0.05 concurred that this was a common strategy in the schools (Table 4.4.4g). A mean of 2.97 was obtained from the data on the strategy of assessing the socio-political risk in the school environment. The p value 0.893 on the 95% CI, obtained on the one sample t-test was greater than 0.05. The mean could not be accepted because it failed to certify the set criterion (Table 4.4.4h). On a scale of 1 to 5, the mean on the use of local markets for products/services from schools strategy was 3.70. Subjecting the data to the two tailed t-test yielded a p value of 0.001 in the 95% CI. Evidently the mean was accepted because the p value was less than 0.05. The strategy mentioned above was applied to a slightly moderate extent (Table 4.4.4i).

The one sample t-test p value which was negligible and less than 0.05 proved that the mean of 3.92 obtained from the respondents affirmed that the public secondary schools set high standards and targets as strategies in the management of education support funds. Respondents were in agreement as given by the p value 0.003 which was less than 0.05 on the 95% CI (Table 4.4.4j). A mean of 3.62 supported application of the strategy of benchmarking with other organizations to above average extent (Table

4.4.4k). . Public secondary schools exhibited use of good governance incorporating democratic principles since the p value was negligible and far less than 0.05. A mean of 3.89 in the 95% indicated application of the strategy in the schools to a large extent (Table 4.4.4l). Outsourcing of skills or resources from other organizations as a strategy had a mean of 3.68. The sample t-test using test value 3 supported the observed value of the mean. The responses obtained had a small standard deviation, which indicated a low variation of the responses and above moderate application of the strategy in schools (Table 4.4.4m).

Mobilization of funds strategy had a mean of 3.51 with a mean difference equal to 0.514 showing that the mean was between 3.0 and 4.02. On further testing, the p value obtained was 0.003 which was less than 0.05 on the 95% CI. The value of the mean obtained was accepted to confirm that schools used this particular strategy (Table 4.4.4n). According to the data analyzed, the rating on use of bursaries to needy and vulnerable students as a strategy had a mean of 3.59. The one sample t-test with test value 3 with a p value 0.001 affirmed the prevalence of the strategy in schools since p was less than 0.05. The value of the mean was hence accepted (Table 4.4.4o). Respondents did not agree that lobbying with a mean of 3.08 was a prevalent strategy in the schools according to the one sample t test using t value 3. This was indicated by the p value 0.608 being greater than 0.05 on the 95% CI (Table 4.4.4p).

#### 4.5 Discussion

The challenges determined in the study from the findings fall into three categories. Some challenges had low mean, moderate and others had high mean scores. Among the serious challenges experienced by public secondary schools in Kandara Sub-County included debt/fees arrears (mean 4.22) and late payment/disbursement of funds by GOK. Other challenges included project cost escalation (mean 4.05) and sourcing of finances (mean 3.75). Inadequacy of funds and lack of integrity in the management of projects in schools were also indicated as challenges.

Karlstedt (2010) prescribed various requirements in the management of donor funds. The findings in this study do not support the donor conditions. This is because donor demand in timing for the application of funds, separate audits, procurement standards, transparency and accountability had below moderate ratings as challenges. According to the *MOEST Sessional Paper No. 14, 2012*, public schools were to effect cost reduction in education to parents. This challenge had a mean of 3.03 which was moderate. This was contrary to studies because students continued to drop out of school because of lack of fees (IPAR, 2003).

Public secondary schools in Kandara Sub-County budgeted and gave financial reports as recorded in the study by Hansraj (2007). Application of outsourcing by schools was as indicated by the (Global Status Report 2010). Benchmarking strategies were applied as recorded by (Hax & Majluf, 1996). The data analysis revealed that schools mobilized resources for their development and operations. This concurred with the requirements stated in (*MOEST, Sessional Paper No. 14, 2012*).

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From the study by Wood and Theobald (2002), schools lobbied for ESF though to a moderate extent with a mean of 3.08. Separation of duties in the accounts office had a below average challenge. This finding supports Stacey (2007) that assignment of different roles in the management of funds is a strategic decision that leads to effective use of funds. Johnson et al (2008) view the environment of a business as exerting challenges to the organization. The findings in this study show that the schools were not adept at assessing the external environment as indicated by the mean score on the challenge of social-political risks which was 2.97. This contradicted the empirical study from the literature. Stakeholders play a key role in the management of organizations. Schools were weak at establishing social networks (mean 2.35) which was at variance with the findings of (Johnson et al, 2008).

Bursaries were awarded to students to improve retention and access to quality education in secondary schools. This was in line with a study by (Lewin, 2008). The findings of the study supported Porter (1980) because the schools which were in unique locations exploited their circumstances to obtain competitive advantage. Through procurement of resources, the schools were able to utilize ESF efficiently according to (Porter, 1985).

In conclusion, a number of challenges support both the theoretical and empirical studies. Almost all the strategies employed by public secondary schools supported the empirical studies and theoretical foundation.

#### **4.6 Chapter Summary**

Majority of the schools had less than three streams, employed BOM teachers and were on less than 10 acres of land. Among the challenges obtained from the measures of

central tendency and t-test were, project completion period, late disbursement, debt, use of ICT and sourcing of finances. The strategies applied included adherence to procurement, financial regulations and budgets, projects valuable to communities, use of local markets, benchmarking, outsourcing, use of democratic principles and provision of bursaries to students. Schools application of social networks, social political risk assessment and lobbying for funds as strategies was poor.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

An examination of the research findings unearthed the various challenges faced by public secondary schools in Kandara Sub-county. The schools employed different strategies in the management of education support funds in order to be efficient and effective in achieving their overall goals. The study was worth undertaking because it formed a basis for future investigations to provide solutions to the challenges faced by public secondary schools.

#### **5.2 Summary**

There was concurrence from respondents that public secondary schools adopted a variety of strategies in the management of ESF to a different degree. The schools used ESF for the intended purpose, adhered to procurement and other financial regulations, presented financial reports to higher authorities for audit and set high standards and targets and good governance. These strategies had means of 4.14, 3.97, 4.38, 3.92 and 3.89 respectively. A number of strategies which were employed in the public secondary schools to a moderate extent included working within budget, undertaking projects valuable to local communities, monitoring projects, use of local markets for products/services from schools, benchmarking, outsourcing skills, mobilization of funds, including bursaries to students and lobbying. The schools were poor at establishing social networks and assessing the local social political risks the former having a mean of 2.35 and the latter 2.97.

From the open ended responses, schools used procedure related strategies in the management of ESF. These included strategic planning, team work, internal controls and departmental requisitions. Funds generation strategies included dairy and crop farming, endowment funds for needy students and planting trees for aesthetics and firewood. Strategies to promote good relationship with stakeholders included influencing local leaders and participation in local community activities.

The research study established that there were serious challenges in public secondary schools in Kandara Sub-county which impinged on the management of education support funds. Amongst the serious challenges in the management of ESF were debts including fees arrears, late payment of funds by parents, late disbursement of funds by MOEST and projects cost escalation, having the means 4.22, 4.08 and 4.05 respectively on a scale of 1 to 5.

Sourcing of finances and use of ICT were moderate challenges with means 3.73 and 3.46 respectively. Public secondary schools indicated that aspects of donor funding did not pose serious challenges. There were moderate challenges to improve the cost of education to parents, enrolment, retention of students, and infrastructure. However, there were statistically significant differences from the respondents on these challenges. After content analysis was performed on the open ended responses, the schools were found to have ESF experienced related challenges, such as inadequacy, inflation and fuel costs. Staff related challenges included shortage, capacity development and demands for remuneration. Other stakeholders brought in interference, local politics, bureaucracy in release of funds, corruption, bias in project selection and assumption that education was totally free.

### **5.3 Conclusion**

Public secondary schools in Kandara Sub-County adopted a variety of strategies in the management of ESF. There was strong indication that schools adhered to public procurement and other government financial regulations, monitored projects, benchmarked and practised good governance among others. However, the schools were poor at establishing social networks which would have raised funds to augment ESF realized through other sources. Networks would also assist schools in addressing some of the challenges they faced. Despite the majority of the schools being sub-county, assessment of the socio-political risks in the environment was not prevalent. Lobbying for resources was just moderate but needed to be stepped up in the face of shrinking donor budgets in order to raise institutional incomes.

Existence of challenges in public secondary schools is real. Some challenges to the management of ESF can be termed serious, moderate and others not serious. However, the challenges need to be addressed to improve efficiency and effectiveness in the management of ESF and overall institutional management. Procurement of goods and services, late payment of fees, late disbursement of grants from MOEST and school debts can have crippling effects in the management of ESF and other school programmes. Improvement of ICT infrastructure in schools is essential, in order to provide opportunities to students in the present technological era. Though moderate, challenges to improve cost of education to parents, enrolment, retention of students, school mean grade and infrastructure were recorded. These challenges are of concern to MOEST and need to be addressed. From the results, the study not only establishes the strategies adopted in public secondary schools and the various challenges experienced but also seals the research study gap.

#### **5.4 Recommendations and Implications of the Study**

Public secondary schools in Kandara Sub-county were confronted by various challenges in the management of education support funds. In this research study, challenges of managing ESF at different levels in the institutions were identified. The schools must of necessity endeavour to overcome the challenges in order to be successful organizations. To be efficient and effective in the management of ESF, schools will need capacity development interventions to build skills in prudent use of resources and lobbying for resources through establishing social networks. Schools should reach out to local communities, NGOs, CBOs and FBOs among other stakeholders.

Completion and costs of projects are affected by huge fees arrears from parents and delay by MOEST in the disbursement of grants. Parents are required to pay fees on time while the GOK should consider enhancing funding of secondary schools and timely release of grants for infrastructure and programmes to improve the quality of education. Public secondary schools must combat unethical practice, devise debt collection strategies and generate income internally to cushion the institutions from the effects of inadequate ESF

#### **5.5 Limitations of the Study**

The questionnaire used in the study was not totally reliable and had shortcomings in content validity. It was practically impossible to eliminate respondents' bias since understanding of questions was unlikely to be uniform. Since some questions touched on performance of principals, self-assessment on procurement and budgeting would most likely be skewed in favour of the respondents' institutions.

Initially, the researcher and the assistants were scheduled to take about 6 days to distribute and collect the questionnaire. However, it took approximately 3 weeks to distribute and collect the questionnaire because some respondents took too long to respond while others claimed they were busy preparing students for examinations. The distance covered was long because every school in the Sub-county had to be visited and several schools were difficult to reach, others had inconveniently erected sign posts. A response rate of 71% was achieved although the study was a census survey. No response was received from some county and boys' schools. Due to the large area covered, it was not possible to explain any concern raised on the questionnaire by the respondents. In carrying out the one sample t-test, some assumptions were made on the population including absence of significant extreme observations and that the measures were from a normal distribution.

## **5.6 Areas for Further Research**

This descriptive cross-sectional survey undertaken in Kandara Sub-county might be replicated in other regions to identify the challenges faced by public secondary schools and the strategies employed in the management of ESF. Interested researchers may wish to investigate limited social networks in other schools, as established in this study and its effect on ESF. Further investigation on why reduction of the cost of education and improvement of KCSE grades has been elusive in schools may need to be carried out. It would be imperative to research on strategies which could be adopted in schools to reduce debts with a view to improving the services offered. A research study using different respondents would eliminate bias in some areas and hence give a more accurate situation on the management of ESF in public secondary schools.

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## APPENDICES

### APPENDIX I: LETTER OF RESEARCH AUTHORIZATION

REF: UON/CHSS/SOB/6/460



## UNIVERSITY OF NAIROBI SCHOOL OF BUSINESS

Telephone: 20-02059163/4 Ext; 310/306  
: 4184160/5  
Telegrams: "Varsity" Nairobi  
Telex: 22095 Varsity

P.O. Box 30197  
Nairobi, KENYA

05 September 2014

#### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**NGUGI E. GATHANGA – REGISTRATION NO: D61/70327/2009**

This is to confirm that the above named is a bona fide Master of Business Administration Student at the School of Business, University of Nairobi.

He would like to carry out a research on "*Topic: Strategies for Management of Education support Funds in Public Secondary Schools on Kandara Sub-County.*"

Any assistance accorded to the above student will be highly appreciated.

A handwritten signature in black ink, appearing to read 'B. Mwangi'.

Deans Office  
School of Business  
P.O. Box 30197 Nairobi  
Kenya

**B.MWANGI**  
ASSISTANT REGISTRAR, SOB

BM/ec

**APPENDIX II: LETTER TO THE PRINCIPALS OF PUBLIC  
SECONDARY SCHOOLS IN KANDARA SUB-COUNTY**

P.O. Box 62592-00200

NAIROBI

The Principal\_\_\_\_\_ Secondary School

Dear Sir/Madam

**RE: POST GRADUATE RESEARCH PROJECT**

I am a Master of Business Administration (MBA) Student at the School of Business, University of Nairobi.

The research project I am undertaking is on Strategies for Management of Education Support Funds (ESF) by Public Secondary Schools in Kandara Sub-County, Muranga County. Included in the list of ESF, are grants for Free Day Secondary Education (FDSE), ESP-ICT, Bursaries, CDF, Harambee, donations from County Governments, NGO's , Community Based Organizations (CBO's), Faith Based Organizations, UN bodies and Multinationals among others.

This is to humbly request you to respond to the attached questionnaire on the research.

I wish to assure you that all the information provided will be treated with utmost confidentiality and for academic purpose only. The findings in this study may be shared on request.

Many thanks.

Sincerely,

Ngugi E. Gathanga

MBA STUDENT

## APPENDIX III: QUESTIONNAIRE

Please respond to the questions herein by ticking (✓) or as per the instructions given.

### SECTION A: BACKGROUND INFORMATION

1. Gender of respondent      Female                   Male
  
2. Name of the School \_\_\_\_\_
  
3. School Category.
  - i)      County       Extra - County       National
  - ii)     Boys       Girls       Mixed
  - iii)    Day only       Day and Boarding       Boarding only
  
4. Staffing needs as per Curriculum Based Establishment (CBE) \_\_\_\_\_  
  
    Number of school Board employed teachers  
0     1 - 3     4 - 6     7 - 9     Greater than 9
  
5. Number of school Board support staff  
0 - 5     6 - 11     12 - 17     18 - 24     Greater than 24
  
6. Total number of students  
0 - 199     200 - 399     400 - 599   
600 - 799     Above 799
  
7. School land size in acres  
1 - 5     6 - 10     11 - 15     16 - 20   
21 - 25     Greater than 25

**SECTION B: CHALLENGES IN MANAGEMENT OF EDUCATION**

**SUPPORT FUNDS (ESF)**

1. Please indicate the extent to which your school faces the following challenges in managing Education Support Funds: 1-Not at all; 2-To a less extent; 3-Moderate extent; 4-Large extent; 5-Very large extent.

<b>Descriptive Statements</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	Donor demand specific timing of application for funding.					
ii)	Donors demand separate audits of their funds and recipients to undertake risk analysis which is impossible in my school.					
iii)	The standards of procurement by donors are usually more stringent than what is expected in the public domain.					
iv)	Donors expect a high degree of transparency and accountability in handling funds and expect refunds for any ineligible costs detected during their independent audits.					
v)	My school is constrained in adhering to the budget and reporting requirements because					

of lack of capacity in areas of concern to the donors.

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2. What is the level of challenges in the management of education support funds received in the school to improve the following? Where;

1- Non-existent; 2-Low; 3-Average; 4- High; 5- Very high.

<b>Descriptive Statements</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	Cost of education to parents.					
ii)	Total school enrolment.					
iii)	Retention of students in school once enrolled.					
iv)	School KCSE Mean Grade					
v)	Teaching/Learning materials					
vi)	Laboratories (Science/ ICT)					
vii)	Classrooms					

3. Rate the effect of the following challenges in the management of education support funds: Where; 1-No effect; 2-Slight effect; 3-Moderate; 4-High effect; 5-Very high effect.

<b>Descriptive Statements</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	Project funding level					
ii)	Stakeholder project support					

iii)	Project completion period				
iv)	Late payment of funds by parents / Late disbursement of funds by the Ministry of Education, Science & Technology				
vi)	Project costs escalation				

4. To what extent has the school experienced the following challenges: Where; 1- No effect; 2- Slight effect; 3-Moderate effect; 4- High effect; 5 – Very high effect.

<b>Descriptive Statements</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	Debt including fees arrears					
ii)	Use of Information and Communication Technology (ICT)					
iii)	Separation of duties in the Accounts Section (e.g. banking, bookkeeping, making payments)					
iv)	Sourcing Finances					

5. What other challenges does the school face in the use of education support funds?

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**SECTION C: STRATEGIES FOR MANAGEMENT OF EDUCATION SUPPORT FUNDS (ESF)**

6. Indicate the rating of the application of the following strategies in the management of education support funds, on a scale of 1-5 where: 1-Never; 2-Rarely; 3-Regularly; 4-Very often; 5-Always

<b>Descriptive Statements</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	Education support funds are used for the intended purpose					
ii)	The school works within its budget					
iii)	Procurement and other financial regulations are adhered to					
iv)	Financial reports are presented to higher authorities for audit					
v)	Projects in the school are valuable to local communities					
vi)	The school has established social networks e.g. old students association					
vii)	Monitoring of projects					
viii)	Assessment of the local socio-political risk					
ix)	Setting high standards and targets					
x)	Use of local markets for products/services from the school					

xi)	Benchmarking with other organizations on best practices				
xii)	Good governance incorporating democratic principles				
xiii)	Outsourcing of skills or resources from other organizations				
xiv)	Mobilization of funds				
xv)	Bursaries to needy and vulnerable students				
xvi)	Lobbying				

7. Please list other strategies adopted in the school in the management of education support funds.

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*Thank you for taking time to respond to this questionnaire.*

**APPENDIX IV: LIST OF PUBLIC SECONDARY SCHOOLS IN  
KANDARA SUB-COUNTY**

<b>S/NO</b>	<b>SCHOOL</b>
1.	GACHARAGE SECONDARY SCHOOL
2.	GAICHANJIRU HIGH SCHOOL
3.	GAICHANJIRU MIXED SECONDARY SCHOOL
4.	GAKUI SECONDARY SCHOOL
5.	GATHAGE SECONDARY SCHOOL
6.	GATITU SECONDARY SCHOOL
7.	GICHAGIINI SECONDARY SCHOOL
8.	GITHIGIA SECONDARY SCHOOL
9.	GITHUMU HIGH SCHOOL
10.	GITHUMU MIXED SECONDARY SCHOOL
11.	GITHUNGURI GIRLS HIGH SCHOOL
12.	GITHUNGURI MIXED SECONDARY SCHOOL
13.	GITURU SECONDARY SCHOOL
14.	KABATI SECONDARY SCHOOL
15.	KAGIRA SECONDARY SCHOOL
16.	KAGUTHI SECONDARY SCHOOL
17.	KANGUI SECONDARY SCHOOL
18.	KARIGUINI SECONDARY SCHOOL
19.	KARITI SECONDARY SCHOOL
20.	KARIUA SECONDARY SCHOOL
21.	KARUGIA SECONDARY SCHOOL

22.	KENYOHO SECONDARY SCHOOL
23.	KIANGARI SECONDARY SCHOOL
24.	KIAWAMBUTU SECONDARY SCHOOL
25.	KIBAGE SECONDARY SCHOOL
26.	KIGUOYA SECONDARY SCHOOL
27.	KIHURUINI SECONDARY SCHOOL
28.	KIRIGITHU SECONDARY SCHOOL
29.	KIRIRWA SECONDARY SCHOOL
30.	KIRUNGURU SECONDARY SCHOOL
31.	MAHUTIA SECONDARY SCHOOL
32.	MANJUU SECONDARY SCHOOL
33.	MUGECHA SECONDARY SCHOOL
34.	MUKERENJU SECONDARY SCHOOL
35.	MUKURIA SECONDARY SCHOOL
36.	MUNG'ARIA SECONDARY SCHOOL
37.	MURUKA SECONDARY SCHOOL
38.	MUTHERU SECONDARY SCHOOL
39.	MUTITU SECONDARY SCHOOL
40.	NAARO HIGH SCHOOL
41.	NAARO MIXED DAY SCHOOL
42.	NG'ARARIA GIRLS HIGH SCHOOL
43.	NG'ARARIA MIXED SECONDARY SCHOOL
44.	NGURWEINI SECONDARY SCHOOL
45.	NGUTHURU SECONDARY SCHOOL

46.	RUCHU GIRLS SECONDARY SCHOOL
47.	ST CHARLES LWANGA SCHOOL
48.	ST PETERS KANDARA SECONDARY SCHOOL
49.	WANGAI SECONDARY SCHOOL
50.	KANDARA MIXED SECONDARY SCHOOL
51.	KIIRI SECONDARY SCHOOL
52.	KIRANGA SECONDARY SCHOOL

*Source: Kandara Sub-County Education Office, 2012.*