

**INDIVIDUAL FACTORS INFLUENCING EFFECTIVENESS OF
FINANCIAL MANAGEMENT BY BOARDS OF MANAGEMENT AT
PUBLIC SECONDARY SCHOOLS IN WESTLANDS SUB-COUNTY,
NAIROBI COUNTY, KENYA**

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**A research project submitted in partial fulfilment of the requirement for the
award of Master in 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 work to my mother Jerioth Mukami and my father Godfrey Thenya for beginning my journey in education and for their sacrifices.

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I acknowledge my two supervisors professor Winston Akala and Dr. Daizy Matula for their invaluable support in the course of this Master's degree. The contribution by my supervisors enabled me to make several adjustments on my project which rendered my work better after every correction. I am humbled by the wealth of intellectuality they infused into this project. I thank my wife Jennifer Wamuyu for her moral support. I thank God for the gift of our two sons Flavian and Fraser. The boys inspired me to complete this degree for the sake of their future.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization for Economic Cooperation and Development
SASA	South African School Act
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission

ABSTRACT

Education is a basic right for all students and BOMs promote education of all learners in secondary schools including those with special needs. BOMs play a critical role towards facilitation of this process. The purpose of the study was to investigate individual factors influencing effectiveness of financial management by boards of management at public secondary schools in Westlands sub-county, Nairobi county, Kenya. The objectives of the study were to establish the influence of board of management members' administrative experience on their effectiveness in financial management in public secondary schools in Westlands sub-county, to examine the influence of the level of training of BOM members on their effectiveness in financial management in public secondary schools in Westlands sub-county, to establish the influence of BOM members' gender on their effectiveness in financial management in public secondary schools in Westlands sub-county, to determine the extent to which board of management members' professional status influences their financial management in public secondary schools in Westlands sub-county, Kenya. The target population was 36 principals and 540 BOMs. A sample of 36 principals and 108 BOMs was used through simple random sampling. Questionnaires were used in collecting data from the principals whereas the interview guide was used for the BOMs. The study found out that most of the BOM members were not effectively involved in financial management. Nonetheless, it was believed that their effective involvement in the provision of physical facilities and material resources in the schools has improved learning conditions in the schools. The study found that many BOM members lack the financial proficiency necessary in formulation and interpretation of financial policy. On whether the boards composition should be gender balanced, this study found that gender balance is essential in the board room but may not have any relevance on financial management in secondary schools in Westlands County. The study concluded that the boards of managements played a critical role in financial management and their capacity to competently deliberate and make decisions on financial matters in secondary schools within Westlands County should be prioritized by the Nairobi County directorate and the ministry of education at large. The Nairobi County Directorate of Education should empower boards of managements by strengthening appointment criteria of board members and also improve the capacity of board members in secondary schools through training in financial management within Westlands County.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Management is an important component of running a successful organization. It should be made up of the right knowledge, skills and the quality of governance policies (Maitland, 2009). Schools should be well managed in order to deliver quality education for students in accordance to legal and social expectations. According to Van (2001), boards of management are tasked with policy formulation and implementation in schools and members must be highly qualified and experienced to serve in such roles. If a school is not performing as it should, parents have a leeway to petition for dissolution of the committee so that it can pave way for a new board (Robbins & Coulter 2007). Boards of management chairmen and school managers appointed by the government in United States and United Kingdom are highly regarded individuals in the society.

The Board of Management (BOM) should allocate the school's resources most effectively and efficiently to satisfy all the stakeholders. The resources of the school are people, knowledge and power, space and buildings, materials and money which may be scarce but must be allocated most effectively and efficiently to satisfy all the stakeholders (Bear, Caldwell & Millikan, 2001).

Johnson and Scholes (2002) cite three functions of the board of directors, namely the control, service and resource dependence roles. From an agency theory perspective, board represents the primary internal mechanism for controlling managers opportunistic behaviour which helps to align shareholders' and managers' interest (Jensen, 2003). It is well documented that the size and composition of the board influence the effectiveness of monitoring school activities. However, there are conflicting views as to how board composition (the size of the board and percentage of insiders on the board) is related to the degree of agency problems (Bryd & Hickman 2002; Borokovich 2006; Hermalin & Weisbach 2001 & Yermack 2006).

The Board of Management is the central policy-making organ of all education institutions in the United States. In Britain, however, the Board of Management is found from the 8th grade up to the 12th grade whose sole task is to effectively assist the principal in managing the institution (Maitland, 2009). The Board of Management selection in Germany undergoes a certain criteria that include at least a college degree for one to be eligible to be elected as a member (Robbins, & Coulter 2007). They suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives.

The South African School Act (SASA) of 1996 created School Governing Bodies (SGBs) that include the principal, elected representatives of parents, teachers, non-teaching staff and students. Section 21 of SASA mandates the School Governing Bodies (SGBs) to be in charge of maintaining schools property, purchase of textbooks, educational materials or equipment and pay for services rendered to the school. Nombasa (2004) revealed that most SGBs in SA lacked skills in drafting of budgets, writing financial and policy statements, control of finance and petty cash, initiative and innovation as well as accountability. The main reason was illiteracy and lack of training. There have been a number of studies done on Boards of Governors, currently Board of Management for instance a study by Olembo (2001) recommended that BOM members should have at least form four level of education and also be trained on educational management.

Madikela (2006) argues that school governing bodies in South Africa had problems in drafting of budget, writing financial statement, financial policy and control of finance. Mestry (2004) found that training is a good remedy to effectiveness in financial management among BOM members. Magiri (2005) noted that newly elected BoM members' competency is affected by inadequate induction on their responsibilities, low education, inadequate exposure and inexperience. Financial management is the process of planning and utilization of school funds in an efficient and effective manner and in accordance with

regulation and procedures. Prudent financial management is usually a pre – condition of a good school, since the way schools funds are managed largely determine the overall school performance (Wango, 2009).

According to Odhiambo (2001) in pursuit of quality teaching and learning, schools must see themselves as open systems deriving their energies from a network of relationships including those of host communities. Communities can be a school’s greatest friend and friendly critic or its greatest adversary. In Malawi and South Africa, the Boards of Management is selected from prominent members of the society who have excelled in their areas and are considered as role models in their line of specialization (Okumbe, 2001). In Zimbabwe, the government has laid down rules and regulations regarding recruitment and duties of Boards of Management in secondary schools. One of the rules is that one has to have a minimum of a secondary school certificate.

According to Griffin (1994), management is a process of planning, leading and controlling an organizational’ human, financial, physical and information resources to achieve the organizational goals in an efficient and effective manner. Emanuel (2009) notes that management in relation to educational setting is a field of study that is concerned with the operations of educational organizations for the purpose of achieving the expected goals of education. The education managers’ 3

main task is to set educational objectives, formulate plans, set financial revenues, identify tasks and evaluate the working personnel (Emanuel, 2009).

The BOM roles on management include financial management, staff and student management, provision of physical and material resources, management of curriculum and instructional programmes and management of school community relationship (Okumbe, 2008). As countries seek to adapt their education systems to the needs of contemporary society, expectations for schools and school managers are changing. Many countries have moved towards decentralization, making schools more autonomous in decision making and holding them accountable for their actions [Organization for Economic Cooperation and Development (OECD), 2008]. The success of a school may be determined by the skills and experience of the board members. The Government of Kenya enacted the Public and Disposal Act no. 3 of 2003 which governs all aspects of procurement and disposal of unserviceable goods in the public sector which includes public secondary schools. This was to enhance accountability and transparency in expenditure management. Public schools were therefore required to establish tender committees (Republic of Kenya, 2003). Langat (2008) noted that, school principals are regarded as financial controllers and accounting officers at school level while Board of Management members are the policy makers. Both however mainly lack professional qualifications to enable them execute their duties effectively (Asiago, 2010). While school bursars are required

to maintain records of both revenue and expenditure and advise the principal, most of them lack technical capacity to offer guidance. The BOM members also lack necessary technical skills to understand and interpret financial reports in making decisions (Mobegi, Ondigi & Simatwa, 2012).

A study by Osure (2006) to determine head teachers' attitude towards the roles of Parents Teachers Association and Board of Management in school management found that parents and boards of management did not participate adequately in school decision-making. The study recommended that research be undertaken to establish the extent of involvement of both Parents Teachers Association and Board of Management in school management.

In Kenya, the Ministry of Education Science and Technology (MOEST) has stipulated clearly the requirements for a suitable person to be recruited to serve as a member of the BOM on any public secondary school. According to the MOEST (2004), the members to be appointed to the BOM should meet the following requirements; have a minimum of secondary education certificate, be a person of integrity and committed to serve the community on voluntary basis, the chairperson be at least a university graduate or one with a profession, of high integrity and preferably that, the chairperson or any other member should not have any business interest with the school in which one is serving as a board member.

1.2 Statement of the problem

Management skills among other tasks by the BOM can lead to high performance in financial management. According to City Education (2009) workshops, seminars, in-service courses meant to improve management in our schools have been used nationally. This has been done with an aim of improving the academic performance. The Directorate of Quality Assurance and Standards has also issued several handbooks and guides on financial management and regularly undertakes advisory audit inspections. Most studies on BOMs have been on institutional management in general, for instance the study by Ngigi (2007) on BOM effectiveness in management did not analyze the competencies in financial management neither did the study by Chabari (2007) on challenges facing BOM deal with factors influencing BOMs effectiveness in financial management especially in Westlands sub county.

Although KEMI was established to training heads of educational institutions in Kenya, BoM members have not benefitted from the facility due to lack of resources and a clear policy on their training. However, some secondary schools have initiated training programmes to improve the capacity of all BOM members. This propelled the need to carry out the study on factors influencing effectiveness of Board of Management in human resource of public secondary schools in Westlands sub-county. This type of study has not been done in this sub-county and the complaints raised in other areas do affect it.

1.3 The purpose of the study

The purpose of the study was to investigate factors influencing board of management members' effectiveness in financial management at public secondary schools in Westlands sub-county, Kenya

1.4 Objectives of the study

1. To establish the influence of board of management members' administrative experience on his or her effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya.
2. To establish whether or not the level of training of a BOM member affects his or her effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya.
3. To establish whether or not gender inclusivity in BOMS' compositions has any significance in financial management in public secondary schools in Westlands sub-county, Kenya.
4. To determine the extent to which a board of management members' professional status influences his or her effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya.

1.5 Research questions

1. What is the influence of a BOM member's administrative experience on his or her effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya?
2. How does training affect the effectiveness of a BOM member in financial management in public secondary schools in Westlands sub-county, Kenya?
3. How does the gender of a BOM member influence his or her effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya?
4. To what extent does the board of management member's professional status influence his or her capacity in financial management in public secondary schools in Westlands sub-county, Kenya.

1.6 Significance of the study

The research study will be of great assistance to education stakeholders like teachers, politicians and leaders and Ministry of Education who will use it to improve the quality and standards of the schools through the Board of management effectiveness in financial management. It may also help the ministry in organizing programmes through which to equip board of management with sufficient knowledge and skills that will improve their effectiveness in financial management. The researcher was optimistic that the findings of the current study would be beneficial to the secondary schools in establishing training needs for the

BOM and also set up minimum academic, management experience and professional qualifications for one to be appointed as a BOM member.

1.7 Limitations of the study

The respondents provided relevant information as designed by the research instruments. The researcher assured the respondents of their confidentiality of their identity during the interviews. The questionnaire items were carefully designed so as not to seem to be prodding on the respondents' conscience.

1.8 Delimitation of the study

The scope of the study was confined to public secondary schools BOM members and head teachers in Westlands sub-county, Nairobi County. Although BOM had several roles, the study was restricted to the effectiveness of BOM in financial management.

1.9 Assumptions of the study

The study was guided by the following basic assumptions:

- a. That the BOM members' effectiveness in financial management cut across all public secondary schools in the sub-county.
- b. All the public schools had functional BOMs and that they met regularly and were involved in financial management.

1.10 Definition of significant terms

The following were the significant terms of the study:

Administrative experience referred to the total number of years the BOM member previously handled finance management duties in a secondary school.

Board of Management referred to the legal body entrusted with the responsibility of managing public secondary schools by the Ministry of Education through the Basic Education Act, 2013.

Effectiveness in financial management referred to the act of performing financial management tasks correctly with little wasted efforts to achieve worthwhile goals that support schools vision and mission.

Gender referred to fairness of treatment on the basis of sex, either equal treatment equivalent in terms of rights, benefits, obligations and opportunities in boards' members' financial management.

Professional status referred to an attribute given to the board members ability to handle finance management in public secondary schools. This involved the specializations and experiences in financial management.

Level of training referred to BOM training on financial management practices through attendance of seminars and workshops. This was done by checking the content in seminars and attendance of seminars by BOMs.

1.11 Organization of the study

The study was organized into five chapters. Chapter comprises of the introduction which will consist of the : background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumption of the study, definition of significant terms and the organization of the study. Chapter will have the review of related literature under the following subheadings: concept of effectiveness in financial management, board of management administrative experience and financial management, Board of management's level of training in seminars and financial management, influence of board of managements' gender on financial management, summary of literature review, theoretical framework and conceptual framework. Chapter three has the research methodology organized under the research design, target population, instrument reliability and data analysis procedures will be examined. Chapter four will consist of data analysis and discussions of findings while chapter five will provide summary conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section comprises of the literature review organized under the following sub headings; concept of effectiveness in financial management, board of management administrative experience and financial management, Board of managements quality of training in seminars and financial management, influence of board of managements' gender on financial management, summary of literature review and theoretical framework. The section ends with a conceptual framework of the study.

2.2 Concept of Effectiveness in Financial management

Effectiveness in financial management will enable the school management supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports. This consequently leads to improved performance. Poor financial management leads financial to embezzlement, fraud, poor learner's welfare, poor school performance and under enrolment unrests and stagnated growth and high levels of indiscipline (Kimando, 2011).

In America, the system of management is called Local Management of Schools, Self-Managing Schools, Self-determining schools, locally autonomous schools, devolution, decentralization and restructured schools. There are four models of

school based management (Cro & Parshiadis, 2008). These are Collegial, Participatory, democratic management which involves all the staff of the school in making decisions, whether through committee's or full staff process, principals directed site based management, which involves some consultations with staff and parents but is ultimately controlled and directed by the principal and other administrators and a parent committee operating as a board of management (Nyongesa, 2007)..

The Education Act Cap. 211 (1980), documents the establishment of school committees and boards of governors for all maintained, assisted and unaided primary and secondary schools, all colleges, institutes of technology, polytechnics and other educational institutions in the country. Responsibilities of School Management Committee as per the Education Act, Cap. 211 (1980: 31-32) include; Management of schools in accordance with the Education Act and the Teachers Service Commission Act. Maintenance of a high moral tone in the school maintenance of the religious traditions of the school.

The National Committee on Educational Objectives and Policies otherwise known as Gachathi Report (1976) on the other hand, while addressing the subject of “management of education and training” endorsed that primary schools be run by School Management Committees, and recommended a higher degree of delegation in order to enhance effective management of schools. The Presidential

Working Party on Education and Manpower Training for the next Decade and Beyond (Kamunge report) viewed the establishment of the board of governors by the government as a noble intention to decentralize the day to day management of educational institutions to the boards and the heads (Republic of Kenya, 1988). The report further acknowledged that the role played by the School boards in the management of educational institutions was crucial and therefore, these boards should be appointed on time and members carefully selected to ensure the boards have committed members with complementary talents to enhance management and maintenance of high standards of education.

2.3 Board of Management administrative experience and financial management

Administrative experience refers to the total number of years the BOM member has handled finance management duties in a secondary school. Glassman and Sullivan (2008) point out that Board of Management members do not always poses the required management experience. Robbins (2007) pointed out that lack of financial management administrative experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa. The researcher recommended that the best way of improving Board of Management members in their financial management role is to strictly consider their administrative experience and education levels during selection and also provide regular

workshops and seminars to sensitize them on education policies and equip them with financial management skills. Training of Board of Management whether in government, business or education, equips them with relevant administrative experience necessary for financial management (Iravo, 2002). Normally people are promoted to positions of financial management and as such this poses new challenges that one was not accustomed to at the lower level. Again even at the financial management levels, managers need training and retraining due to organizational transformation, growth, technological advancement, task complexity and dynamism of human relations (Okumbe, 2001). Republic of Kenya, Koech report of 1999 attributes weak performance by Board of Management to lack of administrative experience.

The Ministry of Education (2003) agrees with the argument that Board of Management members are weak and can hardly manage their mandates. In a sector review report, the Ministry said, the School Management Committee which includes Board of Management has inadequate managerial skills leading to poor implementation of decisions. It continues that the situation is further exacerbated by insufficient legal authority to enable them carry their mandate effectively. These studies have shown that the Board of Management administrative experience influences financial management in secondary school. This study will therefore seek to investigate the factors influencing Board of Management competence in financial management.

Kimando (2011), found out that the headteachers rated the BOMs highly in regard to their effectiveness in budgeting and monitoring of school expenditure in secondary schools. Van Wyk (2001), did a study in South Africa to investigate on why effectiveness of boards differed from school to school, and district to district.

2.4 Board of managements' level of training or induction and financial management

Level of training refers to BOM induction to financial management practices through attendance of seminars and workshops. This was done by checking the content in seminars and attendance of seminars by BOMs. Barnett (2000) argues that for BOM members to be competent in the financial management, they need constant exposure to training, seminars and workshops in order to improve their competence behaviour rather than depending on experience alone. Financial Management skills among other tasks by the Board of Management can lead to high performance. Workshops, seminars, in-service courses meant to improve management in schools have been used nationally. This has been done with an aim of improving the academic performance (Okafor, 2006). Kapkiyai (2007) indicated that the Board of Management can facilitate financial management by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshops, and seminars for Board of Management, providing incentives to teachers to raise their morale and

encouraging them to implement the curriculum and encouraging teamwork among the teachers so that they can discuss their teaching techniques and methods of evaluation.

There is a need for systematic short in-service courses which should be conducted on a continuous basis, more so in the wake of any revision of national development objective and priorities in financial management in secondary schools (Iravo, 2002). Like in-service programme, workshops and seminars help to prepare all those involved in the implementation process by equipping them with the financial management and familiarizing on how management has been initiated and how it can be implemented. To meet the demands of work activities, people need certain skills. For Board of Management, skills are critical because the success of organizations depend on the quality of its leadership. Unskilled leaders are unlikely to provide efficient and effective leadership. Research by Katz and Kahn (1978) concluded that managers need three essential skills to do their activities. According to him board members need conceptual skills, middle managers need human skills and lower level managers need technical skills. The managers need to possess technical, human and conceptual skills if they have to carry out their duties effectively.

The BoG and PTA expect the head teacher to budget and control funds with great care by constantly checking on his/her accounts staff. The head teacher and BoG

will be required to work closely together to ensure that learners are educated through optimum use of resources. Kochar (1978), has stated that a sound investment requires that the little funds available be well expended. The preparation of the budget and its execution determines how well the funds an institution raises are spent. Through the budgeting process, the desired education program is translated into fiscal terms. Paisley (1992), argues that the budget provides for individual group or departmental performance and thereby may be a positive motivator towards better professional performance. He continues to say that a budget is a measure of staff performance and above all a measure of senior management performance. The budget helps to bring into focus the critical actions which have to be taken and provides a comprehensive view on the entire organization and its state of development. Okumbe (1998), argued that the school budgetary procedure consists of three main parts:- the educational plan, or programme, the spending plan, or expenditure or costs and the financial plan, or income or revenue.

The audit report should thereafter be discussed in BoM meetings with support of MoE auditors. The BoM shall furnish the Cabinet Secretary with a certified copy of audited accounts (Basic Education Act, 2013). Ngigi (2007), in a study on effectiveness of BoGs in Kericho district argues that where there is prudent financial management, there will be better physical facilities and teaching and

learning materials. Board of Governors incompetency may lead to fraud, poor performance and stagnated growth. Musee (2011), in a study on challenges facing BoGs in Kitui found out that BoG members were greatly involved in approving budgets and setting financial priorities but were not active in soliciting for grants, donations and bursaries. This view is shared by Ikiugu (2006), in a study on investigation into BoG competence in financial management in Meru Central. Auditing deals with investigation of the financial records of an educational organization in order to ascertain the objectivity and accuracy of the financial statements Okumbe (1999). Auditing of school accounts is the final stage in the process of managing school funds. At the end of each financial year the headteacher must prepare and present to the school governing body (school management committee) an audited financial report. This is one major responsibility of the school governors and school heads (MoEST Good School Governance, 2000).

The education commission report (Republic of Kenya 1988) and TIQET Koech Report (Republic of Kenya, 1999) noted a backlog in the auditing of education institutions as a major factor contributing to inadequate control. Other factors were Mismanagement and misappropriation of funds in educational institutions. In paragraph 623 of the needs analysis of the ministry administrative and professional support service to education institutions in Kenya since 1976-2002 reveal that the mismanagement of school resources partly arises out of the

weaknesses inherent in the audit service of the ministry. The nationalization team confirmed that the audit unit in the ministry has been marginalized both in activity and location. As a result a parallel unit has been created within the finance administrative teacher education section at the headquarters. It is this section which receives all audit reports and accounts from schools. The team also established that the unit was manned by education officers and not professional auditors. Other than lacking in professionalism, there is a weakness in this arrangement since linkage with the field audit services of the ministry is non-existent. As a result of the above, schools are not effectively audited with some taking as long as five years before audit. Even when they are finally audited the results are not used to improve the management of the schools due to the circuitous routes the audit report takes. The team was informed that the district education officers forwarded the audit reports to the headquarters even without involving the provincial directors of education office. In some cases where some of the district education officers colluded with school manager to doctor audit reports the ministry had no way of verifying the report. The audit unit of the Ministry of Education Science and Technology has inadequate basic working tools such as: transport and fuel, proper stationery and equipment for example calculators, Type rewriter and photocopies. Absence of a comprehensive scheme of service for auditors and finance managers in educational institutions may also have contributed to low morale amongst some auditors of educational institutions.

2.5 Board of Management professional status and financial management

Effective leadership by head teachers, BOMs and staff leads to high students' achievement. It harnesses the energies and commitment of staff, students, and parents and gives a clear direction for the benefit and development of the school. Sessional paper no.1 of 2005, noted that most BOM members had not been exposed to adequate management training, thus many lacked capacities to oversee and account for resources under them. For the execution of their roles the BOM members should have careers which have exposed them to administration. According to Dawson (2008) administrative experience has an effect on job satisfaction of workers. This implies that the BOM member who are in careers which expose them to administration might have acquired knowledge, skills and attitudes that equip one with the requisite capacity for institutional management. The better one becomes in managing of institutions, the best the management of human resources in secondary schools. As the BOM members gets satisfied with doing what they know best due to accumulated experience from their professions, the repertoire of skills is used to manage teachers who are likely to be more satisfied due to getting involved or getting recognized for what they are doing and contributing to the school (Okumbe, 1998). Thus for BOMs to realize their full potential, in schools, they require training to enable them discharge their responsibilities effectively and an encouragement to feel that they have a positive and constructive role to play.

The Basic Education Act 2013, of the Laws of Kenya, Section 55 and 101 (6) indicates that the County Education Board should appoint fourteen BoM members through a nomination panel. These people should be of high integrity, and serve on a voluntary basis. The members should be at least four graduates or professional of high integrity. Clarke (2008), describes financial management as follows: It is essential that the (school) principal makes sure that she / he has the knowledge and understanding of the basic processes involved in managing the school's accounts, the budgeting process and the systems and controls that are necessary to ensure that the school's monies are not misappropriated.

Momoniat in Erasmus, (2008) explains financial management as a requirement of managers to take responsibility for the actions and achievements in exchange for greater managerial discretion over their inputs. Thus, managers have to take responsibility for their performance. Okumbe (2008), financial management is concerned with the cost of education, sources of income to meet the educational needs and the spending of the income in a wise manner in order to achieve educational objectives. Budget drawn competently by BoMs should be based on a thorough analyses of the education requirements of the school and be in accordance with financial regulations (Public Audit Act, 2003). The head teacher with support of the staff initiates the preparation of the budget as per vote head and presents it to the BoM and the parents for approval and any amendments.

Nyongesa (2007), contends that budgeting is both a controlling and a planning process. For it to be effective, the school education plan must be determined, the expenditure as well as the sources of the revenue. The BOMs should be conversant with this process. BOM should ensure that trial balances are prepared and submitted to MoE on monthly basis and discussed in their meetings. On annual basis the schools are required to submit their books of accounts for auditing by MoE four months from the end of the financial year. The audit report should thereafter be discussed in BOM meetings with support of MoE auditors. The BOM shall furnish the Cabinet Secretary with a certified copy of audited accounts (Basic Education Act, 2013). Ngigi (2007), in a study on effectiveness of BoMs in Kericho sub-county argues that where there is prudent financial management, there will be better physical facilities and teaching and learning materials. Board of Governors incompetency may lead to fraud, poor performance and stagnated growth.

In many countries both state and independent schools are discovering that the determination of the future of the institution is within the control of the members of the individual school boards, composed of elected or selected governors working with the head and teaching staff, each with a responsibility for a particular role in the process. Legate and Thompson 1997 observe that in such a situation the need for schools to have competent BOM members became crucial.

Effective leadership by head teachers, BOMs and staff leads to high students achievement. It harnesses the energies and commitment of staff, students, and parents and gives a clear direction for the benefit and development of the school. Sessional paper no.1 of 2005, noted that most BoG members had not been exposed to adequate management training, thus many lacked capacities to oversee and account for resources under them.

Care and Wilkinson (1990), noted that BoG who ratify and adopt school budgets are not themselves conversant with the school budgeting process and hence in their decisions at times way the headteachers from monitoring and following the budget strictly. Thus for BoGs to realize their full potential, in schools, they require training to enable them discharge their responsibilities effectively and an encouragement to feel that they have a positive and constructive role to play. Competence in financial management will enable the school management supervise the preparation of books of accounts, trial balances, and competently deliberate on audited reports. This consequently leads to improved performance. Poor financial management leads financial to embezzlement, fraud, poor learner's welfare, poor school performance and under enrolment unrests and stagnated growth and high levels of indiscipline.

Eshiwani (1983), argued that lack of management skills by BoGs is a major factor contributing to poor performance in educational development. According to the

Total Integrated Quality Education and Training (TIQUET 1999), audit reports, secondary schools were not up-to-date in the entire republic. The report indicated that school funds had been embezzled years before the books were audited. It was further noted that there was no government control on the issue of official receipt books and most schools printed their own receipt books which they used for misappropriation of funds.

2.6 Influence of board of management gender on financial management

The effects of gender diversity on the functioning of boards can be considered in terms of their effect on companies' governance and performance. The OECD Principles of Corporate Governance – corporate governance is defined as a set of relationships between a company's management, its board, its shareholders and other stakeholders (Nyongesa, 2007). The board of a company is entrusted by shareholders to decide on key issues such as guiding corporate strategy, monitoring management performance and achieving an adequate return for shareholders, while preventing conflicts of interest and balancing competing demands on the corporation.

A heterogeneous board can be a stronger monitor of executive behaviour (Adams & Funk, 2010; Nielsen & Huse, 2010). Since women are generally under-represented in 'old boys' network's, a greater number of women directors might bring more independent views into the boardroom and hence strengthen its

monitoring function (Rhode & Packel, 2010). Gender diverse boards tend to have a wider range of backgrounds, experiences, perspectives and problem-solving skills. This rich set of experiences and knowledge can be passed on to top managers and potentially improve the governance of the firm (Terjesen, Sealy, & Singh, 2009). Carter, Simkins & Simpson (2003) and Adams and Ferreira (2009), suggest that more diverse boards are more likely to hold CEOs accountable for poor stock price and encourage better attendance of board meetings, while McKinsey and Co (2010) found that women are more likely to use leadership skills, such as people development, rewards, role models, inspiration and participative decision making than men.

Brown & Caylor (2002), suggest that, having more women on boards is associated with stronger attention to the handling of conflicts of interest. The Basic Education Act 2012, indicates under the Appointment and term of Chairperson and members The Selection Panel convened under subsection (1) that Cabinet Secretary shall observe the principle of gender equity, regional and ethnic balance, transparency, openness and competitiveness and shall have due regard to the principle of equal opportunities for persons with disabilities.

2.7 Summary of literature review

From the literature review above, the researcher has found out that school Board of Management members have a role to play towards effective school

administration and financial management. Financial diligence or is one of the extremely critical conditions of successful implementation of a new change in education. Robbins and Coulter (2007) contend that conceptual skills are skills managers use to think and conceptualize about abstract and complex situations. He does not show how it relates to financial resources management. This study will therefore fill this gap by investigating more on effectiveness of financial resource management in secondary schools among the BOM members. The application of these skills permits managers to see the organization as a whole with sub-units linked and fitting together. Chandan (2007) on his part argues that managers must understand that each unit contributes towards the overall success of the organization. He does not point out the influence of individual factors like level of education, administration experience, attendance of seminars on human resource management and gender. There have been several studies done on BoMs management of public secondary schools in the country. However none of these studies focussed more on administrative and gender especially in Westlands sub-county, Nairobi County.

2.8 Theoretical framework

The study is guided by the contingency theory. The theory was developed by Fielder (1967). It describes recommendations that appear effective under any circumstance. It supposes that under different circumstances different solutions may prove effective (Dobak–Antal, 2010). This can be considered one of the

primary insights of the theory, because instead of propagating universally applicable organisation management principles, the theory demonstrates that different circumstances require different organisational structures (Baranyi, 2001). This can be related to interrelationship between, administrative experience, attendance of seminars/workshops and gender of BOM members and professional status in financial management.

The contingency theory played a leading role in the organisational practice of the 1970s. It typically examined the relationship between organisational structure and the operating conditions; the contextual totality of contingency factors, using the method of empirical comparative analysis.

This theory has been criticized because it does not tell us specifically in behavioural terms what the leader needs to do to become more effective. It is therefore not helpful in terms of providing recommendations and training on how to become a more effective leader. In conclusion, there is a connection between contingency theory which emphasizes the competence, knowledge and personality attributes gained through education and experience with professional development programmes.

2.9 Conceptual framework

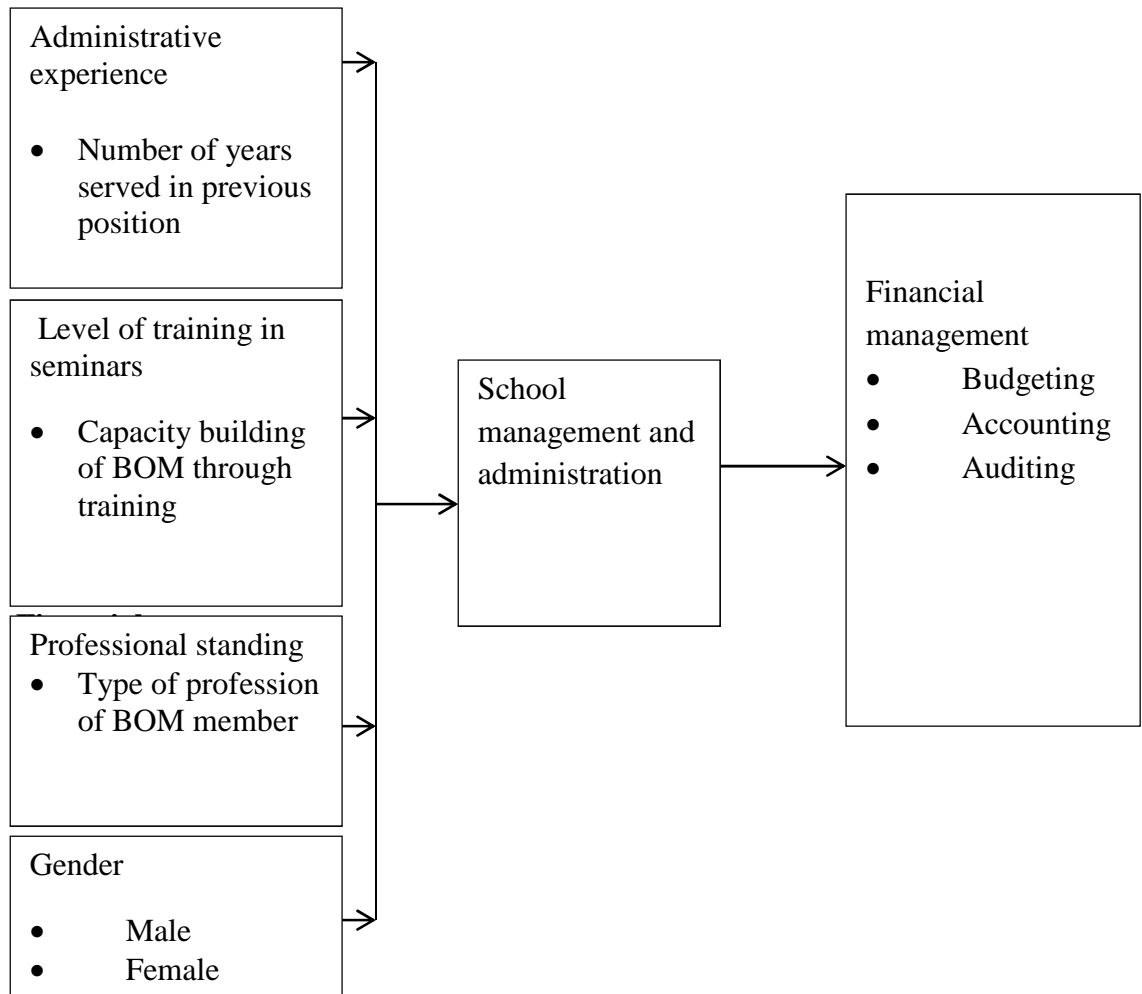


Figure 2.1: The Interrelationship between factors influencing Board of management members' effectiveness in financial management

Figure 2.1 shows the factors that may determine the competency of BOMs in financial management. The level of education, administrative experience, quality of training in seminars and gender of BOMs in financial management for instance budgeting, accounting and auditing influences BOMs financial management in

secondary schools. The dependent variable is financial management while the independent variables are the factors influencing BOM financial management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research methodology used to carry out the study. It covers the following areas: research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques and ethical considerations.

3.2 Research design

The study used the descriptive survey design to find out the determinants of inclusive education in the college of education and external studies. Gay (2006) notes that descriptive survey design determines and reports the way things are. Kombo and Tromp (2006) argue that descriptive survey design can be used when collecting information about peoples' attitude, opinions, habits or any of variety of education or school issues. The design assessed administrative experiences, level of BOM training, gender inclusivity of BOM and professional status and how the variables contributed or did not to financial management in secondary schools in Westlands Sub-County, Nairobi County.

3.3 Target population

Target population is a complete set of individuals. Cases or objects with some common observable characteristics (Mugenda & Mugenda, 2003). The target population of this study was 540 BOM members and 36 principals.

3.4 Sample size and sampling procedures

The study targeted 36 public secondary schools in Westlands sub-county which had a total 540 BOM members and 36 principals. Stratified sampling was used to obtain a representative sample of 10 secondary schools. According to Mugenda and Mugenda (2007), the goal of stratified sampling is to achieve desired representation from various subgroups in the population. In stratified sampling, the subject will be selected in such a way that existing sub groups in population are more or less produced in the samples. The research collected data from 20% of the BOM members and teachers making 108 BOM and 36 principals.

3.5 Research instruments

Questionnaires were used for this study for principals and interview schedules were administered to BOM members. Questionnaires were preferred for this study because they elicited confidential information, can be used for a large sample and are easier to administer (Kombo & Tromp, 2006).

3.6 Validity of the instruments

According to Nachmias and Nachmias (1996), validity is the degree to which results are obtained from the analyser of the data actually represent the phenomena under study. The instruments were scrutinized for logical or content validity by the university supervisors. Best and Kahn (2007) refers to content validity as the extent to which a measuring instrument provide adequate coverage of the topic under study.

According to Mugenda and Mugenda (2007), a sample of 10-30 percent is acceptable sample size for a pilot study. The researcher used purposive sampling in selecting the respondents in the school of education. The validity of the questionnaires were established by peers and a panel of experts from the department of Educational Administration and planning. The research instruments were availed to the experts and peers for review who in turn established its content validity and construct validity to ensure that the items were adequately representative of the subject area to be studied.

3.7 Reliability of the Instruments

Reliability is a measure of the degree in which research instruments yield consistent results after repeated trials (Mugenda & Mugenda, 2007). To ascertain reliability of the questionnaires, the test retest technique was applied where the same research instrument was administered to the same group of subjects twice

within an interval of 10 days. Pearson product moment correlation coefficient formula was used to compare the responses.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2 - N \sum y^2 + (\sum y)^2}}$$

Where;

N= the number of respondents

\sum = summation sign

x=score of the first sign

y =score for the second test

According to Mugenda (2007), correlation co-efficient (r) of about) 0.75 is considered to be high enough to judge the reliability of the instruments but if it will be less than 0.75 the instrument will be revised to enhance its reliability.

3.8 Data collection procedure

A research permit was sought from the National commission of Science, Technology and Innovation (NACOSTI). Copies from the commission were presented to the County Director of Education, Nairobi County who issued a clearance letter to visit the schools under study. The researcher visited the schools to administer the questionnaires to the board of management members and teachers. The questionnaires were administered through drop and pick hence confidentiality was assured to all the respondents.

3.9 Data analysis techniques

Data analysis entails making sense of a massive amount of data, reduces the volume of information and identifies significant patterns. It helps in constructing a framework for communicating the evidence of what the data reveals (Best & Kahn, 2007). Descriptive statistics like frequency distribution, percentages, mean and standard deviations were used to summarize quantitative data collected from the questionnaires. Collected raw data was collated from questionnaire items. The exercise involved scrutiny of the completed questionnaires. This fact ensured that the data collected was accurate, consistent and that it would enable coding and tabulation. Data was entered into the statistical package for social science (SPSS) computer software version 20 for analysis using frequencies. Thematic discussion methods were used to discuss the findings which were presented in tables, pie charts and bar graphs.

3.10 Ethical considerations

Respondents must be protected from harm that may arise as a result of the researchers' activities. A research permit to conduct the research was sought. The respondents were informed that there would be no physical, psychological risks involved in the research and that they would be engaged on a voluntary basis. The reporting of the findings was accurate as gathered and did not exaggerate or represent issues that were out of context. The research took into consideration the objectivity of the questions to respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter contains the data analysis, presentation and discussions. The data presented investigated individual factors influencing effectiveness of financial management by boards of management at public secondary schools in Westlands sub-county, Nairobi County, Kenya. This chapter has the response rate, influence of Board of Management members' administrative experience, level of training, gender and professional status on their effectiveness in financial management.

4.2 Response rate

The response rate for this study is presented in Table 4.1.

Table 4.1

Response rate

Respondent	Sample	Responded	Percent
BOM members	125	100	80.0
Principals	10	10	100.0
	135	110	81.0%

According to Table 4.1 the total response rate was 81.0% which was considered acceptable to carry out the study. This is in line with Mugenda & Mugenda (1999) who argues that a 50% response rate is adequate, 60% good and above 70% rated excellent. This infers that basing on this affirmation; the response rate in this case of 81.0% was excellent for the study.

Figure 4.1 shows the representation of ages of BOM members. Majority (46.67%) of the respondents were of the age bracket 41-50 years of age. The expressively mature age of BOM members can be credited to the number of years of experience required for one to understand the needs and demands of a school and governance in a school. This age might also indicate that the respondents were mature enough to understand the factors influencing board of management members' effectiveness in financial management in public secondary schools in Westlands sub-county.

4.3. Personal information of respondents

The researcher began by examining the demographic facts of the respondents. The study looked into the gender of respondent, age, duration of time worked and highest level of education.

4.3.1 Gender of respondents

Table 4.2

Distribution of BOM members and principals by gender

Gender	BOM members		Principals	
	F	%	F	%
Male	56	54.0	7	70.0
Female	48	46.0	3	30.0
Total	104	100.0	10	100.0

Table 4.2 show the respondents' gender. The findings indicate that the study sample had both genders that were well represented and so the results showcased both sexes. It also might indicate that the ministry of education has observed gender equilibrium in the hiring of BOMS.. According to Maitland (2009), having a gender blend on the board of directors is consistently better than a particular gender board as it emboldens individuals to air diverse thoughts from their gender perceptions. If half the person's the panel is serving are women and no women are on the board to offer an opinion, that's a much one-sided image the company risks making losses. It was found that a higher percentage of the respondents were male. This shows that higher number of lecturers is male because they are willing to pursue higher education to meet the requirements of being a university lecturer

advance in their careers. The lower number of female lecturers could be an indication of low levels of female pursuing higher education which could be due to their family responsibilities and lack of enough resources being a disadvantage factor to.

4.3.2 Age of respondents

Age was one of the demographic aspects that the researcher sought to establish in providing a rich understanding of the respondents involved in the study and would influence the results based on the objectives of the study. The findings are presented in Figure 4.1.

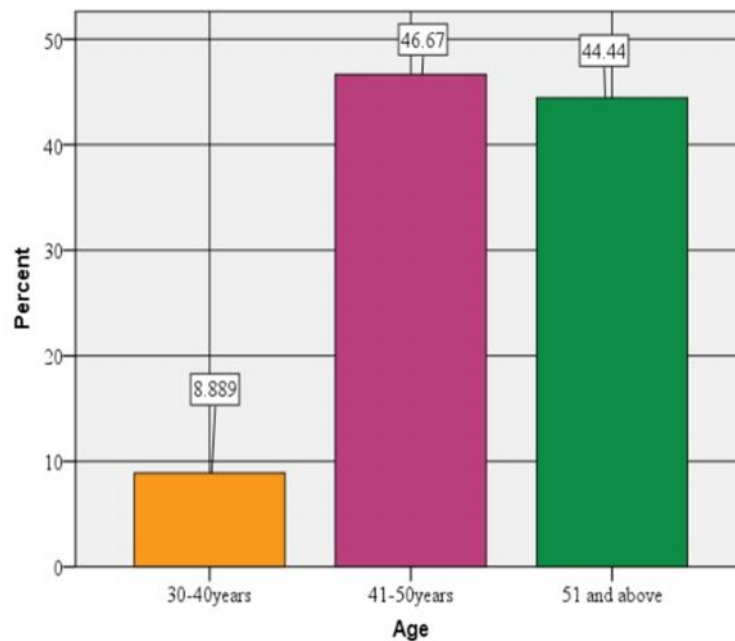


Figure 4.1: Distribution of Respondents by age

4.3.3. Working experience of BOM members

The board members were required to indicate the number of years they had worked previously to show their administrative experience. This was meant to establish if there was any link between the respondent's level of education and their efficacy in enabling quality education. The findings are presented in Figure 4.2.

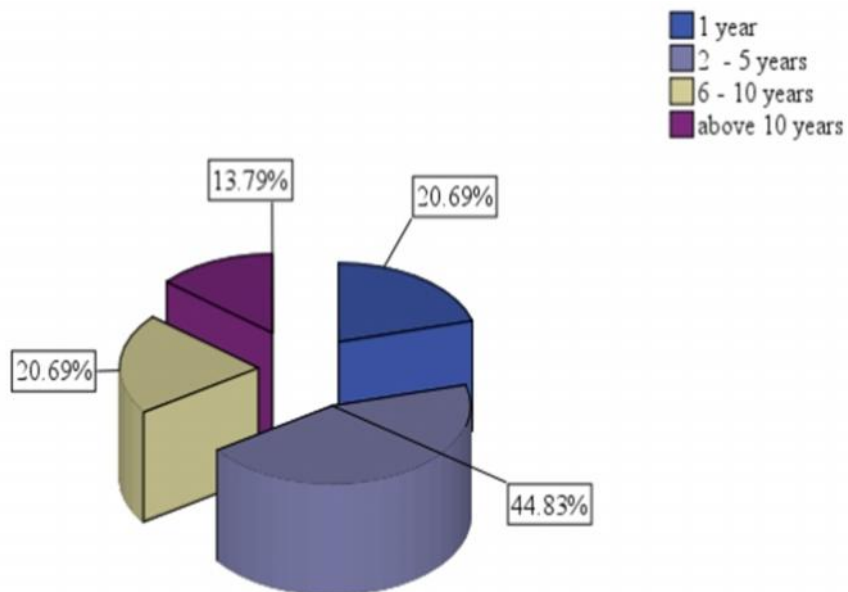


Figure 4.2: Distribution of BOM members by working experience

The findings as shown in Figure 4.2 show that most (44.83%) of the respondents had a working experience of 2 to 5 years. This means that most of the BOM members are not very new to their schools. The findings are in line with those of Mkongo (2013) who found that most of the BOMs were serving their third years.

4.3.4. Distribution of BOM members by highest level of education

The study also pursued to establish the level of education of the BOM members to assess whether their academic qualifications did or did not contribute to sound financial management in secondary schools in Westlands County. This was to find out whether there was some connection between respondent's level of education and their effectiveness in expediting quality education in secondary schools in Westlands sub-county. The findings on this are presented in Figure 4.2.

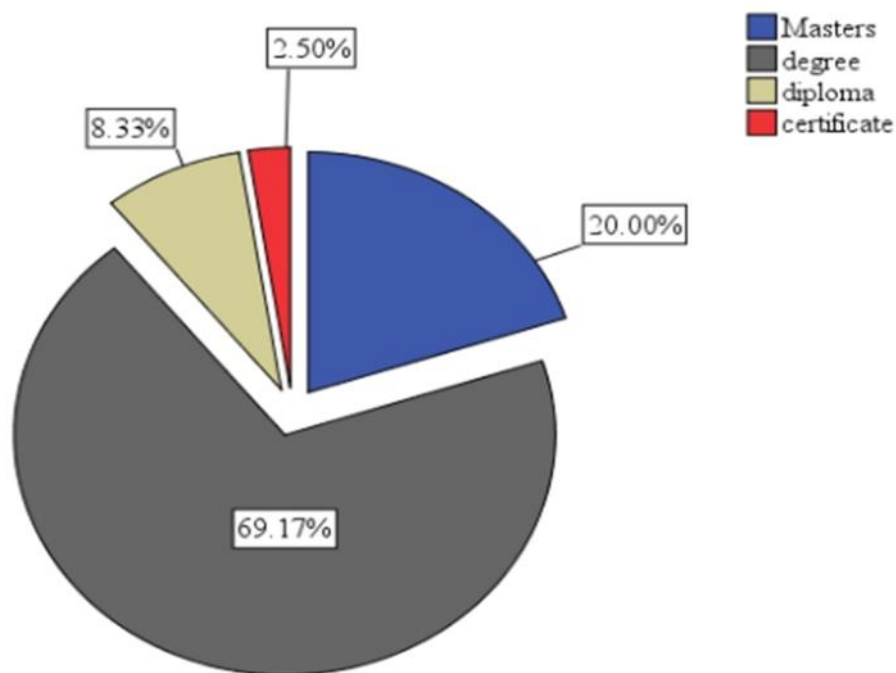


Figure 4.3: Distribution of BOM members by highest level of education

The findings in Figure 4.3 revealed that majority (69.17%) of the BOM members had university degrees as their highest level of education while only (2.5%) had

certificates as their highest level of education. This clearly shows that the respondents had the required academic qualification for either appointment as BOM members or participating in the management of educational institutions. The findings complied with the ministry of education guidelines on the qualifications of an individual's appointment to the BOM. These study findings also support those by Mkongo (2013) and Monly (2003) who established that the BOMs have more than primary school education.

4.4. Administrative experience and financial management

The first objective was to establish the influence of board of management members' administrative experience on their effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya. This was covered by studying the administrative experience of the respondents and financial management in schools. The respondents were given statement on administrative experience and financial management whereby they were required to indicate their levels of agreement or disagreement on a scale ranging from strongly agree to strongly disagree. The findings sought to assess the relationship between financial management practices and BOM administrative experience. The results of cross tabulation are presented as shown in the Table 4.3.

Table 4.3:

BOM members experienced in terms of administrative experience and financial management practices

Financial management practices	Effective		Ineffective	
	F	%	F	%
Economic management of finances	70	67.0	34	33.0
Proper Policies in financial management	82	79.0	22	21.0
Proper accounting records	65	63.0	39	38.0
Hold regular BOM meetings	72	69.0	32	31.0
Staff compensation	68	65.0	36	35.0

The findings in Table 4.3 show that majority (67%) of the BOM respondents indicated that BOM members who were experienced were more effective in guaranteeing proper policies and procedures in financial management. Majority (79%) indicated that the experienced board members were effective in efficient and economic management of the schools finances. The findings imply that administrative experience is crucial to the effectiveness of BoM members in management of financial resources in schools.

The findings also cross-tabulated the BOM members inexperienced in administrative experience with effectiveness in financial management practices.

The findings are presented in Table 4.4.

Table 4.4:

BOM inexperienced in administrative experience and financial management practices

Financial management practices	Effective		Ineffective	
	F	%	F	%
Economic management of finances	21	20.0	83	80.0
Proper policies in financial management	78	75.0	26	25.0
Proper accounting records	64	62.0	40	38.0
Hold regular BOM meetings	30	29.0	74	71.0
Staff compensation	58	56.0	46	44.0

The majority (75.0%) of the respondents indicated that BOM members who were inexperienced were ineffective in ensuring proper policies and procedures in financial management. Majority (80.0%) indicated that the inexperienced Board of Management members were ineffective in efficient and economic management of the schools finances. Majority (71.0%) also indicated that the inexperienced

were ineffective in holding regular BOM meetings. This consequently implies that experience advantages the BOM members in execution of financial management practices in their schools. This is in line with Sifuna (2003) argument that organizational and administrative skills are essential parts of financial management, in spite of majority of BOM members not having prior experience in management.

The researcher wanted to examine the relationship between BOM effectiveness in financial management and administrative experience. The results of cross tabulation are presented as shown in the Table 4.5.

Table 4.5:

BOM effectiveness in financial Management and administrative experience

Experience	Financial Management Practices	Very effective		Slightly Effective		Ineffective		Very ineffective			
		F	%	F	%	F	%	F	%		
0 to 5 years	Prepare and discuss the school budget	76	73.0	9	9.0	14	13.0	5	5.0	0	0.0
6 to 8years	Mobilize stakeholders to source for funds	68	63.0	6	6.0	25	24.0	3	3.0	2	2.0
8- 10 years	Monitor school expenditure	65	63.0	8	8.0	22	21.0	5	5.0	4	4.0

Note

FMP-Financial Management Practices E-Effective

VE-Very Effective SE-Slightly Effective

I-Ineffective VI-Very Ineffective

SB-School Budget SF-Source for Funds

MSE-Monitor School Expenditure RM-Regular Meetings

The findings in Table 4.5 show that majority (73%) of the respondents indicated that BOM members’ found it very important to prepare and discuss the school budget that prioritize activities. The findings also show that most (65%) indicated that it’s very important to mobilize parents/stakeholders to source for funds,

(63%) indicated that it's important to monitor school expenditure while (67%) indicated that they find that it's important to hold regular BOM meetings. This implies that the performance of BOM members may depend upon their administrative experience in mobilization of funds, monitoring expenditure and prioritization of activities. The performance of BOM members who have administrative experience as compared to those who lack is spectacle since administrative experience increases performance in financial management. According to Sifuna (2003), organizational and administrative skills are essential parts of human resource management but still majority of school board members do not have prior experience in management.

4.5. Level of training and financial management

The second objective of this study was to establish whether the level of training of BOM members affects their effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya. This was covered by studying the level of education of the respondents and financial management in schools. The study examined the level of education of the BOM members in order to establish if they were competent to handle their positions as financial managers of the secondary schools. The results on the level of education are presented in Figure 4.4.

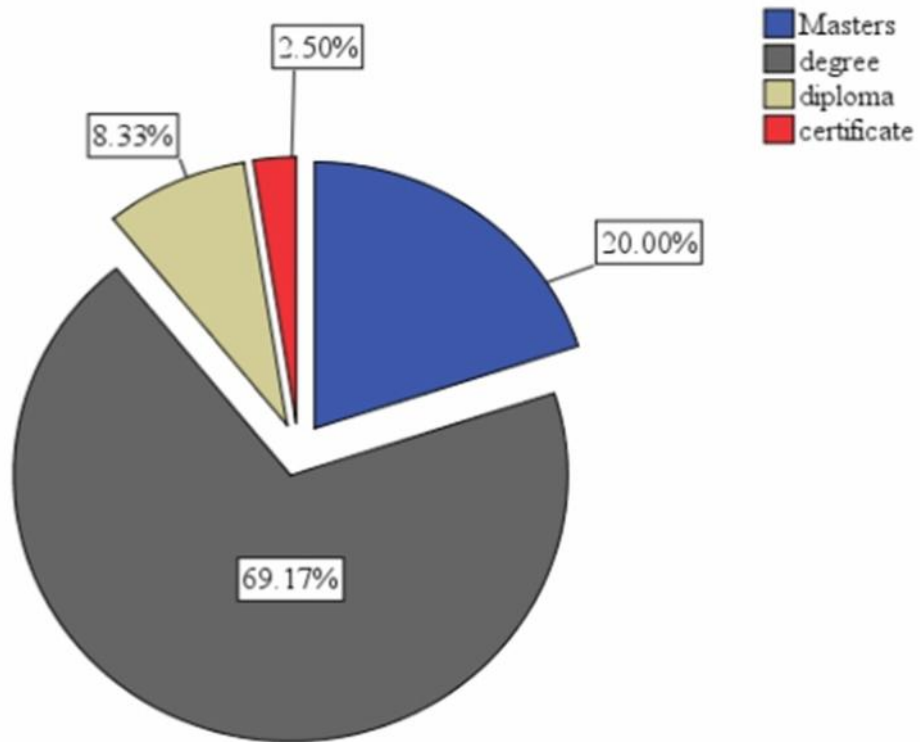


Figure 4.4. Level of education of BOM members.

The findings in Figure 4.4 show the level of education of the respondents. Majority (69.17%) of the BOM members had degree as their highest level of education. This means that BOM members' level of education is a factor that might influence their effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya. The findings agreed with Chabari (2007) who found that highly skilled personnel enhance production of high quality outcomes and effective quality improvement in an enterprise.

The researcher studied the relationship between financial management practice and BoM level of education and the results are shown in the Table 4.6.

Table 4.6:

Cross tabulation between BoM level of training and financial management

Level of Training	Financial Management Practices	Very Effective		Effective		Fairly Effective		Ineffective	
		F	%	F	%	F	%	F	%
Masters	Ensure Appropriate policies and actions in financials management	7	7.0	5	5.0	24	23.0		
Degree	Well-organized and cost-effective management of the schools finances	71	68.0	18	17.0	6	6.0	9	
Diploma	Proper Accounting Records	67	64.0	20	19.0	10	10.0	17	16.0
Certificate	Hold regular BOM consultations	65	63.0	25	24.0	10	4.0	4	4.0

The findings on Table 4.6 show that many 64 percent of the respondents indicated that BOM members with masters' degrees were fairly effective in ensuring proper policies and procedures in financial management. Majority 68 percent of the respondents indicated that BOM members with bachelor's degree were effective in well organised and cost-effective management of the schools finances, 63% indicated that BOM with certificates held regular BOM meetings. The board members with diploma degree and above are effective in financial management.

These findings are in agreement to those by Mestry (2004), who found that the governing body of each public school must guarantee that there are proper policies and actions in place for the effective, efficient and economic management of the schools finances and the school management must also have systems in place to observe and evaluate the precise implementation of the policies and procedures and to report on the same. A finance policy is indisputably one of the most significant policies that a school board has to put in place. Clarke (2008) argues that one of the key purposes of the school's financial policy is to put in place a system of controls to ensure that the schools finances are safeguarded and correctly dispensed.

In educational institutions, financial administration activity means bringing all possible input from staff, parents, students and the community together to render the service of quality education (Bisschoff, 1997). In this respect, organizing of

school finances should include aspects such as drawing up a school financial policy; setting up a structure within the school to handle administrative and financial matters; delegating certain functions to clerks, class teachers and the treasurer; and coordinating activities (Kruger, 2005; Nsubuga, 2008). Mkongo, (2013) in a study on BOM members' competence in financial management in Taita- Taveta sub-county, established that 43.3 percent of the BoM members reported that they were adequately prepared to handle financial management, while majority 56.7 percent indicated that they were incompetent, mainly because they were not trained in financial management and low levels of education.

Monly (2003) and Mestry (2006), argue the schools finance policy should as a least condition, comprise of the following: cash management - which includes but is not limited to: safe storage of cash; daily banking of monies received; proper accounting records; financial transactions supported by source documents and monthly reconciliation of the cash book with the bank statement Internal Controls - which includes: internal checks (checking of one person's work by another); segregation of duties; internal audits; Functioning Finance Committees (FINCOM); establishment of audit committees. Audit trails - that is the ability to check every stage of any transaction.

According to another study by Ngugi (2004) analyzing the effectiveness of BOM members in Kajiado sub county, political interferences, illiteracy and the

manipulation of the BOMs by the principals were noted as being rampant. In a policy statement on BOMs for secondary schools, the MoE observed that in the past some schools had nominated illiterate persons and had them appointed to the BOM. These studies all concur with the finding of this study.

4.6. Gender and financial management

The third objective of this study was to establish the influence of BOM members' gender on their effectiveness in financial management in public secondary schools in Westlands sub-county, Kenya. The study investigated the gender configuration of the school boards, gender distribution of the BOM memberships in schools and the composition of the executive committee of the BOMs. It was vital to study influence of gender since several of the board members in different schools are male dominated. This study therefore sought to investigate if one gender did better in financial management than the other and if this was the reason why they are favored to form part of the BOM.

4.6.1 Gender composition of BOMs

The researcher studied the gender composition of your Board of Management in the schools. The findings are shown in Table 4.7.

Table 4.7:

Gender composition of BOMs

Gender	Frequency	Percent
Male	56	54.0
Female	48	46.0
Total	104	100.0

The data on Table 4.7 indicates that majority (54%) of the respondents indicated that gender composition in their boards of management were dominated by male. Schools with women board members can expect significantly higher returns and improved overall financial management for a number of reasons including, gender multiplicity at the board level solve problems sooner and more effectively than like-minded boards (Dobbin & Jung, 2007). The high number of male BOM members may mean that they are superior players in financial management than their female colleagues.

4.6.2. Influence of gender on financial management

The researcher studied the relationship between BOM gender and financial management practices in the schools. This was studied in order to establish if a given gender perform better in financial management practices. The findings are shown in Table 4.8.

Table 4.8:

Cross tabulation between BOM gender and financial management

Financial Management	Male				Female			
	Effective		Ineffective		Effective		Ineffective	
	F	%	F	%	F	%	F	%
Ensure proper policies and procedures in financial management	60	58.0	5	5.0	5	5.0	34	33.0
Efficient and economic management of the schools finances	50	48.0	10	10.0	12	12.0	32	31.0
Hold regular BOM meetings	36	35.0	6	6.0	55	53.0	7	7.0
Maintaining proper accounting records	60	58.0	4	4.0	23	22.0	17	16.0
Accountability in financial management in the schools	52	50.0	2	2.0	49	47.0	1	1.0

The findings on Table 4.8 show that majority 58 percent of the respondents indicated that the male BOM members were effective in ensure proper policies and procedures in financial management while 33.0% indicated that the female

were ineffective. Further findings show that majority 48 percent indicated that the male were effective in efficient and economic management of the schools finances while 31 percent indicated that the female were ineffective. Majority (35.0%) indicated that the male BOM effectively held regular BOM meetings while 53.0% percent indicated that the females were effective in holding the meetings. The study findings also indicated that the male BOM were more effective in accountability in financial management in the schools and maintaining proper accounting records. This might imply that the male BOM members perform better in financial management practices than the female.

4.7. Professional status and financial management

The fourth objective of this study was to determine the extent to which board of management members' professional status influences their financial management in public secondary schools in Westlands sub-county, Kenya. The researcher conducted a cross tabulation between BOM professional status and financial management and analyzed the financial management practices and professional status. This was done by presentation of some financial management practices to the respondents which they were required to indicate those they were effective in and those they weren't. The findings on this are presented under the following sub headings:

4.7.1. BOM professional status and financial management

The researcher studied the relationship between financial management practice and BOM professional status. The results of cross tabulation are presented as shown in the Table 4.9.

Table 4.9:

Cross tabulation between BOM professional status and financial management

Professional status	Professional		Ineffective		Not professional		Ineffective	
	F	%	f	%	f	%	F	%
Financial management practices								
Ensure proper policies and procedures in financial management	45	43.0	26	25.0	23	22.0	10	10.0
Efficient and economic management of the schools finances	56	54.0	24	23.0	14	13.0	10	10.0
Prepare and discuss the school budget that prioritize activities	61	59.0	15	14.0	24	23.0	4	4.0
Hold regular BOM meetings	46	44.0	34	33.0	8.0	16	15.0	
Maintaining proper accounting records	54	52.0	30	29.0	12	12.0	8	8.0
Accountability in financial management in the schools	42	40.0	38	37.0	20	19.0	4	4.0

The findings in Table 4.10 show that the majority 82 % of the respondents indicated that BOM members who were professional were more effective than those who were nonprofessional. Majority 69 percent indicated that the professional BOM members were effective in preparation and discussions on the school budget that prioritize activities than the nonprofessional. Majority also

indicated that the experienced were effective in maintaining proper accounting records, and compensation. This therefore implies that experience helps the BOM in performing financial management practices in schools.

4.7.2. Influence of professional status on financial management

Cross tabulations were done to establish the influence of professional status on financial management by the BoM members as shown in Table 4.10.

Table 4.10: Financial Management practices and professional status

Financial management practices	Very Important	Moderately Important		Important		Fairly Important		Not Important		Important		
		F	%	F	%	F	%	F	%	F	%	
Ensure proper policies and procedures in financial management	56	54.0	20	19.0	12	12.0	10	10.0	6	6.0		
Efficient and economic management of the schools finances	54	52.0	26	25.0	9	9.0	11	11.0	4	4.0		
Prepare and discuss the school budget that prioritize activities	62	60.0		18	17.0		11	11.0	10	10.0	3	3.0
Hold regular BOM meetings	53	51.0	28	27.0		10	10.0	4	4.0	9	9.0	
Maintaining proper accounting records	51	49.0		23	22.0		8	8.0	14	13.0	8	8.0
Accountability in financial management in the schools	49	47.0		39	38.0		9	9.0	7	7.0	0	0.0

The findings on Table 4.10 indicates that majority 60.0% of the respondents indicated that BoM's financial management practice was important to prepare and discuss the school budget that prioritize activities. Majority 52 percent indicated that it's important for efficient and economic management of the schools finances, 51 percent indicated that it's important to hold regular BOM meetings while 49 percent indicated that they find that it's important to maintain proper accounting records. This implies that BOM members' ability to handle financial management in schools might be influenced by their administrative experience in mobilization of funds, monitoring expenditure and prioritization of activities. The performance of BOM members who are professionals as compared to those who are not is spectacular since professional status enhances performance in financial management.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of research findings, discussion of findings, conclusions and recommendations. It further presents suggestions for further research.

5.2 Summary of the study

The main purpose of this study was to investigate individual factors influencing effectiveness of financial management by boards of management at public secondary schools in Westlands sub-county, Nairobi County, Kenya. This study was guided by the following research objectives; to establish the influence of board of management members' administrative experience on their effectiveness in financial management in public secondary schools in Westlands sub-county, to examine the influence of the level of training of BOM members on their effectiveness in financial management in public secondary schools in Westlands sub-county, to establish the influence of BOM members' gender on their effectiveness in financial management in public secondary schools in Westlands sub-county, to determine the extent to which board of management members' professional status influences their financial management in public secondary schools in Westlands sub-county, Kenya. The study used descriptive survey

design. The sample of this design included 540 BOMs and 36 principals. Questionnaires for the principals were adopted while interviews were used on the BOMs. Open ended questionnaires were categorized according to themes that emerged from the research questions and all the responses were analysed in a narrative form. The data was analysed both using qualitative and quantitative approaches. Quantitative data analysis was used to analyse the data collected from the questionnaires which were coded into the computer with the help of Statistical Package for Social Sciences (SPSS). This data was presented in charts, tables and graphs. On the other hand qualitative data was used to analyse data from the interview guides.

5.3. Summary of Findings

The study findings are summarized as follows:

5.3.1. Administrative experience and financial management

The findings showed that majority (73%) of the respondents indicated that BOM members' found it very important to prepare and discuss the school budget that prioritized activities. The findings also show that most (65%) indicated that it's very important to mobilize parents/stakeholders to source for funds, (63%) indicated that it's important to monitor school expenditure while (67%) indicated that they find that it's important to hold regular BOM meetings. This implies that the performance of BOM members may depend upon their administrative

experience in mobilization of funds, monitoring expenditure and prioritization of activities. The performance of BOM members who have administrative experience as compared to those who lack is spectacle since administrative experience increases performance in financial management.

5.3.2. Level of training and financial management

The findings on level of training showed that many 64 percent of the respondents indicated that BOM members with masters' degrees were fairly effective in ensuring proper policies and procedures in financial management. Majority 68 percent of the respondents indicated that BOM members with bachelor's degree were effective in well organised and cost-effective management of the schools finances, 63% indicated that BOM with certificates held regular BOM meetings. Therefore the board members with diploma degree and above are effective in financial management.

5.3.3. Gender and financial management

The findings on gender showed that majority 58 percent of the respondents indicated that the male BOM members were effective in ensure proper policies and procedures in financial management while 33.0% indicated that the female were ineffective. Further findings show that majority 48 percent indicated that the male were effective in efficient and economic management of the schools finances while 31 percent indicated that the female were ineffective. Majority

(35.0%) indicated that the male BOM effectively held regular BOM meetings while 53.0% percent indicated that the females were effective in holding the meetings. The study findings also indicated that the male BOM were more effective in accountability in financial management in the schools and maintaining proper accounting records. This might imply that the male BOM members perform better in financial management practices than the female. This means that the board members should be composed of both genders.

5.3.4. Professional status and financial management

The findings on professional status indicated that majority 60.0% of the respondents felt that BOM's financial management practice was important to prepare and discuss the school budget that prioritize activities. Majority 52 percent indicated that it's important for efficient and economic management of the schools finances, 51 percent indicated that it's important to hold regular BOM meetings while 49 percent indicated that they find that it's important to maintain proper accounting records. This implies that BOM members' ability to handle financial management in schools might be influenced by their administrative experience in mobilization of funds, monitoring expenditure and prioritization of activities. The performance of BOM members who are professionals as compared to those who are not is spectacular since professional status enhances performance in financial management.

5.4. Conclusions from the study

It was concluded that BOM members' level of education influences the financial management in public secondary schools in Westlands Sub County, since as revealed; a majority of the BOM members had a degree as their highest level of education. It was also concluded that BOM members' gender influences their efficiency in financial management in public secondary schools in Westlands sub-county. Gender composition in the school boards is dominated by males. Male BOM members were effective in guaranteeing appropriate policies and actions in financial management while the female were effective. The males are effective in well-organized and cost-effective management of the schools finances. The findings also lead to a conclusion that there is positive influence of BOM members' professional status on financial management in public secondary schools in Westlands Sub County. It is important to mobilize parents/stakeholders to source for funds, BOM members found it important to prepare and discuss the school budget that prioritizes activities. BOMs who were financially proficient were more effective than those who were not financially proficient.

5.5 Recommendations

Capacity building for BOMs should be conducted to help the members attain financial proficiency. Gender of the BOMs on the management of activities should be given greater emphasis. More financial resources should be adequately provided for and increased to support secondary schools BOMs.

Professional development courses especially on BOMs should be conducted more frequently to improve on efficiency and productivity.

5.6 Suggestion for further research

The study recommends the following for further study;

- i) The influence of socio economic factors of BOMs on the management of secondary schools.
- ii) The influence of school based factors on BOMs and the management of schools
- iii) The influence of Administrative activities on BOMs and their running of schools

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APPENDICES

Appendix I: Letter of introduction

University of Nairobi,
Department of Education Administration and Planning
P.O BOX 30197
Nairobi

Date.....

To,
The Principal

.....
School of Education Kikuyu Campus.

Dear Sir/ Madam,

I am a postgraduate student at the school of education, University of Nairobi currently working on a research proposal on **Individual factors influencing effectiveness of financial management by Boards of Management at public secondary schools in Westlands sub-county, Kenya**. The purpose of the study is purely academic. I request that you allow me to gather data from the university because it has been selected. The identity of the respondents will be confidential.

Thank you in advance

Yours faithfully

Moses Kariuki Thenya

Appendix II: Questionnaires for BOM members

This is a questionnaire meant to collect data on factors affecting BOM members effectiveness in financial management. Please feel free to give accurate information. Tick one response as appropriate or fill the space provided.

Section A: Demographic Information

1. What is your gender? Female () Male ()

2. What is your age? Below 30years () 30-40 years () 40-50 years () above 50 years ()

3. How long have you worked? Below 1year() 2-5 years () 6-10 years () above 10 years ()

4. What is your education level? Degree () masters() Diploma () Others ()

Section B: Administrative experience on financial management

5. The following are statements related to influence of administrative experience on financial management.

1- Ineffective

2- Fairly effective

3- Effective

4- Moderately effective

5- Very effective

Practices	Very effective	Moderately effective	Effective	Fairly effective	Ineffective
Make sure proper policies and procedures are followed in financial management					
Well-organized and cost-effective management of the schools finances					
Keeping proper accounting records					
Obtain goods and services according to put down guidelines					
Make sure the curriculum is effected through effective supervision of teachers					
Deliver teaching and learning resources					
Evaluation of the school academic performance					

Section C: BOM members' quality of training in seminars and in financial management

6. How do you rate yourself in terms of effectiveness in the following financial management practices using the following the Likert scale.

1= Very effective

2=Effective

3= Fairly effective

4= In effective

5= Very ineffective

Practice:	1	2	3	4	5
Financial management practice					
Attendance of seminars /workshops					
Relevant courses offered at the workshops					
Frequent attendance at the workshops by BoMs					
Adequate time spent at the seminars					
Support from management for BoM to attend the workshops					

Section D: Gender of BOMs and financial management

7. Below are statements related to influence of gender on financial management.

Tick appropriately.

Gender	Male		Female	
	Effective	Ineffective	Effective	Ineffective
Practices				
Guarantee appropriate policies and actions in financial management				
Have consistent BOM meetings				
Appropriate accounting records				
Make sure appropriate policies and actions in financial management				
Well-organized and cost-effective management of the schools finances				

Section E: BOM members professional standing on financial management

8. Below are statement related to influence of professional qualification on financial management. Tick appropriately

1= Strongly Disagree

2= Disagree

3= Undecided

4=Agree

5= Strongly Agree

Statement	1	2	3	4	5
Ensure proper policies and procedures in financial management					
Efficient and economic management of the school finances					
Hold regular BOM meetings					
Proper accounting record					
Efficient and economic management of the school finances					

Thank you for your participation

Appendix III: Interview schedule for school principals

- i. What is your gender? Female () Male ()
- ii. How many years have you worked as a teacher? 5 - 7 years () 8-10 years ()
10-13 years() Over 14 years()
- iii. To what extent does Board of Management level of education influence financial management in public secondary schools in Westlands Sub-county?
- iv. What is the influence of Board of Management professional qualification on financial management in public secondary schools in Westlands Sub-county?
- v. How does Board of Management gender influence financial management in public secondary schools in Westlands Sub-county?
- vi. To what extent does the nature of job done by Board of Management influence financial management in public secondary schools in Westlandss Sub-county?

Thank you for you participation.

Appendix IV Authorization letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787, 0735404245
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/63516/20445**

Date: **4th December, 2017**

Moses Kariuki Thenya
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Individual factors influencing effectiveness of financial management by Boards of Management at public secondary schools in Westlands Sub-County, Nairobi, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **4th December, 2018.**

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

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

G.P. Kalerwa

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

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

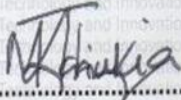
National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix V: Research permit


THIS IS TO CERTIFY THAT:
MR. MOSES KARIUKI THENYA
of UNIVERSITY OF NAIROBI, 105864-101
NAIROBI, has been permitted to conduct
research in Nairobi County

on the topic: INDIVIDUAL FACTORS
INFLUENCING EFFECTIVENESS OF
FINANCIAL MANAGEMENT BY BOARDS
OF MANAGEMENT AT PUBLIC
SECONDARY SCHOOLS IN WESTLANDS
SUB-COUNTY, NAIROBI, KENYA.

for the period ending:
4th December, 2018


.....
Applicant's
Signature

Permit No : NACOSTI/P/17/63516/20445
Date Of Issue : 4th December, 2017
Fee Received :Ksh 1000


Josphat Kalenka
.....
Director General
National Commission for Science,
Technology & Innovation