

**INFLUENCE ON EFFECTIVE BOM COMPETENCE: EXPLORING  
DYNAMICS IN PUBLIC SECONDARY SCHOOL MANAGEMENT IN  
MERU SOUTH SUB COUNTY, KENYA.**

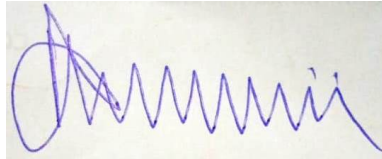
**NAHASHON MUNGATIA RWANDA**

**A Research Project Submitted in Partial Fulfillment of the Requirement  
for the Award of Degree of Master of Education in Educational  
Administration  
University of Nairobi**

**2023**

**DECLARATION**

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



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**Nahashon Mungatia Rwanda**

**E55/62575/2010**

This research project has been submitted for examination with our approval as

University Supervisors 

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**Prof. Jeremiah Kalai**

Associate Professor

Department of Educational Management, Policy and Curriculum

Studies,

University of Nairobi.

---

[susanchepkonga](#)

**Dr. Susan Chepkonga**

Senior Lecturer

Department of Educational Management, Policy and Curriculum Studies,

University of Nairobi.

**DEDICATION**

I wish to dedicate this work to my loving and supportive wife Joyce Kathambi Mung'atia, our children Neema, Barbara, Emmanuel and Angel for their prayers and encouragement during this study period.

## **ACKNOWLEDGEMENT**

My special thanks goes to God Almighty for giving me wisdom and knowledge to accomplish this project. Many thanks to my Supervisors Prof. Jeremiah Kalai and Dr. Susan Chepkonga for accepting to work with me on this research assignment. It is their positive criticism and intellectual guidance that enabled me to successfully complete this project. I also acknowledge the University of Nairobi for giving me the opportunity to study. To my wife and children, the Lord bless you. Finally, I want to thank students of 2010 (Group 27) Masters of Education. You kept giving me hope hence renewing my strength.

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## **LIST OF ABBREVIATION**

<b>B.O.M</b>	: Board of Management
<b>CDE</b>	: County Education Office
<b>EFA</b>	: Education for All
<b>GOK</b>	: Government of Kenya
<b>HRM</b>	: Human Resource Management
<b>KESI</b>	: Kenya Education Staff Institute
<b>LEA</b>	: Local Education Authorities
<b>MOE</b>	: Ministry of Education
<b>OECD</b>	: Organization for Economic Cooperation and Development
<b>P.T.A</b>	: Parents Teachers Association
<b>S.A</b>	: South Africa
<b>SDC</b>	: Sub county Director of Education
<b>SDCE</b>	: Sub-county Director of Education
<b>SGBS</b>	: School Governing Bodies
<b>SMC</b>	: School Management Committee
<b>SSA</b>	: Sub-Sahara Africa USA : United States America

## ABSTRACT

Proper management of financial resources in public primary schools is imperative to performance and academic productivity. Prudent school management has resulted to improved performances in financial management over the past years worldwide. However, there arose financial challenges characterized by failed education trainings for empowerment to assist in effective finance management. This study intended to determine the influence on effective BOM competence: exploring dynamics in public secondary school management in Meru South Sub County, Kenya. It was guided by the following variables as the research objectives; To determine influence of School Board of Management skills and abilities on budgetary process influence competence of BOM; To determine the extent to which School Board of Management ability on financial planning influence competence of BOM; To establish the extent to which School Board of Management ability on financial audit processing influence competence of BOM; To establish the extent to which Board of Management Procurement practices influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya. The study was guided by two theories; Administrative Theories by Edwards (2018) and Lunenburg (2011). Theory of Motivation also known as Expectancy Theory of Motivation. The study used Descriptive survey design. The target population was 9746, comprising of 391 BOM members, 253 teachers and 9100 students the 23 principals, 391 BOM members, 253 teachers and 9100 students. The sub-county director of education and the sub-county quality assurance and standards officer were also targeted. The sample size was 370 and comprised of the SCDE, SCQASO, 184 BOM members, 69 teachers and 115 students. Data collection tools were Questionnaires for the BOM, teachers and students in the 23 secondary schools and interview schedule for the SCDE and SCQASO in charge of Homa-Bay Sub County. Questionnaires' reliability was estimated using Cronbach Alpha. Data collected was analyzed using Statistical Package for Social Science (SPSS) version 25.0. The data was analyzed and presented in percentages, frequencies, figures, tables and means. The study concluded that there is a significant relationship between the variables and predicted the influence of Board of management members on financial management. The findings of the study established that financial management was important undertaking that lead to school development and eventual academic achievement. The study also established that trainings for Board members empowerment was on high demand in the area under study. It was recommended that the: BOM members should be involved in regular financial training and budgeting to overcome the ever increasing economic challenges and changing trends in financial management. Headteachers should involve BOM in the Planning to provide cost effective educational programs that meet children's needs. The school administrators should be accountable as far as expenditure within the budget is concerned and should show a high degree of transparency and accountability.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Education is most important tool of posturing development in any country. According to the World Bank (2015), management in education is often defined as the processes and practices designed to realize objectives at all levels of the education system. As countries seek to adopt 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 (2014).

School managing bodies are known by different phrases or names in various countries World Bank (2016), established that the School boards in United States (U.S.A), Develop policies and regulations to control operations of schools and maintenance of financial resource through budgetary, planning and audit processes. The school boards should initiate educational policies at the local level and have a responsibility towards excellence in education. The School Board Members are in charge putting in place school financial guidelines using government policies.

Allis (2014), presenting policy document on financial management in public institutions in New York United States, found that the School Boards of managements have influence and control over education decisions to

effectively manage institution resource. The document established that the school Board members have mandated to be in control of all school's matters related to financial resources. A study in South Africa by Bush and Heystek (2013), on School governance, compared different school administration in the region and found that all school had the roles of school financial resource management where the processes of budgetary, planning and audit are to be empowered through capacity building.

Rout (2014), on a case study in Sub-Sahara Africa on functioning of school management committee in rural elementary schools found that Issues and Ideas in education fall under governance and accountability on financial resources management. The school boards in Sub-Sahara Africa create a great influence on quality and efficiency in embracing their roles. The governing bodies' responsibilities are mostly regulated by its government in the region. The study found that the financial resource management and mobilization towards developmental goals are embraced by the government in the region.

According to Okumbe (2012), Board of Management (BOM) has a role on management of financial resources. The success of a school is determined by the skilled and experienced board members, Okumbe (2008) affirmed. According to Nyaga (2013), management is the utilization of physical and human resources through cooperation efforts in order to realize established institutional goals. In South Africa they are titled as School Governing Bodies (SGB). In Nigeria they are known as School Board of Management, Okendu (2012) & James (2014). Regardless of what they are called, they influence

education and contribute to the child's education and empowerment the same way.

Allis (2015), presenting policy document on financial management in public institutions in New York United States, found that the School Boards of managements have influence and control over education decisions to effectively manage institution resource. The document established that the school Board members have mandated to be in control of all school's matters related to financial resources. A study in South Africa by Bush and Heystek (2013), on School governance, compared different school administration in the region and found that all school had the roles of school financial resource management where the processes of budgetary, planning and audit are to be empowered through capacity building.

For this consideration of education as a basic human right many nations around the globe have committed themselves to global education policies such as education for All EFA. Newstrom and Bittel (2012) state that the purpose of supervision is not to find fault or to punish, but rather to work cooperatively with the teacher. Thus, supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts. Supervision is also concerned with cultivating good working personal relationships so that they all work towards a more efficient achievement of the task's goal (Newstrom & Bittel, 2012).

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

In Far East Countries of Asia and China, strategic planning at school level was introduced as part of the government devolution. This marked a school-based management reform of the late 1980s. Van (2011) showed that Education Reform Act (1989) which gave schools responsibility of planning in the U.K. The government laid more emphasis on staff development, coming up with strategies which they had to achieve. Povejsil (2009) established in Australia that a strategic plan must reflect the feelings, ideas, thoughts, and wants of the developer and mold them in tandem with the organization's regulations, purpose, and mission. A strategic plan must be practical, flexible, and attainable. Australian schools adhered to these guidelines while preparing their strategic plans.

Miller (2012) pointed out the benefit of strategic planning as acting as a guide to evaluation, and implementation of set goals and making adjustment when necessary. According to Kaplan and Beinhocker (2013) strategic planning



helps in provides a common purpose for future development of institution, stimulates forward thinking, improves performance in the organization, develop teamwork, improve transition, and adjust to the needs and demands of the community.

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According to Okumbe (2008), Board of Management (BOM) has a role on management of financial resources. The success of a school is determined by the skilled and experienced board members, Okumbe (2008) affirmed. According to Nyaga (2013), management is the utilization of physical and human resources through cooperation efforts in order to realize established institutional goals. In South Africa they are titled as School Governing Bodies (SGB).In Nigeria they are known as School Board of Management, Okendu (2014) & James (2015). Regardless of what they are called, they influence education and contribute to the child's education and empowerment the same way

A study by Herlbert (2015) studying the influence of BOM members on the major management issues in school management found that Boards of School Managements have sole responsibility in processing, presenting, organization and running school affairs. It is on these frameworks when the needs and objective of the institution can be achieved. Caskey, (2016) on managing finances resources found that BOM process and rigorous discussion on issues of developments so that decision can be released and supported through trainings for empowerment. The Education Act 2013 indicates that the Cabinet Secretary appoints members of the board of managements through the County Board Members.

The Board of Managements (BOM) plays a crucial role in ensuring that the resources are well accounted for and well maintained for the overall achievement of quality education and achievement. What has brought about the need of the study is that most Board members in primary schools do not have knowledge on the financial resources management. Most School Board members have no financial resources management skills and yet in many instances they are charged with planning, budgeting and accounting for school projects which often fail to be completed due to poor supervision on the side of Board members Republic of Kenya (2011).

## **1.2 Statement of the Problem**

In Kenya education is highly result oriented, where acquisition of knowledge, skills and attitudes of the prospective learners are judged by their grades or their certificates acquired, Barasa (2014). The Government of Kenya has over

the years demonstrated its commitment to the provision of education through sustained allocation of resources to institutions through Ministry of Education. Despite this, there is still the question of efficiency in the management of financial resources. The quality of financial management especially at institutional level is an issue of concern to the government of Kenya. The current study sought to investigate the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya.

### **1.3 Purpose of the Study**

The purpose of the study was to determine the influence on effective BOM competence: exploring dynamics in public secondary school management in Meru South Sub County, Kenya.

### **1.4 Objectives of the Study**

- i. To determine influence of School Board of Management skills and abilities on budgetary process influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya.
- ii. To determine the extent to which School Board of Management ability on financial planning influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya.
- iii. To establish the extent to which School Board of Management ability on financial audit processing influence competence of BOM in

management of public secondary schools in Meru south sub county, Kenya.

- iv. To establish the extent to which Board of Management Procurement practices influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya.

### **1.5 Research Questions**

The following are the research questions from study:

- i. To what extent do School Board of Management skills and abilities on budgetary process influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya?
- ii. To what extent does School Board of Management ability on financial planning influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya?
- iii. To what extent does School Board of Management ability on financial audit processing influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya?
- iv. To what extent does Board of Management Procurement practices influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya?

### **1.6 Significance of the Study**

The findings of the study may be used by various education stakeholders including Board of Management (BOM), parents and general public to equip

school management with skills to improve our schools. Researchers and scholars may find relevant literature to help them in future research work.

The study may also benefit head teachers working on public secondary schools identify the challenges they encounter as they seek governance positions and suggestions on how to overcome them, this will help head teachers to have their principles at their places of work. The study findings may help stakeholders to understand the importance of good governance in their institutions and they will be able to understand their roles and responsibilities in their schools. The study findings may help education governance policy makers identify ways of appointing and promoting teachers in public secondary schools headship.

### **1.7 Basic Assumption of the Study**

- i) That all the head teachers are conversant with competence of BOM in management of public secondary schools in Meru South Sub County, Kenya.
- ii) That the respondents would provide truthful and honest information that they would be willing to participate in the research.

### **1.8 Limitation of the Study**

It was not possible to control the respondents' attitude and lack of cooperation which may affect the validity of their responses. The researcher explained to the study participants that the study is purely academic in nature and no one would be victimized, hence this was achieved through informed consent. Some head teachers may have been in the school for less than two years or

were newly appointed and hence making it difficult to determine his influence on BOM competence. However only those that had stayed for more than two years were included in the research.

### **1.9 Delimitation of the Study**

The research was carried out in public secondary schools in Meru south sub county, Kenya because they do operate under different settings. The respondents of the study included head teachers, board of management and teachers leaving out other stakeholders of the study community such as students, parent's, non-teaching staff and the primary schools yet they have a major role to play in board management education as well as performance.

### **1.10 Definition of Significant Terms**

**Auditing Process:** This is the on-site verification activity, such as inspection or examination, of a process or quality system, to ensure compliance to requirements. In the current study, some audits have special administrative purposes, such as auditing documents, risk, or performance, or following up on completed corrective actions

**Board of Management:** This refers to the body of members approved to manage primary school on behalf of ministry of education.

**Budgeting Process:** Budgeting is the setting of expenditure levels for each of an organization's functions. It is the estimation and allocation of available capital used to achieve the designated targets of a firm.

**Financial Management:** This is monitoring of financial resources with a view to achieve organizational goals and objectives. In the current study financial

management will be the process of planning, organizing and monitoring financial management by board of management.

**Planning:** Planning is the process of thinking about the activities required to achieve a desired goal. It is the first and foremost activity to achieve desired results. In the current study, it involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills.

### **1.11 Organization of the Study**

This study is organized into 5 chapters whereas chapter one comprises of Background of the study, statement of the problem, purpose of the study objectives research questions, significance of the study, basic assumptions, limitation, delimitation and definition of significant terms. Chapter two focuses mostly on literature review which includes the Concept of Board of Management. In chapter three it includes the research design, target population, research instruments, validity and reliability of the instruments, data collection procedures and finally data analysis. The fourth chapter covered of data analysis in relation to the study objectives and research questions, presentation, interpretation and discussion of major findings of the study. Chapter five presented the summary of study findings, conclusions, recommendations and suggestion for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Chapter two reviews literature related to the study area. This chapter presents literature review with the following sub-headings related the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya. The Theoretical and Conceptual Framework is also presented.

#### **2.2 The Concept of Board of Management**

Chatiza (2011), in a study, Introduction to Education and Promoting Equality in Primary Schools in London found education is gate pass to development and it needs careful administration for success. The management of education through BOM was started way back as the study of Chatiza cited the work by Van (2004), studying on creation of School Boards in European countries like England, Wales and Scotland found that education was manageable by Local Education Authorities (LEA). In England and Wales, School Boards were public bodies between 1870 and 1902 which were created under the Elementary Education Act of 1870. However, they were created under the Education Act of 1902 which replaced them with Local Education. The findings also indicated that there are conflicting views on composition of the Boards, their roles and effectiveness as provided by law basing argument on the role they perform.



A study by Sergiovanni (2012), in London, indicated that School Boards of Managements in most parts of Europe served as an internal monitoring mechanism to protect the interests of government and shareholders. This study recommend in parts that schools to adopt school Board of Management as a strategy of governance in developing school towards better financial management. This new development in education management show school gaining more in terms of training for skills development in financial management. Board of Management refers to the body appointed by the Ministry of Education to run public Schools Kenya. Their core duty being to initiate reforms to all school-level stakeholders and create priorities to be associated with internal school improvement activities in a coherent way as they provide policy directions for schools, Stoll (2002).

Ford (2013), in America studying the impacts of School board governance on management of finance and human resources indicated that budgeting, planning and auditing play major role in resources allocation. The recommendations of the study dealt more on skill acquisition and need for proper school governance. The study cited areas of budgeting, planning and auditing as target for skill development within the school Board of Management members to equip them for management task.

According to a study by Yau and Cheng (2011), In Hong Kong studying on Head teachers and Teachers' perceptions of school policy as a key element of school-based resource management found that School leadership plays a major role in education reform. The study found that there were several strategies for

school improvement particularly on financial managerial issues which needs agreement that should be synchronized as one for better management by BOM members in schools. The study recommended interventions on budgeting, planning and auditing processes to be done through skill development for better governance.

Rout (2014), studying in India functions of School Committee in rural elementary school in Balasore Sub-County, found that the school management committee carried out its role actively in order to achieve managerial roles by applying checks and balances on implementation of project through evaluation and monitoring tools provided by the government. Same study found in parts that the for developments in school to take effectiveness, there is need for budgeting, planning and auditing skillfully put in place to enable complete school priorities check and balance.

### **2.3. School Board of Management Skills and Abilities and Budgetary**

#### **Process Influence Competence of BOM.**

Openda (2013) examined the motivational practices used by school management committees to increase teacher's productivity and improve performance in Suba West Sub-County, Migori County, Kenya. The study's sample comprised of twenty five head teachers and two hundred and sixty three SMC members. The results of the study showed that motivational practices which included monetary rewards and recognition of the teachers' efforts by the SMCs led to improved Kenya Certificate of Primary Education performance in their respective schools. The study concluded that SMCs can

play an important role in motivating teachers and non-teaching staff in their respective schools.

Njue (2003) studied the influence of school management boards on teachers in Nairobi area. The study established that school boards of management in some schools motivated their teachers and this resulted in improved performance in national examinations. The study also established that motivation by school boards had a positive effect on the learners. The study further analysed the roles played by the boards of management in providing an enabling environment for teachers. Key among the observations was that the some school boards of management helped in resolving conflicts between the school administration and the teachers. Also, some school boards also played an active role in teacher discipline. This showed that some school boards were effective in human resource management.

The results of Njue's (2003) study were corroborated by Orina (2008) who carried out a study on teacher motivation. This study established that one of the key roles of school boards of management is to motivate the teachers. Motivation is one aspect of human resource management in schools. Through provision of an enabling environment for teachers, the school boards of management paved way for the staff in the school to effectively work and produce better results.

#### **2.4 School Board of Management Ability on Financial Planning and Competence of BOM**

Rabovsky (2011), on Accountability in higher education and Exploring impacts on state budgets and institutional spending in University of Oklahoma, USA attributed great Success in American education sector to financial management where planning was voted as major contributor. The Global Education Center proposed training for all School Management Boards to empower them with managerial planning skills. World Bank (2012), provided analyses that gave Support to School Boards in Scotland to adopt financial management and planning in Scottish school board of management. According to World Bank, Scotland institutions adopted the strategy and saved many project facing risks of grounding due to poor planning and management.

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A study by Musee (2011), studying challenges facing BOMs in Kitui found that BOM members were greatly involved in approving budgets and setting

financial priorities without proper planning criterion. The study recommended proper planning to achieve targeted priorities. The studies done previously in other areas did not show the level of financial mismanagements through planning of activities in public schools. This prompted the need for further research to find out the remedy. These studies presented did not review the strategies adopted by public schools to ensure that funds are well managed through planning hence need for further research like this.

### **2.5 School Board of Management Ability on Financial Audit Processing and Competence of BOM**

James (2011), in England studying school governing bodies and financial management for learning institutions found that schools planned activities should be subjected to daily internal audit before external auditing process. Operations and 13 activities of concerned in institutions are always planned and audited for accountability purposes. Recommendations by the study targeting school administrators aimed at providing training for all education board members to benefit in book keeping, accounting and auditing processing skills to be taught.

In a study by Aggarwal and Vohra (2011), in India found that Education stake holders responsible for day to day running of schools should meet minimal training in financial management. School boards are mandated by law to oversee the management of all resources within schools to enable schools to achieve their objectives. The study pointed out that audit process is a compulsory process to be followed by all government institutions. There is an

audit institution established in all regions where books are audited under guidance of the ministry of education.

Yau and Cheng (2011), studying on Head teachers perceptions of school policy as a key element of school-based management in Hong Kong primary schools found that studying School Audit facility conditions on review of economic budgeting, planning and audit processes for school in China recommended partial training for all school Boards to meet basic standard in managing education sector. The study recommendations helped on offering management courses in financial managements in all fields of auditing process in education sector. This has helped improve efficiency in financial management in all schools of the region.

Khama (2014) views of school board members on management in Namibia reveals that the School Boards of management were created in early 80, trained on school management systems including financial skills in budgeting, planning and audit logistics. The finding and recommendation found that South Africa, education stake holders had feelings that School Governing Bodies (SGB) in the country needs training on school audit skills to instill confidence and power to perform duties of monitoring and evaluation of the accounts effectively. According to the study by James (2011), work load and over burdening the head teachers will be reduced by training school board members on audit requirement in government institutions because they will assist in day to day monitoring providing internal audit services.

A study by Mestry (2004), in South Africa on Financial accounting, provide the principal practices for the school governing bodies to follow as guide line through audit process in South Africa. The main steps out lined are budget estimates, priorities in planning, receiving funds, expenditure and book entries. This aspect has assisted many schools to accomplish the target goal in every financial year. Auditing of school accounts is the final stage process of managing school funds after spending. At the end of each financial year the head teacher prepares and present to School Board of Management an audited financial report for approval, MoE (2000), Koech Report, Republic of Kenya (2005), Public Audit Act (2003).

## **2.6 Board of Management Procurement Practices and Competence of**

### **BOM**

Procurement is the way toward finding, concurring terms and securing merchandise, service or works from an outer source, regularly through tendering or competitive bidding process. This procedure is utilized to guarantee the purchaser gets products, services or works at the most ideal cost, when viewpoints, for example, quality, amount, time and area are analyzed. Head teachers in public primary schools carry out indirect procurement on maintenance, repairs, and operating supplies within their schools. Thus there is the need for head teacher's to undergo courses on procurement to increase capacity building and to avoid fraud. Public procurement and disposal Act (2005) is an act of parliament to establish procedures for efficient procurement of store assets and equipment's by public entities and to provide for other related matters (ROK, 2005).

According to the Ministry of Education, Kenya (2007) on procurement manual all head teachers in primary schools need to follow all guidelines regarding ordering and tendering resources in schools. A study by Mutembei (2013) indicated that head teachers had inadequate financial training hence faced challenges in procurement practices. Head teacher is responsible for ensuring that public procurement, regulations and any circulars issued by public procurement oversight authority are complied with in respect of each of its procurements. The school as a procuring entity shall plan and undertake procurement functions as set out in the first schedule of the regulations.

## **2.7 Summary of Literature Review**

Attainment of financial governance practices on education should be a core development issue. According to scholars like Kurgan (2006); Irungu (2012); Maina (2012); National College for school leadership (2010); and Mutunga (2004).<sup>19</sup> All school heads are expected to be trained on management of finances and governance practices which govern funds control in schools before appointment (GOK, 2012) identified that one factor contributing to high cost of education in Kenya is poor management skills among head teachers and in adequate mechanisms for enforcing accountability and transparency in mobilization and utilization of resources. Hence this study will determine whether head teachers financial governance practices influence education development. The Republic of Kenya (2011); and KISE (2011) introduced refresher courses for head teachers to enhance capacity building on management, procurement and financial governance. In spite of government investing in education many African countries governance capacity remains



inefficient (World Bank, 2006) this leads to conclusion that lack of skilled financial governance is a fundamental constraint in education. Due to the above research findings, there was a need to carry out this study to investigate the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya.

## **2.8 Theoretical Framework**

The study was guided by ideologies of two theories: Administrative Theories by Edwards (2018) and Lunenburg (2011). Theory of Motivation also known as Expectancy Theory of Motivation. Administrative Theory focuses on the organization as a whole. The theory attempts to come up with fundamental rules and principles to serve as guidelines for managers.

Five key functional areas have been identified in Administration Model which include; controlling, coordinating, planning, organizing and directing. Planning refers to the selection and sequential ordering of tasks to be performed aimed at achieving the goal of the organization. Organizing refers to putting the resources of the organization into gainful use; directing is the process of leading and motivating employees so as to influence their behavior to achieve the goals of the organization while controlling involves measuring the performance of the organization, comparing it with the set standards, identifying the deviations from the proposed plans and taking the necessary corrective actions to ensure that events conform to the plans.

For the school Board of Managements in public schools are to be empowered to make financial management a success. Fayol identified qualities that

managers should possess to practice general principles of management successfully. These qualities include physical and mental capabilities, moral standards and educational background (Ngugi & Waweru, 2002). This theory is relevant to this study because the managerial activities are done through planning which is purposeful preparation on what needs to be done in future, organizing which means mobilizing the materials and resources, commanding meaning giving directions so as to achieve goals, controlling meaning evaluating of activities to assess achievement.

The Board of Management plans through budgeting planning and audit processes. The second theory is Expectancy Theory of Motivation proposed by Victor Vroom (1964). This Theory is defined as a process governing choices among alternative forms of voluntary activities, a process controlled by the individual in most behavior. The individual make choices based on estimates of how well the expected results of a given behavior is going to march up with or eventually lead to the desired results. Motivation is a product of the individual's expectancy that a certain effort will lead to the intended performance.

Instrumentality of this performance to achieve a certain results and desirability of the results for the individual add value geared towards performance. Expectancy Theory of Motivation proposes that an individual will behave or act in a certain direction because of motivation. Motivation will lead to selection of a certain behavior towards duty performance.

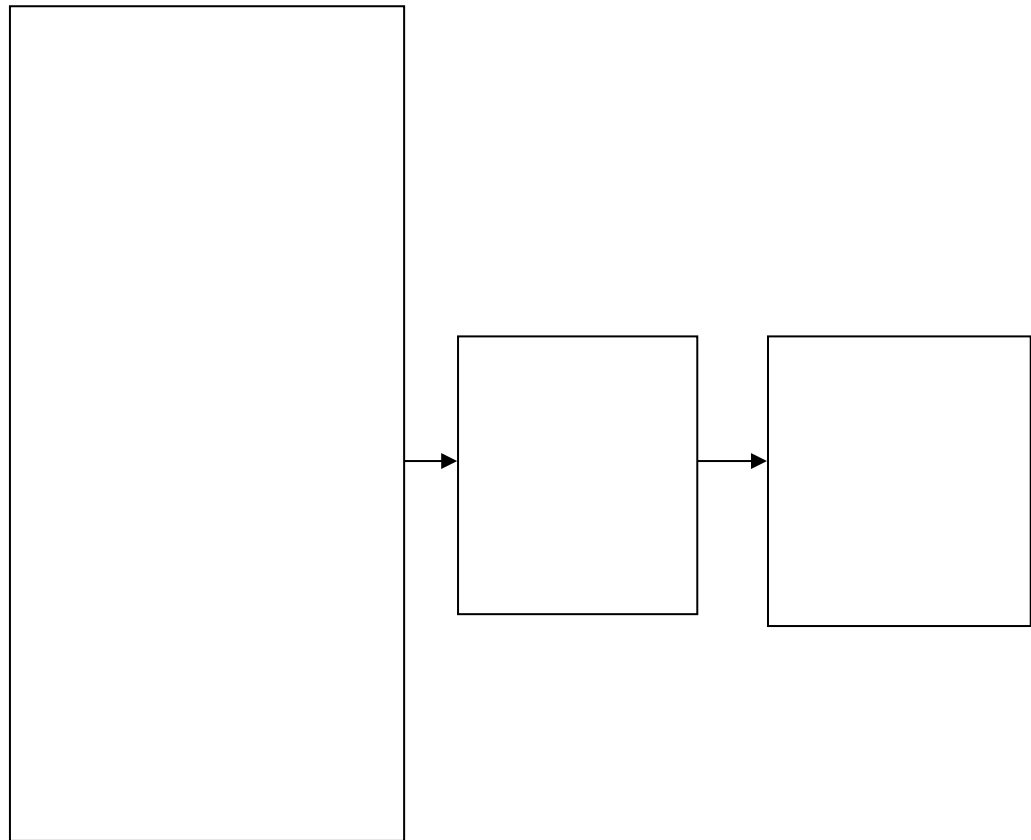
A study by Murphy & McIntyre (2007), presenting a paper on Board of director's performance and effectiveness in duty concepts found that the desired results outcome is always influenced by motivation. The indication shows that motivation determine the factors in making informed choices. BOM members do voluntary work. Some are not professionals related to this kind of appointment. Appointment require them to perform towards a certain direction, this theory acted as a motivation factor. If the training for skill empowerment is effected, the BOM members are attracted to the new role positively and school resource management will be boosted.

Vroom Theory of motivation emphasizes the need for organization like a school train the working force to maximize the outcome hence expectancy. To perform well BOM members need to be positively motivated to play their managerial roles and aim to achieve the expected goals. To ensure good managerial standards motivation is important as spelt out in expectancy theory of motivation.

## **2.9 Conceptual Framework**

A conceptual framework is a model of presentation where a researcher conceptualizes or presents the relationships between variables in the study. In this conceptual frame researcher shown relationship between dependent variables, intervening variables and independent variables of the study. The conceptual framework presents the hypothetical variables which show the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya. It provided that Board of

Management has influence on financial management in fields of budgeting, planning and auditing processes in public primary school. These influences are as a result of dependent variables that bring about good school governance through skill developments. This intervention leads to expected outcomes which are quality budgeting control, effective planning and increased participation in audit processes.



**Figure 2. 1: Conceptual Framework**

School Board of Managements as independent variable has ability to influence the management of financial resources on budgeting, planning and audit processes. The study operationalized the factors affecting financial management practices which may bring change. The dependent variables, Budgeting, Planning and Auditing processes in an organization basically depend on management skills provided by Board of management as they practice internal control mechanism to improve management outcome. The influence of independent variable the BOM skills and ability creates impact on dependent variables of budgeting, planning and auditing processes but entire process may be affected by government policies and principals experience from within the institutions.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter described research methodology that was followed during data collection and analysis. It included research design, target population, sample size and sampling procedure, research instruments, instruments validity reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

Descriptive survey design was used in this study. Descriptive design allowed the researcher to collect information through interviewing or administering questionnaire to representative sample from target population (Orodho 2009). According to Mugenda and Mugenda (2003) descriptive survey design is conducted within communities to establish the extent of range of problems and issues that have not been explored in depth. This design was suitable because through it, the study was able to collect data and analyze it as it exists in the field without manipulating any variable as stated by (Mugenda & Mugenda, 2003). Descriptive design enabled the researcher to learn about and describe the characteristics of BOMs competence in financial governance practices on infrastructure development.

#### **3.3 Target Population**

The study targeted all the public secondary schools in Meru South Sub-County. According to Meru South sub-County Education Office (2018),

there are 23 secondary schools comprising of 5 boarding and 18 day mixed secondary schools. The study targeted BOM members, teachers and teachers in all public secondary schools in the sub-county. The study further targeted the SCDE and SCQASO. The target population was therefore 9746. According to the Basic Education Act No. 14 of 2013 the BOM of Basic Education Institution comprised of 17 members and in this respect, the targeted BOM members were 391. Records from the Sub-County TSC office revealed that 253 teachers had been deployed by to teach in the 23 Public Schools. Enrollment statistics available in the SCDEs office indicated that 9389 students were enrolled in the 23 secondary schools. The target population in the view of the researcher comprised of key stakeholders directly involved in the provision of quality education in a safety standards compliant school environment.

### **3.4 Sample Size and Sampling Procedure**

In this study, the sample size was arrived at using the sample size formula given as by Krejcie and Morgan (cited by Matula *et al*, 2018):

$$S = \frac{X^2NP(1 - P)}{d^2(N - 1) + X^2P(1 - P)}$$

Where:

S = required sample size.

X<sup>2</sup> = the table value of chi-square for 1 degree of freedom at the desired confidence level (0.05).

N = the population size.

P = the population proportion (assumed to be 0.5 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (0.05).

$$S = \frac{3.841 \times 9744 \times 0.5(0.5)}{0.05^2(9744) + 3.841 \times 0.5(0.5)}$$
$$= 370$$

The researcher purposively selected 5 BOM executive members, inclusive of the principal, who was the chief executive officer and the secretary to the BOM from each of the 23 secondary schools. The study also purposively selected 3 parents association (PA) members co-opted in the board. Purposive sampling was further used to select 3 teachers from every school comprising of boarding master or master on duty in the case of day schools, teacher in-charge of guidance and counseling and the teachers' representative in the BOM.

Stratified random sampling was used to select 4 student leaders from each school, one representing each class. Finally the overall student leader per school was purposively selected. The key informants namely the Sub County Directors of Education (SCDE) and Sub county Quality Assurance and Standards Officer (SCQASO) were also sampled purposively. This totaled to a sample size of 370 respondents, which was representative for research purposes.

The BOM executive members were sampled because they regularly consult on key decisions on emerging issues which cannot wait for the approval of the full board. The PA members co-opted into the board were sampled because



they articulate on the interest of the parents and students in the BOM. The boarding master was viewed to possess the clearest picture on the status of safety and discipline of students in the school and regularly advise and consult the secretary to the BOM on measures that can be applied to improve discipline standards and safety status in the school. The teacher in charge of guidance and counseling addresses personal concerns and welfare of students. The representative of the teaching staff in the BOM articulates on curriculum delivery requirements and the welfare of teachers workers, and students in general. The student leaders act as the link between the student body and parents, teachers administration and management.

### **3.5 Research Instruments**

Questionnaire was the major data collecting tool. A questionnaire is most useful of collecting data due to its anonymity of the respondent. Orodho (2004) a questionnaire is mostly used in collecting data when the respondents are literate. The method can reach a large number of subjects who are able to interpret the questionnaire independently. The questionnaire also helped the researcher to make comparison on the answers given different correspondents. Questionnaire enables a study to collect information from the participants in a short period and its administration is easy. Schindler (2006) argues that a questionnaire in a descriptive study in surveys is cost effective as well as having easy of accessibility. Questionnaire allows the study to obtain voluminous quantity of information in expensively from a wide range of respondents sometimes spread extensively in a geography space. Two sets of questions were drawn by the researcher. Questionnaire for head teacher and

another for teachers both sets were divided into two sections where section A of each questionnaire sought to obtain the respondents demographic data academic qualification and duration of service. Section B sought to provide an assessment on factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya. The questionnaires had both closed and open-ended question to allow more information to be obtained from the respondents.

### **3.6 Validity of the Instruments**

According to Mugenda and Mugenda (2002) asserts that validity is the extent to which an instrument measures what it is supposed to measure. Validity is the degree to which result obtained from data analysis represents study phenomena. To enhance the validity of the questionnaire appropriate and adequate items relevant to research questions were included and the researcher made consultation and discussion with the lecturers as well as supervisors, to validate the instruments and also pretesting. Three schools were earmarked for pilot study, about 10 percent of the sample size as recommended by Mugenda and Mugenda (2003) was used. The schools which participated in the pilot study were not sampled in the main study.

### **3.7 Reliability of Instrument**

Orodho (2004) describes the reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept. The researcher used test retest method to obtain the reliability of the instrument. This technique involved the administering the

same instrument twice in a span of two weeks to the same group of subjects. Scores from both testing period were then correlated. The reliability coefficient was then computed using Pearson's product. Moment correlation coefficient represented by the formula (Best & Kahn, 2006).

$$r = \frac{N \sum xy - (\sum x)(\sum y)/N}{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}$$

Where:  $N$  – Number of respondents  
 $x$  – Scores from the first test  
 $y$  – Scores from the second test

The value of  $r$  is between  $\pm 1$ , the closer the value to  $\pm 1$  the stronger the relation hence of the coefficient of 0.80 or more us formed. It suggests that reliability degree is high (Mugenda & Mugenda, 2003). The larger the absolute value of the number, the stronger the relationship whether it is positively or negative (Best and Kahn, 2006).

### 3.8 Data Collection Procedures

The researcher sought a clearance letter from the department of Education, University of Nairobi to get a research permit from NACOSTI. The got a permission from the Sub County Education Officer Meru south sub county, Kenya. Prior to starting the study, the researcher sought consent from teachers and head teachers who participated in the study. Administration of questionnaires was done personally during piloting and final study. The completed questionnaire was then collected immediately. The questionnaire was pre-tested the in one public school from each zone in Meru south sub

county, Kenya that were subsequently not included in the final sample. Five schools were sampled for the pilot study, to permit the researcher to test validity and reliability of research instrument.

### **3.9 Data Analysis and Techniques**

According to Matula *et al.*, (2018) data analysis involves systematic organization of raw data into some logical format, breaking data into interpretable units, synthesizing data, searching for emerging patterns and finally making conclusions.

Coding was then done to translate the responses to the questions into specific categories. The coded categories were then keyed into the Statistical Package for Social Sciences (SPSS) computer software version 23.0 for analysis. Descriptive statistics like frequency distribution and percentages were used to analyze the quantitative data which were presented in tables and comparative bar graphs.

### **3.10 Ethical Considerations**

The researcher ensured the respondents that giving of information of this study were voluntary. The findings of the research were purely for academic purposes. Permission was sought from all areas of administration before the researcher gets to contact with the respondents. The researcher acknowledged all source of information. The researcher conducted proper references of outsources citations to avoid plagiarism of the work. Collected data was treated with utmost confidentiality and respondents assured that provided information was only be used for the purpose of this study. The researcher

provided a consent form for the respondents to seek their full consent in participating in the study and no incentives were offered to participate in the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents research findings of the study. The study sought to determine the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya. The chapter contains response rate, demographic data for the BOM members, students and teachers, , data analysis, presentation, and discussion according to research objectives.

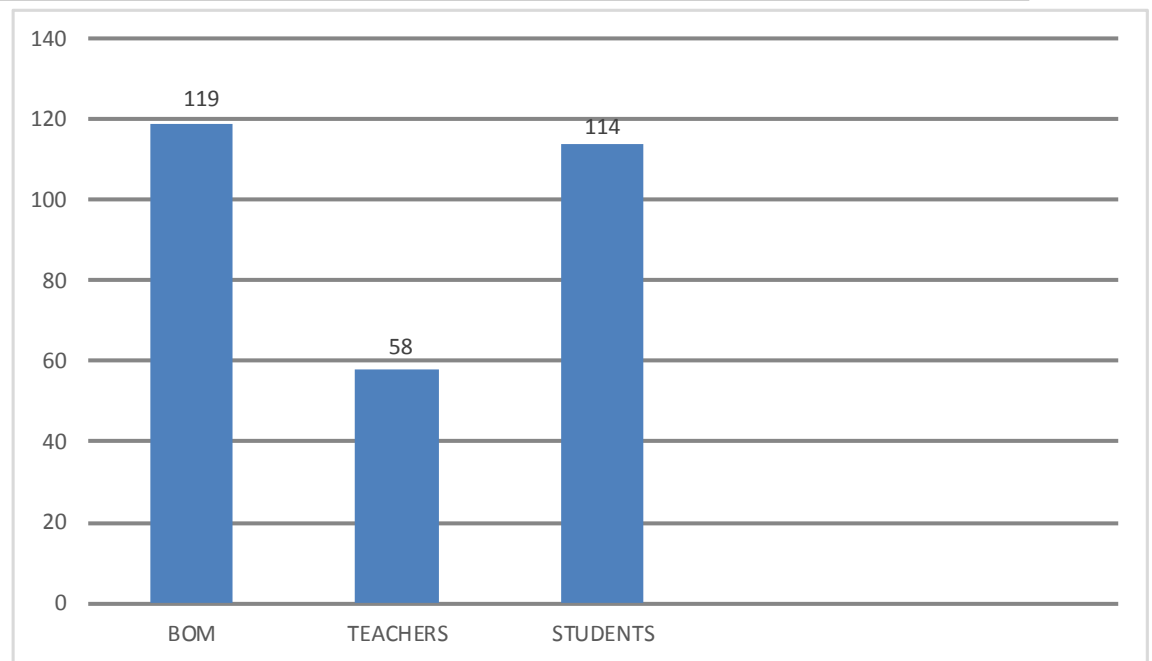
The data was collected using questionnaires as the main research instrument and interview schedule for Sub-County Director of Education and Sub-County Quality Assurance and Standards Officers. The questionnaires were administered to sampled members of the Board of Management, and teachers in all the schools. For the interview schedule, the researcher sought audience and interviewed Sub-County director of education and Sub-County quality assurance and standards officer. The data was compiled using percentages and frequency distribution tables and then presented in tables. Discussion was done in prose form.

#### **4.2 Questionnaire Return Rate**

The study targeted Board of Management, students and teachers in Meru south sub county. The questionnaire return rate was 79% for Board of Management, teachers, and students. This shows that data was collected from all the intended respondents and therefore it was a good representation. This response

rate was considered sufficient to draw conclusions on this study. According to Mugenda and Mugenda (2012) a response rate above 50% is sufficient.

**Figure 4. 1 Questionnaire Return Rate**



The study administered 184 questionnaires to board of management, of which 119 were filled and returned, translating to 64.6%. Sixty nine questionnaires were administered to teachers and 58 were filled and returned translating to 84.1% return rate. The questionnaires administered to students were 115 and 114 were filled and returned translating to 99.1% return rate. The respondents were quite cooperative in the exercise and the data collected was taken to be a true representation of the respondents' views. The return rate of questionnaires from students and teachers was due to the ability of the researcher to visit schools in person, administer the questionnaires to the respondents and collect them immediately. Some teachers however failed to fill in the questionnaires in good time due to their busy schedules and assignments out of the schools.

Some questionnaires given to the BOM members were not returned after more than three attempts to contact them failed.

### 4.3 Demographic Information

This section presents characteristics of personal attributes of individual respondents. They include, gender, age, marital status, highest academic qualification, teaching experience, years of service in the BOM. Demographic data for board of management, teachers, and students were obtained by questionnaires and this information was tabulated.

#### 4.3.1 Gender Distribution of Respondents

In this study it was found necessary to determine the gender balance among members of the BOM, teachers and students in order to establish the participation of males and females in management, teaching and learning respectively. The findings were presented in the figure 4.2

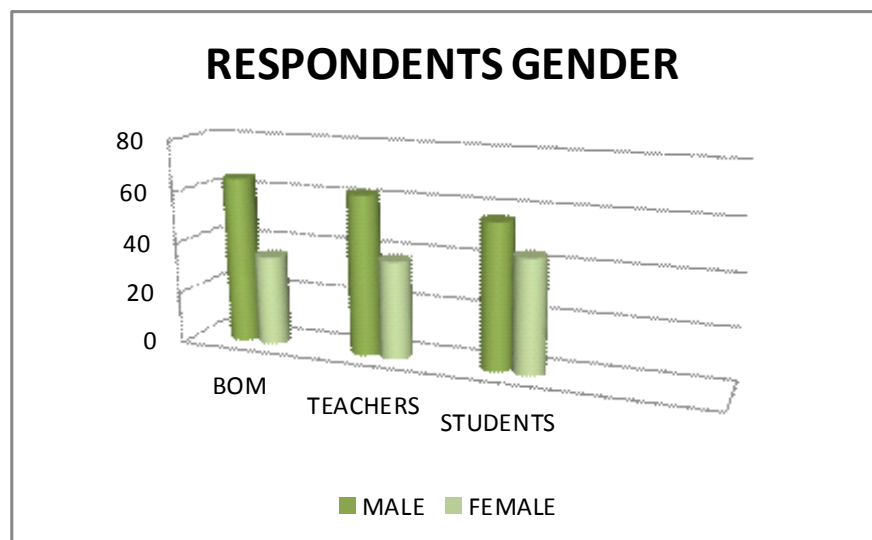


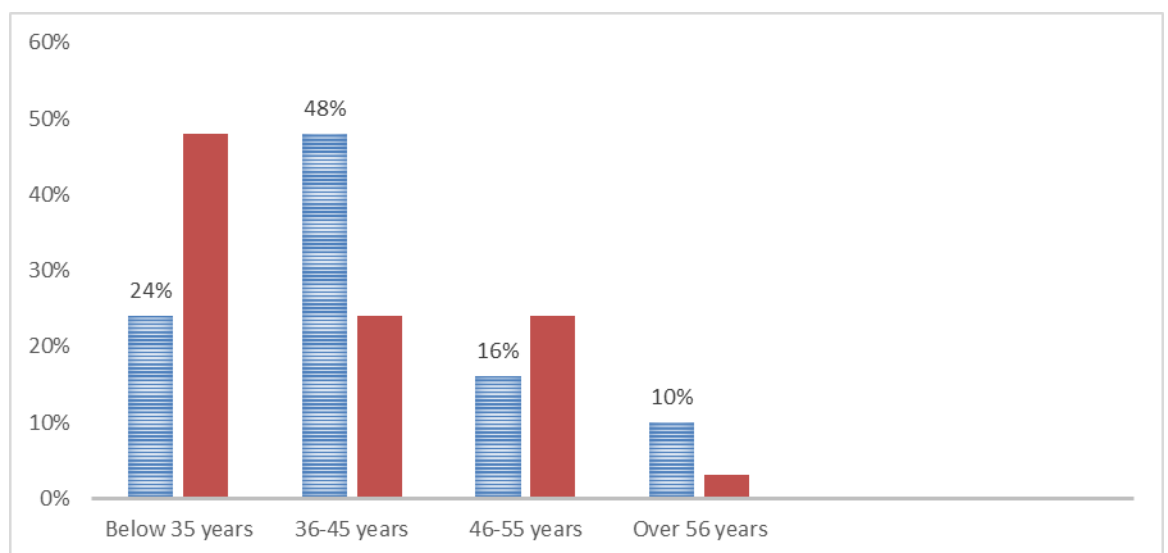
Figure 4. 2: Respondents' gender



The figure shows that 64.7% of BOM members were males while 37.35 were females. Females were therefore marginalized hence a majority of them were not involved in decision making at school management level. However, it was noted that the composition of BOM executive and PA had complied with the requirement of one third of either gender as enshrined in the constitution of Kenya 2010. Male teachers comprised of 62.07% while female teachers were 37.93% of teachers in-charge of boarding, guidance and counselling and representative in the BOM. This implied that TSC had not achieved gender parity in the staffing of schools. Majority of the student leaders at 56.6% were males while 47.4 were female this implied that gender parity in enrolment and formation of student councils had not been realized.

#### 4.3.2 Age Distribution of BOM and Teachers

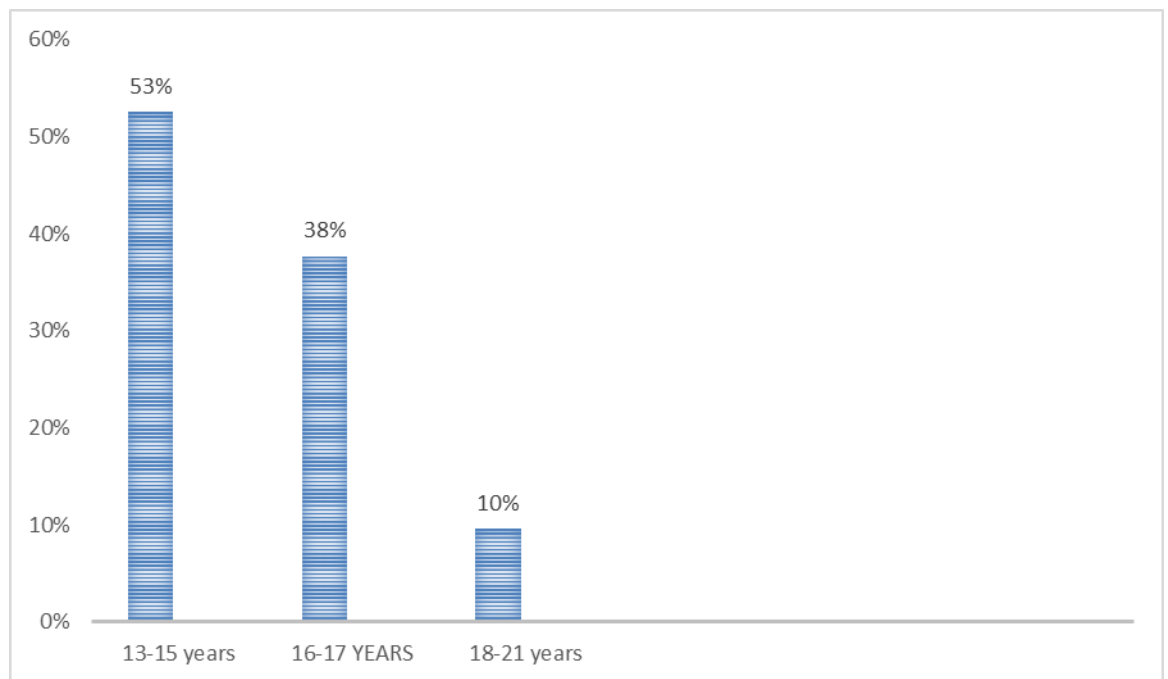
Experience and capacity of individuals in positions of management and administration is determined by age among other factors. The findings were presented in Figure 4.3.



**Figure 4. 3 Distribution of respondents' age**

The figure shows that a majority of BOM members at 48% were in the age bracket of 36-45years this implied that the BOMs comprised of individuals who had acquired professional experiences and competencies required in corporate governance. The appointment of principals according TSC norms require a minimum qualification of job group N which require one to have a cumulative teaching experience of atleast 12 years hence principals in the BOM executive were over 36 years.

Majority teachers were below 35 years, implying that most teachers in charge of boarding guidance and counseling, and representative in the BOM had no gained enough experience in addressing the issue of safety standards implementation. The study sought to establish the age distribution of the student. Results are summarized below in figure 4.4

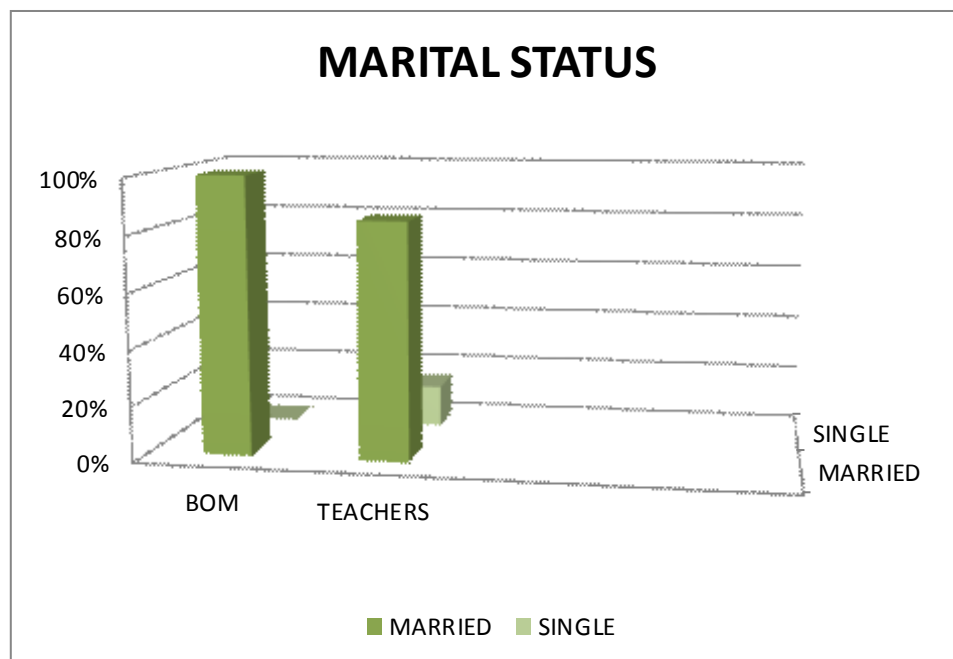


**Figure 4. 4 Distribution of students' age**

The implication is that majority of students were aged above thirteen years which is the age of majority of the students were in secondary schools. Students at this level tend to be vulnerable to safety mishaps and indulgence in acts of indiscipline. Students at this level socialize very fast and learn diverse skills through self-exploration, experimentation and coaching through instruction from teachers, role models, mentors and from the environment. The concept of safety is therefore internalized at this stage in their lives.

### 4.3.3 Marital status

This study sought to establish the marital status of BOM members and teachers in Meru south sub county the responses were tabulated in the figure 4.5.



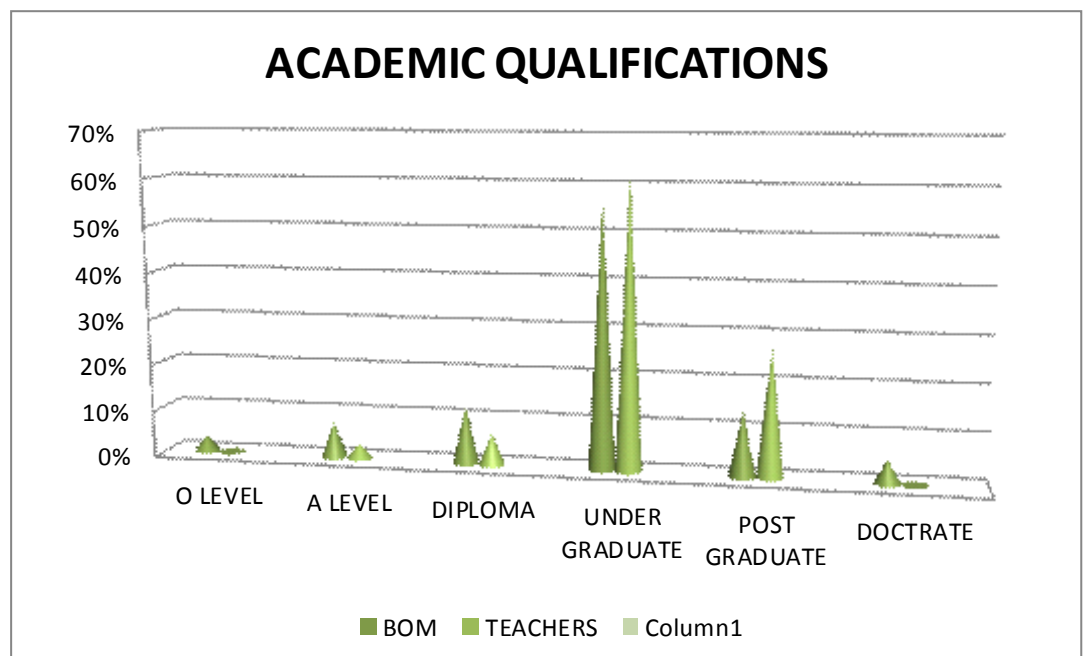
**Figure 4. 5: Marital status**

From the figure 4.5, majority of the respondents indicated that they were married with a few teachers indicating that they were single. According to

Cole (2002) married employees are more stable in their jobs than young employees who keep on looking for greener pastures. This is attributed to the fact that married workers have family responsibilities like providing food, paying school fees and clothing their children unlike young employees most of whom do not have responsibilities outside themselves. Married employees are stable in their jobs and tend to be responsible. This is attributed to the fact that most of them have a sense of responsibility for the discipline of their children and ensuring that their home and school environments are free of safety hazards.

#### 4.3.4 Respondents' academic qualifications

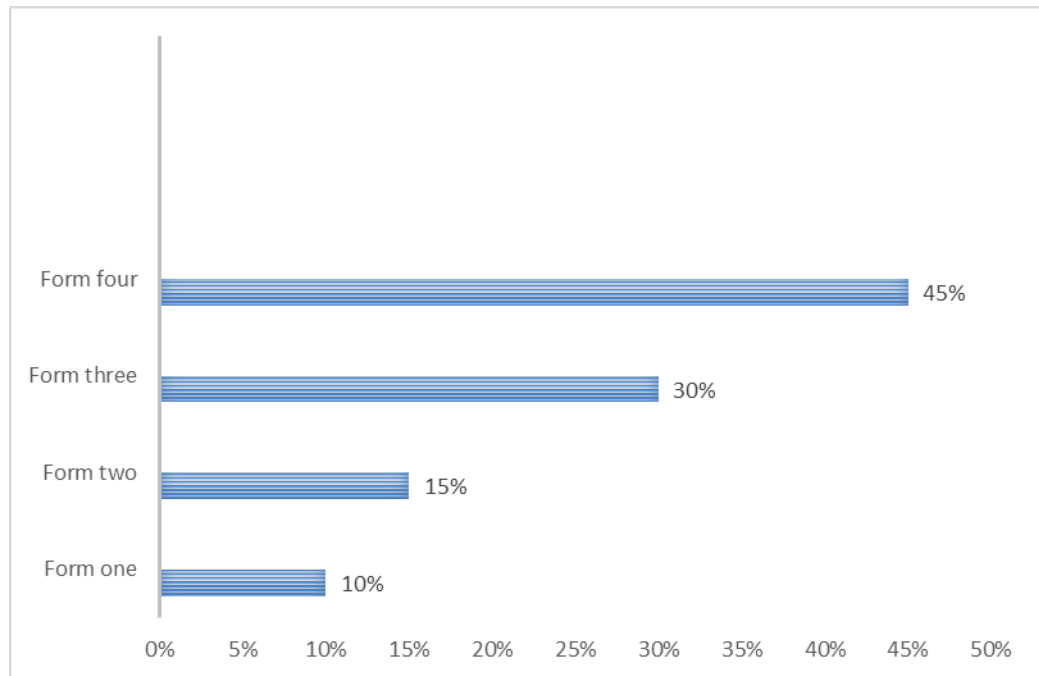
The purpose of seeking information on academic/professional qualification information was to find out if the BOM members and teachers in the Sub County are endowed with management and professional skills for articulating government policies. The BOM members, principals and teachers' academic qualifications are shown in Table 4.6.



#### **Figure 4. 6: Distribution of respondents' academic qualifications**

Figure 4.6 shows that most of the BOM members indicated that they hold Bachelor of education degree as their highest academic qualification. This confirms that all BOM members and principals in the Sub-County were qualified and well equipped to head their respective institutions. Their academic and professional competencies enable them to interpret and contextualize the safety standards policy within their school environments and formulate strategies of mobilizing resources required for implementation. The findings concur with Ali (2003) who states that ideally education trains manpower for the economy, helps to fully develop the potential of individuals and helps such individuals consummate employment opportunities. Eshiwani (1993) argue that academic and professional qualifications of teachers have significant influence on pupils' achievement. It was therefore encouraging to find out that most of the teachers in the Sub County have acquired higher academic qualifications which implied that teachers in the district were adequately equipped with knowledge on academic and leadership matters.

#### **4.3.5 Distribution of Students Class**



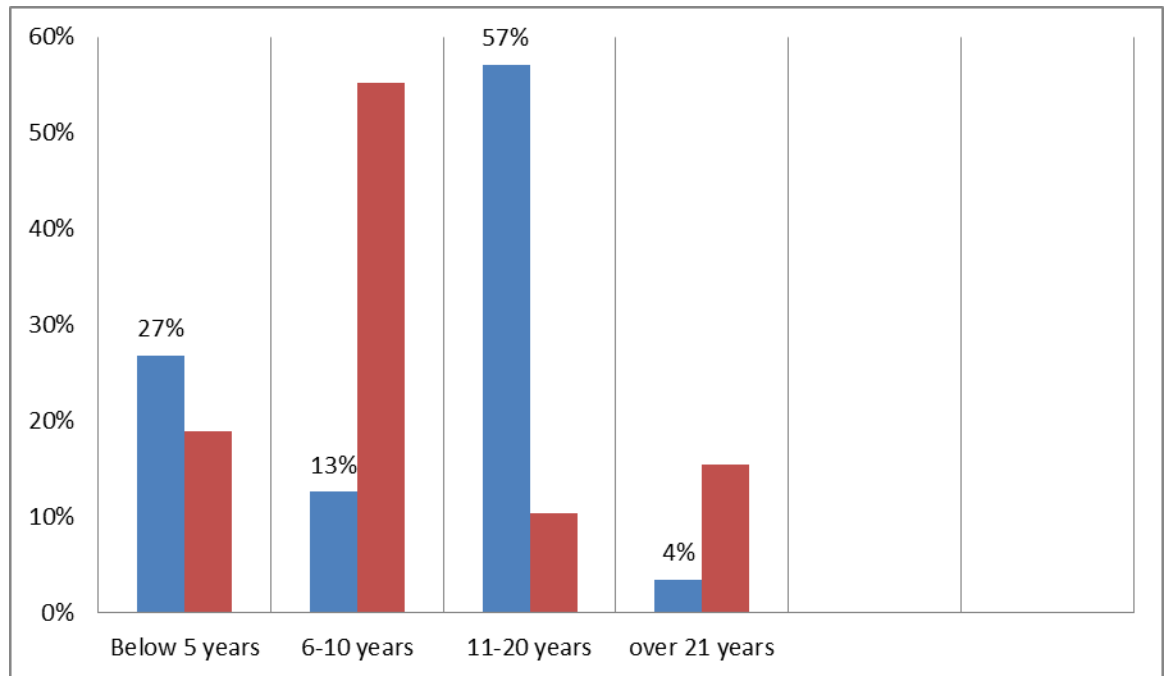
**Figure 4. 7: *Distribution of Student Leaders per Class***

The implication is that majority of students were aged above thirteen years

Majority of the student leaders were in form 45%. Those in form three were 30% form two were represented by 15% and form one by 10%. The implication is that majority of student leaders were in form three and four and therefore they were conscious of safety requirements and the implementation gaps that prevail in their respective schools.

#### **4.3.6 Years of service**

The duration one has taken in a profession determines their advancement. Thus, the researcher sought to establish the teaching experience of the respondents. The aim of seeking this information was to find out if teaching experience influences strategic management. The findings were presented in figure 4.8.



**Figure 4. 8: Years of service**

From the study findings majority of the principals were in the teaching profession for more than 20 years meaning they were exposed to activities of supervision in their respective institutions long enough to enable them carry out their role of leadership.. This shows that they were very conversant with the challenges in their schools and the solutions to address them. That is in line with TSC (2015) scheme of service whereby teachers with particular grades can be promoted to administrative posts

#### 4.3.7 School Category

**Table 4. 1 School Category**

No of Years	BOM/Principals		Teachers	
	Freq	%	Freq	%
Mixed day	15	12.6	13	22.4
Girls day and boarding	16	13.4	6	10.3
Boys day and boarding	17	14.3	5	8.8
Mixed boarding	26	21.8	13	22.4
Girls boarding	21	17.6	9	15.5
Boys boarding	24	20.2	12	20.6
<b>Total</b>	<b>119</b>	<b>100.0</b>	<b>58</b>	<b>100</b>

It is evident from table 4.1 that most of the schools in Meru South Sub-County are day schools while the rest are either pure boarding or mixed day schools. This implies that different school categories require specific infrastructural resources, unique caliber of staff and different financial resources for implementing safety standards. Most of the day schools were still young and lacked most of the basic amenities due to lack of finances. The discipline issues in girl schools are different from those in boy schools. Mixed schools have more complex discipline issues. Thus different strategies specific to the school category should be worked out by the BOMs in order to implement safety standards policy.

#### 4.4 Descriptive Analysis of Independent Variables

This section presents descriptive analysis findings on the independent variables (School Board of Management skills and abilities on budgetary



process, School Board of Management ability on financial planning, School Board of Management ability on financial audit processing, Board of Management Procurement practices) and dependent variables (competence of BOM) of the study.

#### **4.5 Influence of school Board of Management Skills and Abilities on Budgetary Process on Competence of BOM.**

BOM members were requested to show their level of agreement with the statements in relation to response on budget preparations, allocations and needs prioritizations. The results are shown in Table 4.2

**Table 4. 2: BOM Response on Budget Preparations, Allocations and Needs Prioritizations**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	3	3
Agree	2	2
Neutral	16	13
Disagree	23	19
Strongly Disagree	75	63
Total	119	100

BOM members were requested to show their level of agreement with the statements in relation to budget preparations, allocations and needs prioritizations. The analysis in table 4.1 shows that 72% disagreed that budget preparations, allocations and needs prioritizations strategies are in place. This finding could be attributed to the fact that BOM members lack training in

disaster management hence they are not able to formulate these strategy and implement in their respective schools. These findings concur with Mburu (2012) who found that schools had budgeting committees that were active but only 63% of them had received training on budget preparations, allocations and needs prioritizations and only 37% of the learners had been trained, which hampered budget preparations, allocations and needs prioritizations in most schools.

The study sought information from the students on whether the BOM had constituted budget preparations, allocations and needs prioritizations committee in which students are represented. Table 4.3 presents the findings.

**Table 4. 3: The BOM has Constituted School Based Budget Preparations, Allocations and Needs Prioritizations.**

<b>Extent</b>	<b>Frequency</b>	<b>Percentage</b>
No extent	9	8
Small extent	2	1
Not sure	16	14
Great extent	23	20
Very Great Extent	65	57
<b>Total</b>	<b>114</b>	<b>100</b>

The analysis in table 4.3 shows that the majority 77% disagreed to a great extent that BOM has constituted budget preparations, allocations and needs prioritizations committee in which students are represented. This finding could be attributed to the fact that BOM members have not incorporated all

stakeholders in school management affairs hence budget preparations, allocations and needs prioritizations is compromised. These findings are same as Wanyama (2011) established that while most schools complied with the requirements of budget preparations, allocations and needs prioritizations, majority of the schools were yet to set up budget preparations, allocations and needs prioritizations committees.

Teachers were requested to show their level of agreement with the statements in relation to response on training of BOM members on need for budget. The results are shown in Table 4.4

**Table 4. 4: There is Training of BOM Members on Need for Budget for the Institutions.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	2	4
Agree	3	5
Neutral	7	12
Disagree	14	24
Strongly Disagree	32	55
<b>Total</b>	<b>58</b>	<b>100</b>

The analysis in table 4.4 shows that 79% of teachers disagreed that BOM members are involved on safety training. This finding could be attributed to budget constraints to provide for training allocation. These findings were the same as that of Wanyama (2011) who studied the level of compliance with

budgetary standards for emergency response in secondary schools in Sabatia District, Vihiga County. The study established that while most schools complied with the requirements of the budgetary standards, majority of the schools were yet to involve teachers and students on safety training.

#### **4.6 Influence of School Board of Management Ability on Financial Planning Influence on Competence of BOM**

BOM members were requested to show their level of agreement with the statements in relation to BOM members initiate and propel planning procedures. The results are shown in table 4.5

**Table 4. 5: BOM Members Initiate and Propel Planning Procedures**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	14	13
Agree	1	1
Neutral	14	12
Disagree	35	28
Strongly Disagree	55	46
<b>Total</b>	<b>119</b>	<b>100</b>

The analysis in table 4.5 shows that the majority who scored 74% disagreed that BOM members initiate and propel planning procedures. This finding could be attributed to poor planning procedures and inadequate provision of financial resources specifically for BOM operations.

The study sought information from the students on whether funds disbursed to the schools by the MOE is displayed at strategic places in Meru South Sub-County. Table 4.6 presents the findings from the students.

**Table 4. 6: The BOM Ensures that Funds Disbursed to the School by the MOE are Displayed at Strategic Places.**

<b>Extent</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	9	16
Agree	4	7
Neutral	6	10
Disagree	14	24
Strongly Disagree	25	43
<b>Total</b>	<b>58</b>	<b>100</b>

The analysis in table 4.6 shows that the majority who scored 67% disagreed to a great extent that BOM has disbursed to the school by the MOE is displayed at strategic places. The students could not therefore ascertain the adequacy of funds disbursed.

Teachers were requested to show their level of agreement with the statements in relation to BOM members are the custodian of Proper planning records in schools. The results are shown in table 4.7.

**Table 4. 7: BOM Members are the Custodian of Proper Planning Records in Schools.**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	8	13
Agree	5	8
Neutral	8	14
Disagree	16	28
Strongly Disagree	21	37
<b>Total</b>	<b>58</b>	<b>100</b>

Proper planning records Budget has been acknowledged to be one of the factors that influence competence of BOM. The study sought to establish the claim. The analysis in table 4.7 shows that the majority who scored 65% disagreed that BOM members are the custodian of Proper planning records in schools. These findings agrees with Mulwa (2008) found that inaccurate estimates in the initial budgeting cause premature project resource depletion; that in most cases result from failure to anticipate contingency costs and possible fluctuation of prices due to inflation.

#### **4.7 School Board of Management ability on Financial Audit Processing**

BOM members were requested to show their level of agreement with the statements in relation to school board of management ability on financial audit processing influence competence of BOM. The results are shown in table 4.8.

**Table 4. 8: School Board of Management ability on Financial Audit**

**Processing**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	43	36
Agree	24	20
Neutral	32	27
Disagree	8	7
Strongly Disagree	12	10
<b>Total</b>	<b>119</b>	<b>100</b>

The analysis in table 4.8 shows that the majority who scored 56% agreed that BOM ensures financial audit processing. The respondents who disagreed viewed their schools as school board of management ability on financial audit processing influence competence of BOM. These findings are in agreement with Aggarwal and Vohra (2011), in India found that Education stake holders responsible for day to day running of schools should meet minimal training in financial management. School boards are mandated by law to oversee the management of all resources within schools to enable schools to achieve their objectives. The study pointed out that audit process is a compulsory process to be followed by all government institutions. There is an audit institution established in all regions where books are audited under guidance of the ministry of education.

Teachers were requested to show their level of agreement with the statements in relation to BOM members are trained on planning skills to empower and

make them effective in handling institutional planning needs. The results are shown in table 4.9.

**Table 4. 9: BOM members are trained on planning skills to empower and make them effective in handling institutional planning needs**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	18	31
Agree	21	36
Neutral	8	14
Disagree	2	3
Strongly Disagree	9	16
<b>Total</b>	<b>58</b>	<b>100</b>

The analysis in table 4.9 shows that the majority who scored 67% agreed that BOM members are trained on planning skills to empower and make them effective in handling institutional planning needs.

#### **4.8 Board of Management Procurement Practices Influence Competence of BOM.**

BOM members were requested to show their level of agreement with the statements in relation to Board of Management Procurement practices. The results are shown in table 4.10



**Table 4. 10: Board of Management Procurement Practices**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	9	8
Agree	4	3
Neutral	20	17
Disagree	50	42
Strongly Disagree	36	30
<b>Total</b>	<b>119</b>	<b>100</b>

The analysis in table 4.10 shows that the majority who scored 72% disagreed that Board of Management Procurement practices influence competence of BOM. These lower ratings on the competence of BOM in budgeting and auditing of books of accounts concur with the findings of Chepkonga (2009) that the heads of schools needed training in every key management areas such as preparing budgets and accountability.

Teachers were requested to show their levels of agreement with the statements in relation to Board of Management Procurement practices. The results are shown in table 4.11

**Table 4. 11: Teachers and BOM are Involved for Transparency and Accountability**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	14	13
Agree	1	1
Neutral	14	12
Disagree	35	28
Strongly Disagree	55	46
<b>Total</b>	<b>58</b>	<b>100</b>

The analysis in table 4.11 shows that the majority who scored 83% disagreed that teachers and BOM are involved for transparency and accountability. SCQASO was also required to indicate the challenges that his office faced in enhancing financial governance practices and the following challenges were realized from the interview: “There was no action taken by TSC on reports made by SCQASO after inspection or audits on head teachers who had been identified to have mismanaged school finances. The only punitive measure that is taken is to transfer those head teachers to other schools without holding them to account for their mismanagement”.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

The purpose of this study was to determine the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya. This chapter presents discussion of the findings, conclusion, recommendations and suggestions for further research.

#### **5.2 Summary**

The study examined the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya. It was guided by the following variables as the research objectives; To determine influence of School Board of Management skills and abilities on budgetary process influence competence of BOM; To determine the extent to which School Board of Management ability on financial planning influence competence of BOM; To establish the extent to which School Board of Management ability on financial audit processing influence competence of BOM; To establish the extent to which Board of Management Procurement practices influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya. The study was guided by two theories; Administrative Theories by Edwards (2018) and Lunenburg (2011). Theory of Motivation also known as Expectancy Theory of Motivation. The conceptual framework which showed the inter relationships between the independent and dependent variables was presented. The study employed

descriptive survey research design for its appropriateness as it enables the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behavior and values.

The target population comprised of 23 principals, 391 BOMs, 253 teachers and 9,100 students in public secondary schools. The sample size of 368 comprising of the SCDE, SCQASO, 23 principals, 184 BOM members, 69 teachers and 115 students from 23 public secondary schools were earmarked for participation in the study. However, 119 BOMs, 58 teachers and 114 students returned the questionnaires translating into a return rate of 79%.

Purposive sampling was used to select 23 principals, BOM Executive Committee Members, PA, Boarding Master, teacher in charge of guidance and counseling and teachers representative in the BOM of every school. Stratified and purposive sampling was used to select the overall student leader and class representatives. SCDE and SCQASO were selected purposively. Data analysis was done using SPSS Computer Software version 20.0 because of its effectiveness and efficiency. The research tools were tested and retested to enhance their reliability while the university supervisors' expert judgment was used to validate the tools content. Data was presented in relation to the study findings and the study objectives.

**5.2.1 To determine influence of School Board of Management skills and abilities on budgetary process influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya.**

BOM chair persons as well as deputy head teachers were minimally involved in financial accounting duties in schools. Only a negligible number of BOM chairpersons were involved in making payments as signatories of the school accounts 2 (5.7%) and inspecting books of accounts 1 (2.9%). These were the only accounting duties assigned to them yet only a small number undertook the duties. Majority of the deputy head teachers were merely involved in assisting to account school funds 1 (3%) as the only accounting role. In addition, 28.6% of the BOM chairpersons were not involved when carrying out financial accounting practices in the school by the head teachers compared to 12.1% of the deputy head teachers.

**5.2.2 To determine the extent to which School Board of Management ability on financial planning influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya.**

An overwhelming majority of BOM chairs (91.4%) stated that they held regular meetings to discuss financial governance practices with the head teachers. Deputy Head teachers (54.5%) were fairly divided on this matter with 18.2% who indicating otherwise while a whopping 27.3% gave no response. Regular meetings held between the BOM chairpersons, head teachers and deputy head teachers ensured a smooth implementation of

financial management practices coupled with accountability and transparency. BOM chairpersons further indicated that they met to discuss the use of school funds, to check the success and failures in the 69 implementation of the projects and to give a comprehensive report on finances and management of the school.

**5.2.3 To establish the extent to which School Board of Management ability on financial audit processing influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya.**

On the auditing practices by Head teachers' influence on school development, the study found out that books of accounts were audited over the last two years a revelation that contradicted the findings of Irungu (2012) that school books of account took many years to be audited. The study also noted it is a MOEST policy that auditing of school accounts be conducted on a termly basis but due to understaffing in the Sub County and lack of finances, it was not done on a termly basis in Meru South Sub County. The rating of head teachers' competence in a number of areas established that majority of the head teachers were competent on ordering and tendering of materials and accounting of school records.

**5.2.4 To establish the extent to which Board of Management Procurement practices influence competence of BOM in management of public secondary schools in Meru south sub county, Kenya.**

Head teachers' competence in budgeting and auditing of books of accounts was in doubt. Summarizing of school records, drawing a budget plan,

computing income and expenditure were the main challenges facing head teachers in financial practice. Other challenges included: ordering and tendering, estimating receipts, inspecting books of accounts and assessment of feedback on audited accounts. These challenges clearly pinpoint areas of training for head teachers in order to improve their competence in financial practice. Further, the study established the major challenges head teachers encounter when handling finances as: the disbursement of funds from MOEST were inadequate to cater for different needs in the school, there was late disbursement of FPE funds by the government and lack of support from the parents and the community.

### **5.3 Conclusion**

The following conclusions were made based on the findings of the study: financial accounting practices had improved school development in public primary schools. The head teachers' financial governance practices on school development in Meru south sub county, had led to successful starting of the projects, but a number were not complete and this brought sound management of funds, school projects were not being completed on time and there was delay in the running of the set projects, this could be because some head teachers did not attend any training on financial practices and others did not get financial support from parents and the Government delayed disbursement of money, this has raised concern on accountability and transparency.

A majority of the head teachers appreciated that financial management was a key area that required further training. BOM chair persons as well as deputy

head teachers were minimally involved in financial accounting duties in schools. On the budgeting of school funds the study established that there was no definite time when the school budget was drawn which was more likely to shun various stakeholders from participating in the process or would allow head teachers use school funds without setting priorities and without strict compliance to the budgetary allocations. This was seen in the confusion on financial documents that were present in schools. Petty cash book, receipts and vouchers were the main financial records in schools.

The BOM competence in procurement practices influenced school development especially when it is inclusive. There was a lower approval on teachers and BOM members' involvement in the procurement of goods and services; a matter that raised transparency and accountability concerns in procurement of goods and services in the schools.

Auditing practices by Head teachers' influences school development especially when auditing of the books of accounts is carried out on time. Head teachers' competence in budgeting and auditing of books of accounts was in doubt and this was likely to raise accounting challenges of school funds by head teachers.

#### **5.4 Recommendation**

The researcher made the following recommendation based on the findings of the study;

- i. KEMI which is the key training agency for head teachers should organize trainings that are most useful and relevant to the subject areas.



The mode of training, content covered, time allocated for training, and caliber of the trainers should be taken into consideration to ensure the trainings on financial management are thorough and relevant to head teachers.

- ii. County Quality Assurance and Standards officers should sensitize the head teachers, deputy head teachers and BOM members of their roles and especially in proper financial accounting practices, procurement, budgeting and auditing during their school visits. Parents and BOM members should support the school to ensure school programs are running smoothly.
- iii. TSC should act swiftly on reports made by SCQASO after inspection or audits on head teachers who had been identified to have mismanaged school finances by instituting disciplinary and legal measures in order to deter or recover the funds. TSC should also stop transferring those head teachers to other schools without holding them to account for their mismanagement.
- iv. The National Government through the MOEST and TSC should formulate policies that ensure head teachers are well prepared and trained in financial governance practices before assuming headship positions. A directive by MOEST should be well articulated on annual preparation of the school budgets in order for the process to be inclusive. External auditing of school funds should be carried out annually by auditors from MOEST in order to ensure schools comply with stipulated financial control mechanisms in order to improve

efficiency, curb shortages, improve systems and give suggestions where there are failures.

### **5.5 Suggestions for Further Study**

The study proposes further research in the following areas:

- i. A study on the trainings needs for BOM members and its effects on financial governance practices and development in schools.
- ii. A comparative study on the influence of head teachers' of both public and private primary schools on financial accounting practices on school development.

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## APPENDICES

### Appendix I: Letter of Introduction

Nahashon Mungatia Rwanda

Department of Educational Administration and Planning

University of Nairobi

P.O. BOX 30197

Nairobi

Dear Sir/Madam,

#### **REQUEST FOR COLLECTION OF RESEARCH DATA**

I am a Master of Education (M.Ed.) student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study. I am requesting for your participation in a study that examines “**Factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya**”. Please fill in the questionnaires. The research results will be used for academic purposes only and information provided will be treated with confidentiality.

Your cooperation will be appreciated.

Yours sincerely,

**Nahashon Mungatia Rwanda**

### Appendix II: Questionnaire for BOM Members

This questionnaire is developed to gather information about your school. The purpose of the study is to determine the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya.

You are requested to participate in this study by filling in this questionnaire.

You are assured that your identity will not be disclosed and that the information you will provide will be treated with at most confidentiality.

### **Instructions**

Please respond to the questions items given as honestly and accurately as possible.

For each statement tick (✓) against the most appropriate answer as per your opinion.

### **Section A: Background Information**

1. Please indicate your gender. Male ( ) Female ( )
2. Please indicate your age. Below 35 years ( ) 36-45 years ( ) 46- 55 years ( )  
56 years and above ( )
3. Please indicate your marital status. ( ) Married ( ) Single ( ) Divorced ( )  
widowed ( )
4. What is your highest level of education? Certificate ( ) Diploma ( )  
Undergraduate ( ) Postgraduate ( ) Doctorate ( )
5. For how long have you been a member of BOM in the school? Below 5  
years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( )
6. Indicate your school category? Boys boarding ( ) Girls boarding ( )  
)Mixed boarding ( ) Mixed day ( ) Girls day & boarding ( ) Boys  
day and boarding ( )

The following sections provide you with items related to BOMs governance practices. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements. The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

**Section B: School Board of Management skills and abilities and budgetary process influence competence of BOM**

Statement	1	2	3	4	5
i. Budget preparations, allocations and needs prioritizations are done in budgetary process by BOM members as per the procedures laid down by ministry.					
ii. There is training of BOM members on need for budget for the institutions					
iii. Budgets are prepared by BOM and approved by parents' body and Sub County of education before implementation takes place.					
iv. Ministry of Education rejects or approve the school budget before it is implemented by the BOM during each financial year.					

**Section C: School Board of Management ability on financial planning and competence of BOM**

Statement	1	2	3	4	5
i. BOM members initiate and propel planning procedures for an institution as it is laid down by MOE.					
ii. BOM members are trained on planning skills to empower and make them effective in handling institutional planning needs.					
iii. BOM play the role of members to oversee the implementation of					

	planned activities in our school and recommend for more priorities for budgeting.					
iv.	BOM members are the custodian of Proper planning records in schools.					

**Section D: School Board of Management ability on financial audit processing and competence of BOM**

Statement	1	2	3	4	5
i. BOM understand their roles and responsibilities of managing school financial resources in critical issue that requires integrity					
i BOM are key organ of the school management concerning financial resources					
ii BOM members requires in-service training to equip them with relevant skills to provide proper management in school.					
i BOM members are appointed as per the laid down regulations and procedures by ministry of education.					

**Section E: Board of Management Procurement practices and competence of BOM**

Statement	1	2	3	4	5
i. BOM and Teachers are members of tender and evaluation committee in school					
ii. Teachers and BOM are involved for transparency and					

	accountability					
	iii Procurement of school resources is done by SIMC.					
	iv It is an activity captured in the term dates					

### **Appendix III: Questionnaire for Teachers**

This questionnaire is developed to gather information about your school. The purpose of the study is to determine the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya.

You are requested to participate in this study by filling in this questionnaire.

You are assured that your identity will not be disclosed and that the information you will provide will be treated with at most confidentiality.

#### **Instructions**

Please respond to the questions items given as honestly and accurately as possible.

For each statement tick (√) against the most appropriate answer as per your opinion.

#### **Section A: Background Information**

1. Please indicate your gender. Male ( ) Female ( )
2. Please indicate your age. Below 35 years ( ) 36-45 years ( ) 46- 55 years ( )  
56 years and above ( )
3. Please indicate your marital status. ( ) Married ( ) Single ( ) Divorced ( )  
widowed ( )
4. What is your highest level of education? Certificate ( ) Diploma ( )  
Undergraduate ( ) Postgraduate ( ) Doctorate ( )
5. For how long have you been a member of teaching staff in the school?  
Below 5 years ( ) 6-10 years ( ) 11-15 years ( ) 16-20 years ( )

6. Indicate your school category? Boys boarding ( ) Girls boarding ( )  
Mixed boarding ( ) Mixed day ( ) Girls day & boarding ( ) Boys  
day and boarding ( )

The following sections provide you with items related to BOMs governance practices. The items are divided into sub-items according to the study objectives. Please indicate the extent to which you agree with the statements.

The key to the scale is provided below.

1- Strongly Disagree (SD) 2- Disagree (D) 3- Neutral (N) 4 – Agree (A) 5 – Strongly Agree (SA)

**Section B: School Board of Management skills and abilities and budgetary process influence competence of BOM**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	Budget preparations, allocations and needs prioritizations are done in budgetary process by BOM members as per the procedures laid down by ministry.					
ii)	There is training of BOM members on need for budget for the institutions					
iii)	Budgets are prepared by BOM and approved by parents' body and Sub County of education before implementation takes place.					
iv)	Ministry of Education rejects or approve the school budget before it is implemented by the BOM during each financial year.					



**Section C: School Board of Management ability on financial planning and competence of BOM**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	BOM members initiate and propel planning procedures for an institution as it is laid down by MOE.					
ii)	BOM members are trained on planning skills to empower and make them effective in handling institutional planning needs.					
iii)	BOM play the role of members to oversee the implementation of planned activities in our school and recommend for more priorities for budgeting.					
iv)	BOM members are the custodian of Proper planning records in schools.					

**Section D: BOMs' School Board of Management Ability On Financial Audit Processing and Competence of BOM**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	BOM understand their roles and responsibilities of managing school financial resources in critical issue that requires integrity					
ii)	BOM are key organ of the school management concerning financial resources					
iii)	BOM members requires in-service training to equip them with relevant skills to provide proper management in school.					
iv)	BOM members are appointed as per the laid down regulations and procedures by ministry of education.					

**Section E: Board of Management Procurement practices and competence  
of BOM**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	BOM and Teachers are members of tender and evaluation committee in school					
ii)	Teachers and BOM are involved for transparency and accountability					
iii)	Procurement of school resources is done by SIMC.					
iv)	It is an activity captured in the term dates					

## **Appendix IV: Questionnaire for Students**

This questionnaire is developed to gather information about your school. The purpose of the study is to determine the influence on effective BOM competence: exploring dynamics in public secondary school management in Meru South Sub County, Kenya.

### **Instructions**

You are requested to participate in this study by filling in this questionnaire.

You are assured that your identity will not be disclosed and that the information you will provide will be treated with at most confidentiality.

### Instructions

Please respond to the questions items given as honestly and accurately as possible.

For each statement tick (√) against the most appropriate answer as per your opinion.

### **Section A: Background Information**

1. In which class are you? Form 1( ) Form 2( ) Form 3( )  
Form 4( )

To what age bracket do you belong? 14 years and below ( ) 15-16 years ( )  
17-19 years( ) 20 and above( )

2. Please indicate your gender? Male ( ) Female( )

In the following sub sections, state whether the extent to which the following statement are true on a scale of 1-4 where 1 = No extent, 2 = Small extent, 3= Not sure, 4= Great extent and 5= Very great extent by ticking (√) against the correct box given.

**Section B: School Board of Management skills and abilities and budgetary process influence competence of BOM**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	Budget preparations, allocations and needs prioritizations are done in budgetary process by BOM members as per the procedures laid down by ministry.					
ii)	There is training of BOM members on need for budget for the institutions					
iii)	Budgets are prepared by BOM and approved by parents' body and Sub County of education before implementation takes place.					
iv)	Ministry of Education rejects or approve the school budget before it is implemented by the BOM during each financial year.					

**Section C: School Board of Management ability on financial planning and competence of BOM**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	BOM members initiate and propel planning procedures for an institution as it is laid down by MOE.					
ii)	BOM members are trained on planning skills to empower and make them effective in handling institutional planning needs.					
iii)	BOM play the role of members to oversee the					

	implementation of planned activities in our school and recommend for more priorities for budgeting.					
iv)	BOM members are the custodian of Proper planning records in schools.					

**Section D: BOMs' School Board of Management ability on financial audit**

**processing and competence of BOM**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	BOM understand their roles and responsibilities of managing school financial resources in critical issue that requires integrity					
ii)	BOM are key organ of the school management concerning financial resources					
iii)	BOM members requires in-service training to equip them with relevant skills to provide proper management in school.					
iv)	BOM members are appointed as per the laid down regulations and procedures by ministry of education.					

**Section E: Board of Management Procurement practices and competence  
of BOM**

	<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i)	BOM and Teachers are members of tender and evaluation committee in school					
ii)	Teachers and BOM are involved for transparency and accountability					
iii)	Procurement of school resources is done by SIMC.					
iv)	It is an activity captured in the term dates					

**Appendix V: Interview Schedule for Sub-County Director of Education  
and Sub-County Quality Assurance And Standards Officer**

Thank you for accepting to take part in this interview

The purpose of this interview is to collect data on the factors influencing the competence of BOM in management of public secondary schools in Meru south sub county, Kenya.

I would wish to assure you that the responses that you will give will be confidential.

1. How long have you served in this sub county?
2. Are there provisions in place in Sub County to ensure prudent financial accounting practices in school?
3. To what extent have the financial governance practices in place affected school development?
4. How often do your office visit schools for auditing inspection?
6. In your own opinion, which training would you recommend for head teachers to enhance financial governance practices in your sub county?

**Thank you for your participation in the interview**

**Appendix IV: Research Authorization from University of Nairobi**



UNIVERSITY OF NAIROBI  
FACULTY OF EDUCATION  
DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY & CURRICULUM STUDIES

dept-edpcs@uonbi.ac.ke

P.O. BOX 30197  
OR P.O. BOX 92 -00902  
KIKUYU

14/8/ 2023

OUR REF: UON/FED/EMPCS/1/2023


TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: NAHASHON MUNGATIA RWANDA- REG NO. E55/62575/2010**

This is to confirm that Nahashon Mungatia Rwanda is a Master of Education student in the Department of Educational Management Policy and Curriculum Studies of the University of Nairobi. He is currently working on his research proposal entitled "**Factors Influencing the Competence of BOM in Management of Public Secondary Schools in Meru South Sub County Kenya**". Her area of specialization is Educational Administration

Any assistance accorded to him will be highly appreciated

  
**SUSAN CHEPKONGA, PHD**  
**CHAIRMAN**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES**

SCY/wg



## **Appendix V: Research Authorization from NACOSTI**

## **Appendix VI: Research Permit**