

**INSTITUTIONAL AND PRINCIPALS' FACTORS INFLUENCING
MOBILIZATION OF FINANCIAL RESOURCES IN DAY SECONDARY
SCHOOLS IN KITUI CENTRAL DISTRICT, KITUI COUNTY, KENYA**

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**A Research Project submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Education in Educational Administration.**

University of Nairobi

2013

DECLARATION

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

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DEDICATION

This study is in memory of my late loving father Jackson Mutisya Kasamba, my dear husband Stephen Mumo and children Ferdinard Mutisya, Victor Mumo and Joy Mueni.

To you all thank you very much.

ACKNOWLEDGEMENTS

I would like to first thank the Almighty God for His grace during my course. This study would not have been successful without support and willing assistance from my lecturers in the school of Education, Department of Educational Administration and Planning, University of Nairobi who offered their professional assistance directly or indirectly.

However, I must single out my Supervisors Professor Genevieve Wanjala and Dr. Jeremiah M. Kalai for their great support, guidance and direction.

I would also like to acknowledge the support of my colleagues Mrs. Elizabeth Musili, Rose Mukinya, Joseph Mutemi, Eunice Wambua and others for all the consultations and encouragement they offered to me during the entire period of our course.

I also wish to thank the principals, school heads of departments and members of Board of Governors who co-operated in providing the data that I required in writing this project.

I cannot also forget to thank my family for their support, sacrifice and understanding during the period of this course.

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ABBREVIATIONS AND ACRONYMS

AIE	Authority to Incur Expenditure
BOG	Board of Governors
DEO	District Education Officer
DSA	District Schools Auditor
ETP	Education Training Policy
FDSE	Free Day Secondary Education
FSE	Free Secondary Education
GER	Gross Enrollment Rate
GOK	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
NARC	National Alliance Rainbow Coalition
OJFT	On-the-Job-Financial Training
OJT	On-the-Job-Training
OP	Operational Account
PEDP	Primary Education Development Plan
PPDA	Public Procurement and Disposal Act
PRSP	Poverty Reduction Strategy Paper
SAU	Schools Audit Unit

ABSTRACT

The purpose of this study was to investigate institutional and principals factors influencing mobilization of financial resources. The study sought to determine the influence of school size on mobilization of financial resources, principals' exposure to management training courses, principal's administrative experience and the challenges facing principals in mobilization of financial resources in day secondary schools.

The researcher used descriptive survey design. Census sampling of the 16 public day secondary schools in Kitui Central District was done and the 16 principals were investigated. The study also investigated 48 BOG members. The researcher also gathered information from 16 head of departments from each studied school. Data were collected using the questionnaires as the main research instruments.

The study established that all the principals (100%) in Kitui Central District had attended management training in addition to their professional training. The agencies which had organized the trainings includes, University which trained in the area of academics, KEMI training on management of secondary schools, KSSHA organizing heads conferences geared towards training on quality management among others. Pprofessional growth/ training equip principals' with management skills which include financial mobilization and management skills. The training also helped the school principals to interact with other principals facing the same challenges and therefore share on how such challenges can be handled hence improving their administrative skills. It was also established that 81.25% of day secondary schools are single streamed and that schools size influence mobilization of financial resources in that schools with more students have more sources of finance.

The study also established that majority of the principals (62.5%) had administrative experience of 5 – 9 years and that the principals with more administrative experience acquire financial resource mobilization and management skills which includes management of cash receipt, payments and safeguarding cash balances. A more experienced principal is therefore better placed in resource mobilization and management than an inexperienced one.

Finally, the study established that the parents(87.5%) fees/PTA payment seem to be the greatest challenge in financial resource mobilization in day secondary schools and that the school fees was the main reason why most of secondary school going age children were not in school.

From the findings of this study the researcher recommended that; the Government should improve the policy on the required number of students for a secondary school to be registered, school principals should be constantly trained on financial resource management so that they can be effective in financial mobilization and management, teacher service commission should fix certain experience requirements for promoting teachers to be principals and the

Government should increase the amount of money allocated to day secondary schools so as to assist them in providing basic facilities for a school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

In the 45th Session of International Conference on Education held in Geneva (1996), education was defined as a person's individual and social development that the person gains in the teaching and learning process in school. Such gains should lead to a person's intellectual, emotional, spiritual and physical abilities to mature, thus enabling him or her to fully participate in community affairs [United Nations International Children's Education Fund UNICEF, 1996]. This requires finances which must be mobilized and managed well so as to achieve the intended goal.

According to Education News Colorado on 18th June 2012, many parents in United States of Americans live in poverty than in 2000. According to Hacker(2008) 58.5 percent, of all Americans spend at least one year beneath the poverty line which is one dollar a day, at some point between ages 25 and 75. This social economic status of the parents translates into parents' inability to adequately finance their childrens education. The secondary school principals are the Chief Executive Officers in their institutions and chief accounting officers managing all physical, human and financial resources in their school set up (Nyongesa, 2007). In United States of America and Canada, people handling school finances must be professionally trained on financial mobilization and management so as to be effective school managers. The key person in financial mobilization is therefore the school principal. These people bear the following titles: "Financial Secretary" "Financial Director" "Financial Controller" and "Financial Manager" (Chandra, 2006). Therefore, they play the most crucial role in mobilizing school finances and translating the financial resources to school

effectiveness in terms of improving their students' academic performance and achievement of the school goals and objectives (Nyongesa, 2007)

Financial challenges is a prevailing feature amongst many developing countries around the world with ever increasing severe effects of social and economic backdrop felt in countries within sub-Saharan Africa (Hill, 2008). It is arguably a multidimensional challenge found in different forms both in urban and rural areas only possibly differing in its intensity with the effect felt most in day secondary schools depending on the school size. According to central bank of Nigeria; presentation of a paper on "Integrating financial services into education strategies," during the west Africa sub regional workshop in 2005, 60% of Africa's rural population, consist chiefly of smallholder farmers, nomads, artisans, fishermen, and indigenous people, are said to fall below the poverty line. Therefore, the day secondary schools in the rural areas are worse hit by inadequate funds. This is because most of these schools get students from their locality hence having a pool of parents with low social economic status who are not in a position to support their children school financial needs adequately.

In African countries, financial mobilization training and support are usually limited (Nyamwea, 2006). However, in most of these developing countries, principals are usually appointed on the basis of their past teaching records rather than their leadership experience (Nyamwea, 2006). Oplatka (2004), points out that although the teaching experience is necessary, it should not be the only factor for a teacher to be appointed to be a principal. Other factors which include; administrative training and leadership experience should also be considered.

According to the ministry of Education science and technology management guidelines (August 1993), in Kenya, a principal in a secondary school performs many tasks, the most important ones being the mobilization and management of finances. The others include the organization and management of curriculum, management and motivation of teachers and support staff, secretary to BOG and PTA, and maintaining positive school- community relations. Without the necessary leadership competencies and financial mobilization skills, most of the principals can hardly deliver. Besides having no prior financial management training, most Principals hardly have any formal managerial and leadership training. Furthermore the appointment to headship is not on the basis of predetermined leadership qualities including financial management. Despite their inadequate financial mobilization skills and poor leadership training, the Principals often rely on advice from the inadequately trained Finance Department subordinate staffs like Bursars or Account Clerks and Store keeper/Cateress who are supposed to be professionals in various Job Descriptions.

In Kenya, whereas households meet only 20 percent of primary and 8 percent of University education costs, they shoulder 60 percent of secondary education costs (World Bank, 2005). Therefore, the cost of secondary education is one of the key barriers of primary to secondary school transition among the children from the poor families who form the majority of the rural population. To mitigate this situation, the Poverty Eradication Commission (PEC) was established as a Presidential Commission through Gazette Notice No. 2295 of 30th April, 1999 with a wide range of mandates to promote policies and pilot strategies for eradicating poverty in Kenya. The strategy focused on Education as one of the key issues under poverty eradication scheme. According to The National Welfare Monitoring Surveys,(1997), poverty in Kenya is

largely a rural and informal-urban problem except in areas where rapid provision of infrastructural development and/or expansion of existing ones in arable-lands and commercial/cash crop farming takes place. The survey further argues that, the poor constitute 52% of the population, with women in the majority, and they mostly live in the rural areas. Some of the strategies of improving parents' social economic status and secondary school principal financial mobilization employed by the Kenya Government include administering various devolved funds in all constituencies. These include and not limited to: Women Enterprise Fund (WEF), Youth Development Fund (YDF), Constituency Development Fund (CDF), Community Development Trust Fund (CDTF), Local Authority Trust Fund (LATF), Economic Stimulus Program (ESP), Elderly People Welfare Fund (EPWF), Orphan and Vulnerable Children Support Fund (OVCSF), Total War Against Hiv/Aids Funds (TOWA funds), Community Development & Institutional Support Project (CEISP) and Poverty Eradication Fund (Sessional Paper No 1 of 2012).

In Kitui Central District, out of the 25 (twenty five) secondary schools, 16 (sixteen) are day schools (DEO Office Kitui Central District, Report, 2012). The District is semi- arid with unreliable rainfall which rains twice per year. Majority of the residents are subsistence farmers who grow food crops as well as keeping livestock. Most of the parents who take their children to day secondary schools are unemployed and can't afford secondary school education. The principals are therefore challenged to mobilize financial resources in their schools which can be used to assist the very needy students in their schools.

1.2 Statement of the problem

Although the Kenya Education Management Institute (KEMI) has been inducting Secondary school principals on financial management skills, it does not address the issue of mobilization of financial resources. In the KEMI induction course, unit one covers effective resource management but does not cover anything to do with resource mobilization (KESI, 2011). This means that although most principals are highly educated graduate teachers they have limited financial mobilization skills (Baraka, 2010). Therefore most of the secondary schools still lack good finance mobilization strategies leading to inadequate financing of both boarding and tuition requirements.

The Kenyan government through the Ministry of Education introduced the secondary school bursary scheme during 1993/1994 financial year. Later the constituency Development Fund (CDF) was established under the constituencies Development Fund Act, 2003 with the aim of taking development projects to the citizens at the grassroots level. Despite this, many day secondary schools still lack necessary physical facilities necessary for effective learning. According to Kitui Central District Quality assurance officers' report (2012) out of 16 day secondary schools in Kitui Central District, only two schools have well equipped laboratories making 12.5 percent, six have enough classes making 37.5 percent, three have adequate offices making 18.7 percent. There is therefore a need to investigate the institutional and principals factors influencing mobilization of financial resources with the aim of mitigating the situation.

1.3 Purpose of the study

The purpose for this study was to investigate institutional and principals' factors influencing mobilization of financial resources in day secondary schools in Kitui central District, Kitui County, Kenya.

1.4 Objectives to the study

This research was guided by the following objectives.

- i. To determine the extent to which school size influences principals' mobilization of financial resources in day secondary schools in Kitui central District.
- ii. To determine the influence of principals' attendance to management training courses on mobilization of financial resources in day secondary schools in Kitui central District.
- iii. To examine the influence of principals' administrative experience on mobilization of financial resources in day secondary schools in Kitui central District.
- iv. To determine the challenges facing principals in financial resource mobilization in Kitui central District.

1.5 Research questions

This research was guided by the following research questions:-

- i) How does the school size influence principals' mobilization of financial resources in day secondary schools in Kitui central District?
- ii) To what extent does the principals' attendance to management training courses influence mobilization of financial resources in day secondary schools in Kitui central District?
- iii) How does the principals' administrative experience influence mobilization of financial resources in day secondary schools in Kitui central District?
- iv) What are the challenges facing principals in resource mobilization in Kitui Central District?

1.6 Significance of the study

The study is hoped to help principals learn the importance of financial resources mobilization in schools in view of improving financing of their schools. The findings of the study will help school principals to identify appropriate sources of financial resources in public day secondary schools.

This study could be significant to KEMI in that it would help in improving the in - service courses programme. The findings could be used to enlighten the secondary school principals on factors influencing principals' mobilization of financial resources in day secondary schools. It could help education stakeholders to find ways of assisting the day secondary schools in mobilization of financial resources. The Kitui

County Education Office may use the findings of this study to formulate policy guidelines on resource mobilization in secondary schools.

1.7 limitations of the study

Due to resource and time constraints, only one district, the Kitui Central out of 154 districts was studied. Information on financial resources matters is very confidential and some of the respondents were unwilling to share such data. However, the researcher built consensus with the respondents before administering the questionnaires.

1.8 Delimitations of the study

There are many factors that influence quality education in day secondary schools but this study investigated the institutional and principal's factors influencing mobilization of financial resources in day secondary schools in Kitui central District only. The study is limited to day secondary schools only in Kitui central District and the data can be generalized to other day secondary schools in other districts in Kenya.

1.9 Assumptions of the study

The researcher assumed the following:-

- i) Respondents were familiar with the concept of financial resources mobilization and therefore information given on the questionnaire was true.
- ii) This study assumed that all the day secondary schools faced the same problems in terms of need for financial resources.

iii) The study assumed that the institutional environment is the same for all day secondary schools in the District.

1.10 Definition of significant terms

Book-keeping skills- refers to the public secondary schools' processes and documents for obtaining quotations/tenders and placing orders using a model framework and guidance notes that should have been provided by the Ministry of Education.

Budgeting refers to the process of the allocation of the public secondary schools' financial resources for specific purposes within a given period of time for example one year.

Cash flow refers to the movement of money in a school situation from collection to expenditure.

Financial management refers to the managerial activity which is concerned with planning and controlling of a public secondary school's financial resources. It involves acquisition and use of the school funds.

Institutional refers to the factors in the school environment.

Ledger refers to a record of financial transactions in an orderly way in the principle of double entry.

Mobilization refers to ability to bring together financial resources.

Procurement is the process of purchasing goods and services for and on behalf of public secondary schools where the actions of the purchasing officers are governed by policies and procedures that are put in place to ensure that they act in the best interests of these schools (Munyiri, 2008).

Public Secondary School refers to the secondary schools which get their teaching staff from the Teachers Service Commission and educational quality evaluations are conducted by the Ministry of Education.

School size refers to the number of students enrolled in a secondary school.

Financial resource refers to the funds a principal mobilizes from different vote heads.

Training refers to the instruction or skills given to Principals, bursars and BOGs after appointment to enable them work better in executing financial management roles.

Trial balance is a summary of debit and credit entry in the ledger account within a given period of time.

1.11 Organization of the study

The study is organized into chapters. chapter one consists of the: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two presents the literature review which comprises of the past studies or documented information about resource mobilization. The chapter is organized according to the objectives of the study: to identify whether school size influences principals' mobilization of financial resources, to determine the influence of principals' attendance to management training course on mobilization of financial resources, determine the influence of principals' administrative experience on

mobilization of financial resources and to determine principals' challenges in financial resource mobilization in day secondary schools in Kitui central District.

Chapter three presents; research design, target population, sampling procedure and sample size, research instruments, validity and reliability of research instruments, data collection procedure, data analysis, ethical consideration of issues and operationalization of variables.

Chapter four presents data presentation, analysis and interpretation.

Chapter five presents summary of findings, discussion of findings, conclusion and recommendations.

The last part of this proposal is the appendices which include the references, the transmittal letter, the questionnaire, work plan and budget.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter has the review of literature on the institutional and principals factors influencing mobilization of financial resources in public day secondary schools.

2.1.1 Overview of resource mobilization

In United States of America and Canada, people handling school finances must be professionally trained on financial mobilization and management so as to be effective school managers. The key person in financial mobilization is therefore the school principal. These people bear the following titles: “Financial Secretary” “Financial Director” “Financial Controller” and “Financial Manager” (Chandra 2006). Therefore, they play the most crucial role in mobilizing school finances and translating the financial resources to school effectiveness in terms of improving their students’ academic performance and achievement of the school goals and objectives (Nyongesa, 2007)

Financial challenges is a prevailing feature amongst many developing countries around the world with ever increasing severe effects of social and economic backdrop felt in countries within sub-Saharan Africa (Hill, 2008). It is arguably a multidimensional challenge found in different forms both in urban and rural areas only possibly differing in its intensity with the effect felt most in day secondary schools depending on the school size. According to central bank of Nigeria; presentation of a paper on “Integrating financial services into education strategies,” during the west Africa sub regional workshop in 2005, 60% of Africa’s rural

population, consist chiefly of smallholder farmers, nomads, artisans, fishermen, and indigenous people, are said to fall below the poverty line. Therefore, the day secondary schools in the rural areas are worse hit by inadequate funds. This is because most of these schools get students from their locality hence having a pool of parents with low social economic status who are not in a position to support their children school financial needs adequately.

Public education financing system, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of day secondary school students who are especially orphans, and children from single families or poor households (Ngware & Obiero, 2007)

In Kenya some of the ways through which schools mobilize financial resources include fees collection from parents and guardians, fund raising, school income generating projects among others. These income generating projects include, fish pods, farming, cattle and poultry keeping and keeping of pigs. Other means of mobilization of finances include Government support, school sponsors among others (Martin and Byrne, 2004).

2.2 School size and Principals mobilization of financial resources.

According to Darothy (2011), mobilization of financial resources and their utilization in Tanzania requires increasing the number of students. This is because the more the students a school have the more the financial resources sources.

A study by Ngware & Obiero (2007) on improving access to secondary education in Kenya revealed that the school fees was the main reason why most (33percent) of secondary school going age children were not in school. Martin and Byrne, (2004),

argue that if money should increase equity, and not exacerbate inequity then those students in public day schools whose parents are poor should receive high public financial support than those in boarding schools.

The Kenyan government has shown a positive gesture in giving assistance in financing secondary school education (Lauridsen, 2008). The amount allocation to each constituency is based on:- the number of students from the constituency and enrolment in secondary schools . According to ministry of education circular Ref. No. G9/1/VIII/101 of 22nd April 2005, the minimum amounts to be allocated to the needy students in public Day secondary schools is kshs. 5,000/=, Boarding school kshs. 10,000/= and National Schools Kshs. 15,000. This means that the day secondary schools which have relatively fewer students than boarding schools end up getting less amount of money from the Government.

2.3 Principals' attendance to management training and financial resource mobilization.

According to ministry of Education science and technology management guidelines(August, 1993) A head teacher in a secondary school performs many tasks, the most important ones being the mobilization of financial resources, management and control of finances, organization and management of curriculum, motivation of support staff and maintaining good school-community relations. Most principals hardly have any formal managerial and leadership training. They rely on advice from the school BOG, bursars, accounts clerk and store keepers who equally lack the necessary skills. According to Spencer & Rochester (2009), in the global village, the

current era is shaped by a tremendous progress of knowledge, which leads to an explosion in learning which helps someone to acquire renewed information to maintain a continuous and sustained professional development including financial management. Hargreaves (2010) argues that teachers cannot ignore professional growth as it raises the education standards and the role of education in professional development which includes financial management. This is because in a rapidly changing world, where knowledge concepts technology, philosophies, is swiftly changing, education has also been exposed to some fundamental changes. Hargreaves (2010) also argues that professional growth raises the education standards which revolve around the issue of providing equal and sufficient opportunities for everybody.

Hargreaves (2010) further argues that professional development is basically a solitary journey; however almost all head teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development.

Many studies were conducted related to the role of education in professional development which includes financial management; for instance, Woodland (2009), Spencer & Rochester (2009) wrote about teachers' professional development by emphasizing the vitality of self-development in their career. Assessment visits are taken for coordination and integration of an educational effort. It is essential to note that it centers on the relationship between supervision and curriculum development by paying attention to harnessing and harmonizing of theoretical learning and work experience balancing, relating and integrating the general education in language, literature and social sciences with financial management.

The school Bursars and/or Accounts Clerks are expected to be trained professionals in financial management and accounting fields, because they play an enormous role in assisting the Principals in various aspects of handling the school finances ((Baraka, 2010), however, most of the Accounts Clerks are inadequately trained in handling resource mobilization. Therefore, the poorly trained Principals in various aspects of mobilizing and handling the school financial resources coupled with inadequately trained finance department's subordinate staff has been a problem that bothers most Principals in Kenya (Baraka, 2010).

Despite their poor managerial and leadership training, most Principals work in poorly equipped schools in terms of physical facilities and that is why During the 2011 Kenya Secondary School Principals Association's (KSSHA) conference held in Mombasa (21st to 26th June 2011), the major challenges facing secondary schools were identified as: lack of financial management skills, poor fees payment, high handedness in the management of schools.

2.3.1 Budgeting Skills among Principals in Public secondary School

A budget is a document showing allocation of funds for specific purposes within a given time and serves as a tool for planning and controlling the use of scarce financial resources in the accomplishment of goals (Plarber. & Davies (2007) School budgets are usually concerned with provision of goods and services for stakeholders and no intention of making profit. Their budgets are therefore aimed at authorizing expenditure and providing ceiling for management actions.

It is normally hierarchical process which starts at the bottom and ends at the top of the hierarchy. The bottom here is the department and the apex is the BOG. It therefore starts with the school departments who are required to prepare their departmental budgets prior to the school central budget committee meets to compile the final budget draft for the various school departments to be incorporated into the final school budget. School departmental budgets help in getting specifications for each department (GOK: Public Procurement Act, 2005). These departments should be encouraged to help set the key performance information so that a culture of continual improvement is encouraged.

In preparing the school budget, there is usually the need for the school central budget holders to use the various school departments budget proposals and to incorporate it into the decision making process through the various departmental budget proposals in the budget preparation (Kuria 2012). As the end users of the school financial resources the departmental or the various user groups (departments') requirements of goods and services should prepare their annual requirements for the ensuing year before the budget holders or the school central procurement and budget preparation unit compiles the budget (GOK: Revised Public Procurement Act, 2009).

Following the BOG budget ratification meeting, the outcome of the meeting was a prioritized list of activities on which the institution will expand its financial resources over the succeeding year. These activities will include recurrent and development expenditure for the institution (Kuria 2012). The list of activities may classify expenditure as current (falling within the next 12 months or succeeding financial year)

and long term (falling beyond the succeeding financial year) (GOK: Public Procurement Act, 2005). While prioritizing activities, the BOG should ensure that: The most basic needs are included in the first priority and on-going projects are completed before new ones are started (Munyiri, 2008).

2.3.2 Execution of the Secondary School Budget

Care must be taken to ensure that the schools have mobilized enough financial resources to cater for their budgets. The school financial resources should be safely handled and expended only by authorized persons as officially planned. Receiving funds: Cash or sensitive books of accounts must be kept under lock and key and if possible, in a strong safe to guard against fire, theft, burglary, forgery and pests (Kuria 2012).

Financial information in public secondary school is recorded in a systematic manner, following the double entry rules. In every transaction, there are supporting documents like the receipt book, invoice delivery notes and cheques. These transaction documents bares crucial information like date of transaction, details and particulars of the transaction, beneficiaries of the transaction, serial number and executing officer who is the accounts clerk or the bursar. The head teacher is duty bound to authorize any financial transaction that takes place in his institution (M.O.E 2005). After authorization the clerk records the transaction in a cashbook on daily basis upon which the head teacher verifies the authenticity and validity of the transaction The management of finances rests on the hands of BOG members whose membership includes co-opted PTA members and the head teacher who is always their secretary.

These BOG members are mostly involved in the planning process while the head teacher implements the plans with the resources available (ed.act 2008). Both internal and external audits are involved to verify appropriateness of spending the funds.

However, neither the board, the PTA nor the head teacher has the appropriate skills to manage the funds appropriately. Although the ministry of education encourages school managers to acquire financial management skills through induction courses, the policy is poorly enforced leaving ill equipped school managers to manage the finances of the school. In Kitui District for example head teachers are not able to adhere to accounting instructions. In this district, 20 of the head teachers could not maintain fees registers 25 % had incomplete payment vouchers, 55% had incomplete receipt books and 70% had no adequate training on financial management skills (secondary schools auditor Kitui 2009). More often than not these managers rely on the expertise of school Bursars or account clerks whose mediocre skills in finance only make things worse. These scenario leads to poor book keeping, inadequate budgeting, improper procurement and general financial mal practices in our schools. Consequently, Exams results are poor, indiscipline becomes the order of the day, underdevelopment of infrastructure and parents shy of from such schools leading to low enrollments and general ineffectiveness.

According to the Koech report (1999), the outcome of poor financial skills in Kenya education system is in rot and general ineffectiveness of school leading to wastage of both local and foreign resources.

Prudent financial management is therefore very critical in a school or any business if it has to achieve its objectives. It involves acquisition and use of funds. Almost all

kinds of business activities directly or indirectly involve the acquisition and use of funds. When performing financial function, affirm the attempts to balance cash inflow and cash out flow. Thus financial management calls for skilful planning, execution and control of a Firm's activities (GOK: A handbook on financial management 2006).

One of the financial management skills is management of cash receipt, payments and safeguarding cash balances (Pandy, 1999). Skills in the following areas are very important for successful management of school finances and Principals must be conversant with them. To facilitate accountability and keep records and to enhance planning and overall financial performance, the school must keep records.

In school, books of accounts are usually written and kept by the bursar or accounts clerk. A primary record in the school's financial statements is the General Ledger. This consists of figures and records from various journals which give the daily records of the financial transactions in the school (Munyiri, 2008). A Cash book is a book of original entry in which transactions relating only to cash receipts and payments are recorded in detail. When cash is received it is entered on the debit on left hand side. Similarly, when cash is paid out the same is recorded on the credit or right hand side of the cash book. The cash book, though it serves the purpose of a cash book of original entry viz., cash journal really it represents the cash account of the ledger separately bound for the sake of convenience (School Procurement Guide, 2009). It is more a ledger than a journal. It is journal as cash transactions are chronologically recorded in it. It is a ledger as it contains a classified record of all cash transactions. The balances of the cash book are recorded in the trial balance and the balance sheet. For every entry made in the cash book there must be a proper

voucher. Vouchers are documents containing evidence of payment and receipts. When money is received generally a printed receipt is issued to the payer but counterfoil or the carbon copy of it is preserved by the cashier. The copy receipts are called debit vouchers, and they support the entries appearing on the debit side of the cash book (GOK A handbook, 2006).

Similarly when payment is made a receipt is obtained from the payee. These receipts are known as credit vouchers. All the debit and credit vouchers are consecutively numbered. For ready reference the number of the vouchers is noted against the respective entries. A column is provided on either side of the cash book for this purpose (GOK A hand book on financial management 2006).

The cash book is balanced at the end of a given period by inserting the excess of the debit on the credit side as "by balance carried down" to make both sides agree. The balance is then shown on the debit side by "To balance brought down" to start the next period. As one cannot pay more than what he actually receives, the cash book recording cash only can never show a credit balance (GOK A handbook on financial management, 2006)

The money which is disbursed for official purposes is recorded in the green book or petty cash book. A petty cash voucher may also be used along with the Cash Book. Almost all assets, liabilities, income and expenses clear through the cash account, and the auditors will spend time carefully examining the Cash Book to establish the validity and reliability of other financial statements (GOK A handbook on financial management, 2006).

Payment vouchers, purchase invoices, receipts books, books of inventories and cheque books are primary documents which must be submitted to the auditor for verification, inspection and evaluation before a report is written and an opinion is given on the school's accounts. Bank reconciliations and bank statements compare the balance in the bank with that shown in the school's records can reveal book keeping errors either by the bank or by the school clerk as well as unauthorized withdrawals. An audit report should be clear, constructive and concise. The report also explains any implications of the above points and gives advice or recommendations for improvement (School Procurement Guide, 2009). The auditor should give in clear terms his/her professional opinion on the state of the accounts. One of the main schedules in an audited report is the Balance Sheet. This is a summary statement of all assets and liabilities of the school by the date of the report in reference. The auditor's opinion can be unqualified, qualified or adverse depending on the state of the books of accounts and any other evidence the auditor may have examined and evaluated (GOK A handbook on financial management 2006).

An unqualified opinion is positive and satisfactory and a qualified opinion indicates that the auditor has some reservations about the state of the school's accounts. Responding to audit queries: the primary objective of an audit is to enable the auditor to determine the accuracy of the school's financial accounts. The auditor gives his opinion on whether or not the accounts give a true and fair view of the financial standing of the school (School Procurement Guide, 2009).

A secondary objective of the audit is to detect errors in the accounts and advise the board on how to improve the book keeping standards. Audit queries can be raised

where errors have been made in the records. These can be due to a wrong entry or an omission of some vital information. When an error is located by the auditor he raises a query to the head seeking for an explanation. For example, he may raise a query where the Trial Balance does not agree with the statements of accounts (GOK A handbook on financial management, 2006).

A Trial Balance summarizes the effect of all financial transactions on the school accounts and it helps you and the auditor to get a preliminary view of the accounts before a Balance Sheet is written and an audit report is finalized (School Procurement Guide, 2009). Journal: It is very important for a school head to record all financial transactions in the journal. The journal has to be written every day. This is the first step of the accounting cycle of the school. Where the school's financial manager, fail to answer all the queries satisfactorily the auditor will present what is termed as a qualified audit report. This is a report where the auditor has been unable to obtain all the information and explanation he or she considers necessary for the audit (GOK A handbook on financial management, 2006).

Vote head book: This is a book in which records of items and amounts of money approved to be expended per term are kept. This book should be consulted before spending is undertaken, as is it a safeguard against overspending in any one area.

Vouchers: Before payments are made, vouchers have to be written. A voucher explains the reasons and authority for the expenditure (School Procurement Guide, 2009). A school should have and keep vouchers showing the details of financial transactions in the school. Local Purchase Order (LPO): The LPO is used for identifying and authorizing local purchases voted for in the school. This is an

agreement made between the school and a supplier that the school is ready to purchase the item at an agreed price. The LPO book should always be kept under lock and key as some bad elements may use it wrongly (GOK A handbook on financial management, 2006).

Change of signatories should be communicated to the bank immediately: Any alteration on the cheque must be countersigned by both signatories. However, where the alteration involves altering both the amount in words and in figures, a fresh cheque should be written and the wrong one cancelled. The counterfoil must be countersigned by both signatories and the amount on the cheque must agree with the amount on the counterfoil. It is important to write at the back of the counterfoil the reason for the withdrawal. The cheque book and all important accounting documents and banking documents must be kept under lock and key by the responsible officer (Kuria 2012). No cheque leaf must be signed when blank as this can be stolen and used in forgery.

2.3.3 Head teachers' Procurement Skills in Public secondary School

The public procurement and Disposal act (2005) requires that all goods and services procured in a public institution be tendered, as long as the value of the goods or services exceed ksh 5000/=. Tendering process involves the process of inviting various suppliers to competitively bid for provision of various goods and services. The tendering process is managed by the tender committee whose composition include the Deputy Principal as the chairman, accounts, clerk as the Deputy chair, Head of departments not exceeding six as members and the store keepers as secretary. In this arrangement, the Principal are the chief executive officers.

According to Government Financial Management Act, (2004) of the *laws of Kenya* amended in 2009; school may maintain a petty cash float for the purposes of making petty cash disbursements in respect of minor items as the Board may wish to delegate to the Principal. The floats should be replenished by way of a cheque cashed once the balance falls below a level agreed by the Board. A petty cash book should be maintained showing details of the expenditure over a small number of categories, e.g. postage, stationery, etc. together with the date and the amount. The petty cash book should be totaled off monthly and signed by the Principal.

Orders/Requisitions: the BOG is advised to agree on a purchasing policy which complies with the terms of the administrative and Financial Guidelines, sections 10 and 11. All purchases, over a certain monetary amount, should be initiated by an order or requisition. The order itself will need to be authorized by the Principal by way of a signature on the face of the order. There is no need to actually forward the order form to the supplier. The requisition order is a document used by the teacher/departmental head in an institution to request for supply of goods or services to their class/department from the stores or purchasing officer. The requesting staff gives the details of what is required, dates and signs the request. The same is passed on to the Principal of the institution for approval before the purchasing officer issues and Local Purchase Order (LPO) or Local Service Order (LSO) (GOK:Public Procurement Act, 2005).

Orders can be made over the phone provided that the duly authorized order or requisition is held for future reference. The Board can authorize the Principal to approve purchases up to an agreed limit and without the approval of the Board.

Purchases in excess of the agreed limit require the approval of the Board. A competitive tendering process is required where the Total value of the annual purchases exceeds a certain figure. Local Purchase Order: This is the document used to make an official order for goods required by the institution. It is prepared by the Purchasing Officer based on a requisition order presented for purchase of goods not available in the stores. The purchasing officer will indicate items required and dates and will then sign on the order. This order must be countersigned by the Principal of the institution before forwarding to the supplier. Once this is done, it is recorded in the commitment register, which must be kept under lock and key to avoid any alterations that may lead to inflation of prizes or addition of items ordered by the purchasing officer (Woollard, 2009).

Invoice authorizations: when the invoices arrive for payment they must be matched with the signed order/requisition. This can be done by whoever holds the order forms. The individual must ensure that the details of what was ordered exactly matches with what is being charged for on the invoice. The matched invoice can then be authorized for payment. The Board of Management is the appropriate body to authorize payment.

Under no circumstances can the authorizer for payment be the same individual who authorized the order. This segregation of duties is an important financial control and is in line with best practice. All invoices, orders and requisitions should be retained by the Board for a period of seven years. Cheque Payments Book: Article 3 (vii) of the Articles of Management states: "The Board shall, as required by the Minister, make a return to him supported by the necessary vouchers of all disbursements made out of

the school fund and shall comply with any directions which may from time to time be given by the Minister relating to accounts of financial records or statements."

This account should include a record of the cheques written showing details of the cheque number, the payee, the amount and an analysis of the expenditure over a small number of categories, e.g. wages, cleaning, stationery, etc. Cheque Signatories: The cheque signatory requirement is governed by article 3 (ii). It is vital that two signatories sign each cheque. The bank should be made aware of this and a panel of signatories maintained to cover for unavailability of the main signatories. The bank must receive specimen signatures in each case. The signatories can be the same individuals as signed the order/requisition but cannot be the same as authorized the invoice for payment (School Procurement Guide, 2009).

According to Kenya Education Staff Institution manual (2011), procurement process when followed in an institution promotes prudent utilization of financial resources. It also promotes trust and transparency resulting to good relationship between the head teachers and the stake holders especially the community. This is because all members of the community will receive equal treatment when dealing with the institution.

Munyiri (2008) further stated that the Boards of Governors (BOG) are mandated by the Education Act 1968 to audit and regulate expenditure by the school administration to ensure that all income received by the school is applied to the promotion of its objectives. However, Munyiri (2008) has lamented that the aforementioned statutes presume that the members of the BOG and teachers are knowledgeable in law, supply chain management, accounting and project management. Unfortunately, these skills

are not present in the administration of many public secondary schools (Munyiri, 2008).

Payment Vouchers: the school expenditure is executed and recorded by raising payment vouchers and appropriate posting is done to the cash book and ledgers on daily basis. The financial statements like monthly trial balances, statement of income and expenditure balance sheet and statement of assets and liability are prepared and discussed by the board of governors. Transaction recorded in the cashbook and adjusting journals are posted to the correct ledger accounts monthly (GOK: Public Procurement Act, 2005).

In a properly analyzed cashbook only periodic (say monthly) Totals need to be posted. Each page has two columns, a debit (or left hand side column) and credit, or the right hand side column. Receipts are posted as credit in the income accounts, the ledger and as debits to the cash (bank) accounts in the ledger. Expenses or payments in the cash book are posted debits to the expense accounts and credit in the cash (bank) account in the ledger. This is the principle of “double entry” in bookkeeping and is the basis on which a trial balance is extracted. A trial balance will assist in ensuring that the accuracy of the books of account is maintained (GOK: Public Procurement Act, 2005).

A journal voucher book is a document used to bring into account a transaction that has been originally omitted from the records or wrongly posted from the cashbook into the ledger , and will be not immediately detected. For instance reconciling items identifying the preparations of a bank statement that are not attributed to timely difference need to be recorded using a journal entry. A full explanation of the

adjustment should be given. A journal voucher should be authorized by the Principal of the institution (GOK: Public Procurement Act, 2005).

A trial balance is a list of balances of all accounts in the ledger and cash and bank balances. It should be drawn up monthly and normally before the preparation of income and Expenditure Account. The ledger accounts should also be ruled off each month. The trial balance provides a check on the correctness of entries in accounting records. It is based on the basic book-keeping principle that sources of funds should be equal (Assets= Liabilities), hence all items recorded in all the accounts on the debit side should, in Total, be equal to all those recorded on the credit side of the accounts (GOK: Public Procurement Act, 2005).

All the additions of analyzed vote heads in the cashbook should be re-computed and all posting from cashbooks to the ledger and journal transfers verified from the time of the last trial balance. Any errors detected should be corrected. A format of monthly and annual trial balances (GOK: Public Procurement Act, 2005).The Principals in each institution are required to ensure that a Trial Balance is extracted every month and properly filed for record purpose. Four copies of the trial balance reconciliation statement, a list of imprest holders, used cheques drawers, and cash on hand certificates, as at the date of the Trial Balance should be distributed to DSA, PSA, who should advise the PDE and MOE accordingly, TSC and a copy will be retained by the institution (GOK: Public Procurement Act, 2005). Balance Sheet is a statement that shows the financial status or position of an educational institution, as at a particular time.

It shows the values of Assets are the institution's possession and Liabilities are those items that institution is liable to surrender or pay, on the date on which it is prepared. The assets and liabilities must have an identical Total, which should balance. The surplus or deficit summary of the income and expenditure account, non-recurrent accounts balance and all the accounts that did not feature in the income and expenditure account such as cash and bank balances, sundry debtors and sundry creditors are recorded in the Balance Sheet (GOK: Public Procurement Act, 2005).

It is important to note that the Balance sheet is not part of the "Double entry" system, as is the case with the Trial Balance, but simply a list of the balance in the books of accounts remaining after the Income and Expenditure account has been prepared. These balances are arranged as either Assets or Liabilities. Therefore, such items are not just transferred from accounts to the Balance sheet (GOK: Public Procurement Act, 2005). In Auditing, all books of account will be audited every year and feedback given to the school. In the audit report financial utilization is explained for appropriate action. Non-compliance to these guidelines constitute a breach of duty and those responsible shall be liable to disciplinary action. This is according to TSC Act 2008, the code of regulation of Teachers and the penal code (GOK: Revised Public Procurement Act, 2009).

Externally from outside the schools requests to be supplied with goods and services into the school-inputs or to the outside the supplier requesting to supply the school with goods and services (Woollard, 2009). The following documents are useful for filling in the stores: Local Service Order (LSO): This is a document used for acquisition of services by an institution. It is originally prepared by the purchasing

officer who fills in the date and signs before passing it to the Principal of the institution to countersign. The amount committed is then entered in the commitment register, where it remains under lock and key. The LSO should be recorded in counterfoil receipt book register as accountable documents (Woollard, 2009). Delivery Note- this is a document used for acknowledgement that the supplied goods are received in good order and required specifications and quality as requested in the LPO. It is originally prepared by the supplier who fills in the date and signs before passing it to the stores man or woman who countersigns before passing it over to the Principal of the institution to countersign (GOK: Public Procurement Act, 2005).

The Invoice- this is a document used for acknowledgement that the supplied goods have the specified monetary value as they goods are listed in the delivery note received in good order and required specifications and quality as requested in the LPO acquisition of goods/services by an institution. It is originally prepared by the supplier who fills in the date and signs before passing it to the stores man or woman who countersigns before passing it over to the Principal of the institution to countersign (GOK: Public Procurement Act, 2005).

2.4 Administrative experience and mobilization of financial resources.

In the African countries such as Nigeria and Botswana, Principals are neither appointed on criteria of quality regarding their own administrative performance nor are they appointed on their resource mobilization skills (Bush, 2003). Most of these Principals are even poorer in administration than the teachers they purport to lead. This is because some of them have never been in administrative positions but have just been appointed principal.

In Kenya the appointment to headship is not on the basis of predetermined leadership qualities including financial resources mobilization but rather job group 'M' among other factors (M.O.E 2005). Also the training on school managers does not train those who are not managers as yet. This means that one is only trained on management when they become principals or deputy principals (M.O.E 2005).

The management and mobilization of school financial resources rests on the hands of BOG members whose membership includes co-opted PTA members and the head teacher who is always their secretary (Koech, 1999). These BOG members are mostly involved in the planning process while the head teacher implements the plans with the financial resources available (Education Act, 2008). Some of the resource mobilization strategies used in the past includes; Harembee, income generating projects, bursaries and school fees among others.

According to the Koech report (1999), the outcome of poor financial skills in Kenya education system is in rot and general ineffectiveness of school leading to wastage of both local and foreign financial resources. Prudent resource management is therefore very critical in a school or any business if it has to achieve its objectives. It involves acquisition and use of funds. Thus resource mobilization and management calls for skilful planning, execution and control of a Firm's activities (GOK: A handbook on financial management (2006).

The experience helps a school head teacher to acquire resource mobilization and management skill which includes management of cash receipt, payments and safeguarding cash balances (Phillip, 2005). To facilitate accountability the school must keep records. In a school, books of accounts are usually written and kept by the bursar or accounts clerk. A primary record in the school's financial statements is the General Ledger. This consists of figures and records from various journals which give the daily records of the financial transactions in the school (Munyiri, 2008). A Cash book is a book of original entry in which transactions relating only to cash receipts and payments are recorded in detail. When cash is received it is entered on the debit on left hand side. Unless a head teacher did accounts, the knowledge of financial management is acquired through training and experience. A more experienced head teacher is therefore better placed in resource mobilization and management.

2.5 Challenges facing principals in resource mobilization

In Australia, the Government school funding program is to large extent biased to give advantage to students in private schools who comes from well up families. A student attending one of the 59 higher fee high schools in Australia attracts about a quarter (1/4) of the public money received by a student attending a state school (Martin & Byrne, 2004). But this student is already receiving a more expensive education which the government should proportionally support as compared to the student in public high school. However, they also argue that if Australia government money should increase equity, and not exacerbate inequity then those students in public schools should receive more public financial support than those in private schools. A public education cycle, should consider assisting in financing the education of the needy

students especially orphans, and children from single families or poor households (Phillip, 2005). Without state financial intervention in financing their education such vulnerable group of students would drop out of school and the purpose of state assistance in financing high school education would have been lost.

Levin and Cailods (2001) has found out that majority of children in sub-saharan Africa are from poor families and do not make it to secondary school. The few who make to secondary school affects the schools financial mobilization negatively as they are not able to pay adequately for their education. Analysis of Gross Enrolment Rate (GER) showed that two-thirds (2/3) of all countries with secondary school GER of 40percent and below were in Africa. Transe-Group (2005) has identified financing secondary education in most of the Africa countries tend to be the most neglected, receiving on average 15-20percent of state financial resources (World Bank, 2005). Household burden in financing secondary education has therefore remained high with children from poor families affected most.

In Kenya the major challenge to principals in mobilization of resources in day secondary schools seem to be poverty. In 1999, the government of Kenya initiated the Poverty Eradication Fund (PEF) as a sure strategic move towards giving an answer to the reality of poverty in Kenya. PEF is thus a strategy of supporting development initiatives aimed at significantly alleviating poverty through socio-economic empowerment which includes supporting financing education for children from poor community members in both marginalized rural areas and informal urban places. The fund's establishment actually was in line with a commitment to the United Nations World Summit on Social Development held in 1995 at Copenhagen. It was envisaged

that this program would facilitate capacity building and financial mobilization of legally organized community groups and their undertakings (Phillip, 2005). The principals can therefore enlighten parents on these government initiatives so as to help them acquire some money which can assist them in paying school fees. A study by Ngware et.al (2006) on improving access to secondary school education in Kenya revealed that school fees was the main reason why most (33 percent) of secondary school going age children were not in school. Most of the parents in Kitui Central District are farmers and because of the erratic rainfall pattern in the district they do not earn enough to pay the school fees besides feeding. This therefore means that the principals have to source for other sources of finance besides parents levy to provide adequate learning facilities for better performance in the schools. On the other hand the affected parents can be called for a discussion in the school to help them identify things they can do so as to boost their social economic basis.

2.6 Summary of the literature review

There is a general agreement that all public schools in the world require Government financing. However, the governments seem not to have enough money to fully fund the schools. The school principals are therefore faced with the challenge of finance mobilization so as to mitigate the shortage in Government funding. The variables for the study were identified as, the school size, principals' management training, the principals' administrative experience, and the principals challenge in financial resource mobilization. The gap for investigation was identified as lack of training course on financial resource mobilization, inadequate government funding for day

secondary schools and the numerous financial needs in day secondary schools which include inadequate physical facilities.

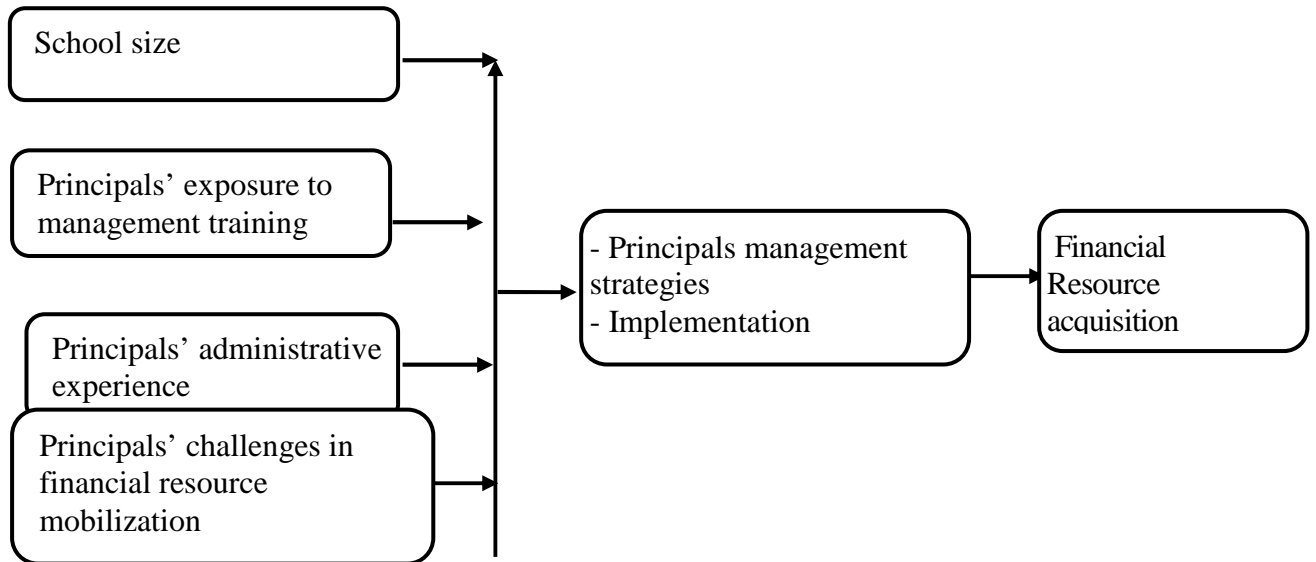
2.7 Theoretical Framework

This study was hinged on paths-goal leadership theory whose modern development is attributed to Evans and House (1974). The path goal leadership theory postulates that leaders can facilitate task performance by showing subordinate how performance can be instrumental in achieving desired rewards. The strength of this theory is that, it describes the role of leaders in the performance of an organization. This would relate to schools in that the principal as a leader is supposed to facilitate the performance of the stake holders in achieving the educational goals. This involves every stakeholder's participation. The institution will require the principal's guidance in everything done in the school including resource mobilization. Thus it gives a frame work within which the quality of principals' mobilization and management of financial resources requires participation of all stakeholders which includes school administration, parents, and government goal being mobilization of financial resources. The school principal should then come up with strategies for financial mobilization and involve all stake holders' participation towards the goal. However the theory has a weakness in that it ignores some environmental and other external factors which can affect the performance of an organization. A school with adequate finances would therefore be able to provide the physical facilities required for good academic performance.

2.8 Conceptual frame work

In writing this project, the researcher conceptualized the independent, dependent intervening and moderating variables as shown in Figure 2.1

Figure 2.1: Conceptual framework: Independent and dependent variables



As shown on Figure 2.1, the conceptual framework explains the interaction between independent and dependent variables. The independent variables are cited as, the school size, principals' management training, the principals' administrative experience, and the principals challenge in financial resource mobilization. The school size refers to the level of enrolment which would determine the number of parents or guardians to be involved in financial mobilization. The principals' factors studied are the administrative experience and exposure to management training which would determine the principal's management skills. The process for financial mobilization depends on the principals' management strategies and implementation of the planned ways of financial mobilization.

The dependent variable is the finance mobilization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that were utilized in the study. They include the research design, target population, sampling and sampling techniques, research instruments for data collection, Validity and reliability of instruments, data collection procedure, and data analysis techniques.

3.2 Research design

This study adopted a descriptive survey design. A descriptive survey research is designed to obtain permanent and precise information concerning the current status of the variables under investigation and generalizations from the facts observed (Lukesh, 1991). Kothari (2004) has stated that a descriptive research provides the description of the information about the variables. This design is suitable for this study because views were collected from a group of people (principals, head of departments and school BOG executive members) without manipulating them. The principals gave their views on financial resource mobilization in their schools.

3.3 Target population

There are 16 public day secondary schools in Kitui Central District. The study targeted a population of all the 16-Principals in Kitui Central District. The study also targeted 64 (sixty four) head of departments and 48(forty eight) BOG members from the day secondary school in Kitui Central District (EMIS Data-2012) .

3.4 Sampling procedure and sample size

The census sampling of the 16 public day secondary schools in Kitui Central District was done and the 16-principals and 3 out of the 5 BOG executive members from each school was studied, that is 48 out of 80 members which is 60 percent of the population. The researcher also gathered information from one head of department from each school making a Total of 16 head of departments which is 25 percent of the population. According to Gay (2002), a sample of at least 10 Percent of the entire population is sufficient enough.

3.5 Research instruments

The information for this study was gathered by use of questionnaires, for the principals, head of departments and school BOG executive members. In all the questionnaires there were both closed-ended and open-ended questions. The principals' questionnaire had five sections. Section I consisted of social demographic characteristics of the respondents. Section II was seeking information for the school size and principals mobilization of financial resources. Section III was seeking principals' exposure to management training and financial mobilization. Section IV was seeking for the principals' administrative experience and mobilization of financial resources. Section V was seeking for principals' influence on parents' fees payment.

3.6 Instrument validity

A research instrument is valid depending on how the data collected is related in terms of how effective the items have sampled significant aspects of the purpose of the

study (Orodho, 2005). A pilot study to establish the content validity of the instruments was conducted in three day secondary schools in Chuluni District which is a neighboring District and with common economic activities. Content validity of the instruments was used to measure the degree to which the items represent specific areas covered by the study. Content validity of the instrument was determined by research methodology experts through looking at the measuring technique and how specific areas (objectives) are covered by the instrument. The experts advised the researcher on the items to be corrected. Lecturers from the Department of Educational Administration and planning of University of Nairobi ascertained the validity of the research instrument. The corrections identified on the questions were incorporated in the instruments so as to increase its validity (Fraenkel & Wallen, 2008).

3.7 Instrument reliability

Mugenda (1999) defines reliability as the measure or degree to which a research instrument yields consistent results or data after repeated trials. To establish the reliability of instruments, test pretest method was applied to the study. During the pretest, the questionnaires were administered on a random sample of three principals from three randomly selected schools in Chuluni District. In the piloting process split-half method was used by administering the questionnaires' closed-ended items which was subjected to a pilot study. The data values collected were operationalized and the numerical scores were split into two using 'odd number versus even number items' process to get two sets of values which was correlated using Pearson Product Moment Correlation Coefficient to calculate the coefficient of relationship. A correlation

coefficient of 0.8 was obtained which was sufficient enough for these questionnaires to have high pretest reliability as ascertained by Kasomo (2006).

3.8 Data collection procedure

The researcher obtained a transmittal letter from the University of Nairobi showing that the researcher is a student undertaking a research as a requirement for the award of a Masters Degree. The researcher further obtained permit from the National Council of Science and Technology to undertake the research in the public day secondary schools in Kitui central District. The individual schools were visited to seek permission to administer the questionnaire to the school principals. The questionnaires were self administered by the researcher who requested the respondents to fill them after which the researcher collected the filled questionnaires. Assurance was given to the respondents on the confidentiality of their identity.

3.9 Data analysis techniques

This is a process of summarizing the collected data and putting it together so that the researcher could meaningfully organize, categorize and synthesis information from the data collecting tools. In the data analysis, the researcher examined each piece of information in each instrument for completeness, organized data as per research questions, coded the data and developed a code sheet. For the qualitative data, patterns or themes were identified while the quantitative data was analyzed using descriptive statistics and inferential statistics. The data were processed using statistical package for social science (SPSS) and given in frequency tables and

percentages. The inferences was made from the findings which was discussed in relation to the literature review and consequently lead to making conclusions and appropriate recommendations from the analyzed data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1: Introduction

This chapter presents data analysis and interpretation following research objectives. The purpose for this study was to investigate institutional and principals' factors influencing mobilization of financial resources in day secondary schools in Kitui central District, Kitui County, Kenya. The study sought to determine the extent to which school size influences principals' mobilization of financial resources, to determine the influence of principals' exposure to management training course on mobilization of financial resources, to examine the influence of principals' administrative experience on mobilization of financial resources, and to determine principals' challenges in financial resource mobilization.

Data were collected using the questionnaires as the main research instruments. Census sampling of the 16 public day secondary schools in Kitui Central District was done and the 16 principals were studied. The researcher also gathered information from 48 BOG members and 16 head of departments from each studied schools.

The collected data was analyzed using both descriptive and inferential statistics. For descriptive statistics, frequency distribution tables showing responses and percentages were constructed while in inferential statistics correlation tables were generated from coded data using Statistical package for social scientist (spss) to test the relationship between independent and dependent variable. This was followed by data interpretation.

4.2: Questionnaire return rate.

Questionnaire return rate is the proportion of the sample that participated in the survey and returned their questionnaires as intended by the researcher. The results on questionnaire return rate are presented in Table 4.1

Table4.1: Questionnaires return rate

Categories	Principals		BOG members		Head of departments	
	Responses	Percentage	Responses	Percentage	Responses	Percentage
Returned	16	100	48	100	16	100
Not returned	0	0	0	0	0	0
Total	16	100	48	100	16	100

Table 4.1 shows that all (100%) of the questionnaires were returned by the principals, BOG members and the departmental heads under this study. This shows that the researcher had good rapport with the respondents and that the respondents were taking the research seriously. Also the researcher seems to have made a good follow up of the distributed questionnaires which enabled her to get back all the questionnaires.

4.3: Distribution of respondents by gender

The respondents were asked to indicate their gender with the aim of establishing whether the study was gender sensitive and to establish if gender influenced financial resource mobilization. The results were shown in Table 4.2.

Table 4.2: Distribution of respondents by gender

Categories	Principals		BOG members		Head of departments	
	Responses	Percentage	Responses	Percentage	Responses	Percentage
Female	5	31.0	12	25.0	9	56.25
Male	11	69.0	36	75.0	7	43.75
Total	16	100	48	100	16	100

Table 4.2 shows majority (69%) of the respondents were male principals. This indicates that the number of male principals administering secondary schools were more than the female principals. There is need to involve female principals in school administration for gender balance.

The table also shows that majority (75%) of the BOG members studied were male. There seem to be a big disparity in gender distribution among the BOG members. This shows there is a need to increase the female participation in school management.

Table 4.2 also indicates that there are slightly more female heads of departments (56.25%). There seems to be gender balance in the distribution of the respondents

which is likely to give balanced views concerning resource mobilization in day secondary schools in Kitui Central District.

4.4: Age distribution of respondents

The researcher sought to establish the age distribution for the principals and departmental heads. This was to determine how the age of the principals was distributed among the schools and whether age was a factor in financial resource mobilization.

Table 4.3: Age distribution of principals

Age in years	Frequency	Percentage (%)
Less than 30	0	0.0
30 – 34	0	0.0
35 – 39	0	0.0
40 – 45	10	62.5
Above 45	6	37.5
Total	16	100

Table 4.3 revealed that majority of the school principals (62.5%) were 40 – 45 years of age while those above 45 years of age were 37.5 percent. This age indicates that the principals were not young and therefore were in a better position to mobilize financial resources.

Table 4.4: Age distribution of departmental heads

Age in years	Frequency	Percentage(%)
Less than 30	0	0.0
30 – 34	0	0.0
35 – 39	4	25.0
40 – 45	10	62.5
Above 45	2	12.5
Total	16	100

Table 4.4 revealed that majority of the school departmental heads (62.5%) in Kitui central District are 40 – 45 years of age. This age bracket seems to be forming a pool from where teachers are promoted to become deputy principals and later principals. This was followed by those in the age bracket of 35 – 39 with 25.0% percent. The table also revealed that no departmental head in the District was below 35 years of age. However there was 12.5 percent of departmental heads who were above 45 years of age. These seem to have stayed for more years before they are promoted to deputy principal and consequently school principal. The experience for this age group should be useful in assisting the administration in resource mobilization.

4.5 Academic qualification for the respondents

The researcher sought to investigate the academic qualification for principals and departmental heads.

Table 4.5: Principals academic qualification

Category	Frequency	Percentage (%)
PhD	0	0.0
M.Ed	5	31.25
B.Ed	10	62.5
DIP. Education	1	6.25
Total	16	100

Table 4.5 revealed that majority of the principals had a bachelor of education as their highest academic qualification. This shows that the principals had acquired academic qualification which could enable them to mobilize financial resources effectively. This is likely to influence the principals' resource mobilization strategies geared towards providing facilities needed for the student's good performance in academics.

Table 4.6: Head of departments' academic qualification

Category	Frequency	Percentage (%)
PhD	0	0.0
M.Ed	3	19.75
B.Ed	10	62.5
Dip. Education	2	12.0
TOTAL	16	100

Table 4.6 revealed that majority of the head of departments interviewed had bachelor of education as their highest academic level. This qualification forms a good team to

advise the principals on the best strategies towards financial resource mobilization. Principals who work with consultation with these head of departments are likely to benefit more from their academic knowledge to advice on resource mobilization.

4.6 School size and the principals' mobilization of financial resources

The first objective for this study was to determine the extent to which school size influences principals' mobilization of financial resources in day secondary schools in Kitui central District.

To achieve this objective the researcher required the respondents to give information pertaining to the number of streams in their schools and school population. The responses were presented in table 4.7, 4.8, and 4.9.

Table 4.7: Number of streams in the school

Number of streams	Responses	Percentage (%)
Single stream	13	81.25
Double stream	3	18.75
Three stream	0	0
More than three	0	0
Total	16	100%

Table 4.7 shows that majority of the day secondary schools in Kitui central District are single streamed schools with only a few with double stream. This is an indication of a small population in the schools which might not raise enough money to equip the schools and therefore there seem to be a big need to mobilize financial resources

using other means to supplement the parents' financial contribution on resource mobilization. According to Darothy (2011), mobilization of financial resources and their utilization requires increasing the number of students. This is because the more the students a school have the more the financial resources sources.

Table 4.8: Number of students in the schools

Number of students	Responses	Percentage (%)
Less than 100	2	12.5
101-150	6	37.5
151 – 200	3	18.75
201- 250	2	12.5
Over 250	3	18.75
Total	16	100

Table 4.8 revealed that majority of the schools (81.25%) had less than 251 students. This continues to support the fact that the day schools in Kitui Central District need more resources to expand and accommodate more students. This would in the long run translate into more financial resources.

4.7 Principals' attendance to management training course and mobilization of financial resources

The second objective for this study was to determine the influence of principals' attendance to management training course on mobilization of financial resources in day secondary schools in Kitui central District. To achieve this objective the respondents were required first to give information about their other professional training.

Table 4.9: Principals' attendance to management training courses

Attendance	Frequency	Percentage (%)
Yes	16	100.0
No	0	0.0
Total	16	100.0

Table 4.9 revealed that all the principals in Kitui Central District had attended management training. This is likely to help the principals in performing most of their functions including mobilization and management of financial resources.

Table 4.10: Other sources of school finances

Number of students	Responses	Percentage (%)
Fund raising	13	81.25
Donations	2	12.5
Others	1	6.25
Total	16	100.0

From table 4.10, there seem to be over reliance on fund raising among schools as an alternative source of school finances. Majority of the schools (81.25%) mobilize funds through Harambee. This might be because they are not hard to organize and they usually bring quick finances. This strategy might not be providing enough finances for the school projects as they still seem to lack enough resources. Other sources of finances included FSE, CDF, and LATIF among others.

4.8 Principals' administrative experience and mobilization of financial resources.

The third objective for this study was to examine the influence of principals' administrative experience on mobilization of financial resources in day secondary schools in Kitui central District. To achieve this objective the respondents were required to first give information about their administrative experience. The responses were represented in table 4.11.

Table 4.11: Principals administrative experience

Experience in years	Frequency	Percentage (%)
Less than 5	3	18.75
5 – 9	10	62.5
10 – 14	3	18.75
15 – 19	0	0
Over 20	0	0
TOTAL	16	100.0

Table 4.15 revealed that majority of the principals had administrative experience of 5 – 9 years. This is a good experience and therefore the principals were in a position to mobilize financial resources in their respective schools. However it was also revealed that some of the respondents had an experience of less than 5 years. These are likely to face the challenge of resource mobilization they seem not to have enough experience for financial resource mobilization. However there are a few with 10 – 14 years experience. This experience is necessary for resource mobilization.

4.9 Challenges facing principals in financial resource mobilization

The last objective for this study was to determine principals' challenges in resource mobilization in Kitui central District. To achieve this objective, the principals were required to rate the fees / levy payment by their parents. The responses were presented in table 4.12.

Table 4.12: Rating of school fees/ PTA levy payment by parents

Parents rating	Frequency	Percentage (%)
Excellent	0	0.0
Very good	0	0.0
Good	0	0.0
Fair	9	56.25
poor	7	43.75
TOTAL	16	100.0

Table 4.12 revealed that all the school principals rated their parents fees/ PTA levy payment as either fair or poor . This shows that the parents fees/PTA payment seem to be the greatest challenge in financial resource mobilization in day secondary schools. This is likely to affect the school ability to acquire all the needed school facilities leading to low enrolment. Next the researcher required the principals to rate the social economic status of their parents. The responses were presented in table 4.13.

Table 4.13: Rating of parent’s economic status

Parents rating	Frequency	Percentage (%)
Upper class	0	0.0
Middle class	2	12.5
Poor	14	87.5
TOTAL	16	100.0

Table 4.13 seems to explain the reason why the parents were not paying their fees/PTA levies well. This is because majority of the parents are poor. This seems to be also the reason why the parents preferred day schools as opposed to boarding schools since the day schools charges less levies compared to boarding secondary schools. These same parents were supposed to give more during school fund raisings yet they are poor. This comes out as the major challenge facing principals in financial resource mobilization. This might be because the District is semi- arid with unreliable rainfall which rains twice per year. Majority of the residents are subsistence farmers who grow food crops as well as keeping livestock. Most of the parents who take their children to day secondary schools are unemployed and can’t afford secondary school education. The principals are therefore challenged to mobilize financial resources in their schools which can be used to assist the very needy students in their schools.

The researcher further investigated whether there were students who had dropped out of school. The responses were presented in table 4.14.

Table 4.14: Responses on whether students dropped out of school

Dropped	Response	Percentage (%)
Yes	11	68.75
No	5	31.25
Total	16	100.0

Table 4.14 revealed that majority of the respondents stated that students had dropped out of their schools in the last one year. Again this seems to reduce the number of parents who are supposed to assist the principals in financial resource mobilization. Also the Government allocation of free secondary education fund is based on the number of students and therefore the less the number of students the less the allocation.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents summary, conclusions from the findings, recommendations and suggestions for further research. The purpose for this study was to investigate institutional and principals' factors influencing mobilization of financial resources in day secondary schools in Kitui central District, Kitui County, Kenya. This is in the light of the fact that, according to Kitui Central District Quality assurance officers' report (2012) out of 16 day secondary schools in Kitui Central District, only two schools have well equipped laboratories making 12.5 percent, six have enough classes making 37.5 percent, three have adequate offices making 18.7%.

The study sought to determine the extent to which school size influences principals' mobilization of financial resources in day secondary schools in Kitui central District, to determine the influence of principals' attendance to management training course on mobilization of financial resources in day secondary schools in Kitui central District, to examine the influence of principals' administrative experience on mobilization of financial resources in day secondary schools in Kitui central District and to determine challenges facing principals in financial resource mobilization in Kitui central District.

Data were collected using the questionnaires as the main research instruments. Census sampling of the 16 public day secondary schools in Kitui Central District was done and the 16 principals were investigated. The study also investigated 48 BOG

members. The researcher also gathered information from 16 head of departments from each studied school.

The collected data were analyzed using both descriptive and inferential statistics where frequency distribution tables were generated from coded data using Statistical package for social scientist (spss). This was followed by data interpretation.

5.2 Summary of the findings

The purpose for this study was to investigate institutional and principals' factors influencing mobilization of financial resources in day secondary schools in Kitui central District, Kitui County, Kenya.

It was established that majority (81.25%) of the day secondary schools in Kitui central District are single streamed schools with only 18.75 percent having double streams. This is an indication of a small population in the schools which might not raise enough money to equip the schools and therefore there seem to be a big need to mobilize financial resources using other means to supplement the parents' financial contribution. It was also revealed that majority of the schools (68.75%) had less than 251 students. This continues to support the fact that the day schools in Kitui Central District need more resources to expand and accommodate more students. This would in the long run translate into more financial resources.

The study also established that all the principals (100%) in Kitui Central District had attended management training courses in addition to their professional training. This is likely to help the principals in performing most of their functions including

mobilization and management of financial resources. The agencies which had organized the trainings includes, University training the area of academics, KEMI training on management of secondary schools, KSSHA organizing heads conferences geared towards training on quality management among others. If these trainings were properly utilized then the principals would not have a problem in financial resource mobilization.

The researcher also investigated the other ways in which the principals mobilized financial resources apart from parents' school fees. It was observed that there is over reliance on fund raising among schools (81.25%) as an alternative source of school finances. This might be because they are not hard to organize and they usually bring quick finances. This strategy might not be providing enough finances for the school projects as they still seem to lack enough resources. Other sources of finances included FSE, CDF, and LATF among others.

The study also established that majority of the principals (62.5%) had administrative experience of 5 – 9 years and that 18.75 percent of the respondents had an experience of less than 5 years and also the same percentage had 10 – 14 years experience.

Finally the study established that all the school principals rated their parents fees/PTA levy payment as either fair (56.25%) or poor (43.75%). This shows that the parents fees/PTA payment seem to be the greatest challenge in financial resource mobilization in day secondary schools. This is likely to affect the school ability to acquire all the needed school facilities leading to low enrolment. Also majority of the parents (87.5%) are poor. This seems to be also the reason why the parents preferred day schools as opposed to boarding schools since the day schools charges less levies

compared to boarding secondary schools. These same parents were supposed to give more during school fund raisings yet they are poor. This comes out as the major challenge facing principals in financial resource mobilization.

Also the study revealed that 68.75 percent of the respondents stated that students had dropped out of their schools in the last one year. Again this seems to reduce the number of parents who are supposed to assist the principals in financial resource mobilization. Again the free secondary education fund is based on the number of students and therefore the less the number of students the less the allocation.

5.3 Discussion of the findings from the study

The purpose for this study was to investigate institutional and principals' factors influencing mobilization of financial resources in day secondary schools in Kitui central District, Kitui County, Kenya.

It was established that that majority of the day secondary schools in Kitui central District are single streamed. This is an indication of a small population in the schools which might not raise enough money to equip the schools. Also there is a very strong positive relationship between school size and mobilization of financial resources in day secondary schools. This agrees with

Darothy (2011) who argued that mobilization of financial resources and their utilization requires increasing the number of students. This is because the more the students a school have the more the financial resources sources. Also according to Lauridsen (2008) the minimum amount of bursary to be allocated to the needy students in public Day secondary school is kshs 5,000, Boarding school kshs 10,000

and National schools kshs 15000. This means that the day secondary schools which have relatively fewer and needier students end up getting less amount of money from the Government.

The study also established that all the principals (100%) in Kitui Central District had attended management training in addition to their professional training. The agencies which had organized the trainings includes, University which trained in the area of academics, KEMI training on management of secondary schools, KSSHA organizing heads conferences geared towards training on quality management among others. This agrees with Wallace, (1991), in the global village, the current era is shaped by a tremendous progress of knowledge, which leads to an explosion in learning which helps someone to acquire renewed information to maintain a continuous and sustained professional development including financial resource mobilization. Hargreaves (2010) argues that principals cannot ignore professional growth as it raises the education standards and the role of education in professional development which includes financial management. Professional development is therefore basically a solitary journey; however almost all head teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development. The training also helped the school principals to interact with other principals facing the same challenges and therefore share on how such challenges can be handled hence improving their administration.

The study also established that majority of the principals (62.5%) had administrative experience of 5 – 9 years. The experience helps a school head teacher to acquire

resource mobilization and management skill which includes management of cash receipt, payments and safeguarding cash balances (Phillip, 2005). Skills in the following areas are very important for successful management of school finances and principals must be conversant with them (GOK a hand book for financial management, 2006). To facilitate accountability and keep records and to enhance planning and overall financial performance, the school must keep records. In a school, books of accounts are usually written and kept by the bursar or accounts clerk. Unless a head teacher did accounts, the knowledge of financial management is acquired through training and experience. A more experienced head teacher is therefore better placed in resource mobilization and management (Munyiri, 2008).

Finally, the study established that the parents fees/PTA payment seem to be the greatest challenge in financial resource mobilization in day secondary schools. A study by Ngware et.al (2006) on improving access to secondary education in Kenya revealed that the school fees was the main reason why most (33percent) of secondary school going age children were not in school. Martin and Byrne, (2004), argue that if money should increase equity, and not exacerbate inequity then those students in public day schools whose parents are poor should receive high public financial support than those in boarding schools. The researcher asserts that a public education financing system, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education of day secondary school students who are especially orphans, and children from single families or poor households.

Most of the parents in Kitui central District are farmers and because of the erratic rainfall pattern in the District they were not earning enough to pay their fees besides feeding. This made them to depend entirely on bursaries which are also not adequate because of numbers. The study also revealed that 68.75 percent of the respondents stated that students had dropped out of their schools in the last one year. This is because of lack of school fees which again seemed to reduce the number of parents who are supposed to assist the principals in financial resource mobilization. The Kenyan Government gives assistance in financing secondary education through Constituency Bursary Fund (Lauridsen 2008). The minimum amount to be allocated to the needy students in public Day secondary school is kshs 5,000, Boarding school kshs 10,000 and National schools kshs 15000. This means that the day secondary schools which have relatively fewer and needier students end up getting less amount of money from the Government.

It was also observed that there is over reliance on fund raising among schools (81.25%) as an alternative source of school finances. Other sources of finances included FSE, CDF, and LATF funds.

5.4 Conclusions from the study

Based on the findings from this study, the researcher made several conclusions. First, it was established that school size affects mobilization of financial resources in day secondary schools. The schools with more students were likely to have more financial resources than those with less students.

The study also established that the principals who attended management training in addition to their professional training were better in financial resource mobilization than those who had attended only professional training. The training also helped the school principals to interact with other principals facing the same challenges and therefore share on how such challenges can be handled hence improving their resource mobilization skills.

The study also established that the administrative experience helps a school principal to acquire financial resource mobilization and management skill which includes management of cash receipt, payments and safeguarding cash balances. A more experienced head teacher is therefore better placed in financial resource mobilization and management than an inexperienced one.

Finally, the study established that the parents fees/PTA payment seem to be the greatest challenge in financial resource mobilization in day secondary schools and that the school fees was the main reason why most of secondary school going age children were not in school. This is because the main source of school finances was the parent most of whom are of poor economic status.

5.4 Recommendations

From the findings of this study the researcher wishes to make the following recommendations:-

- (i) The Government should increase the required number of students for a secondary school to be registered. This is because the study shows that there are very many registered secondary schools with less than 150 students.

- (ii) School principals should be constantly trained on financial resource mobilization so that they can be effective in financial mobilization and management. This is because from the study, majority of the principals training was on financial management and not resource mobilization.
- (iii) Teacher service commission should fix certain experience requirements for promoting teachers to be principals. This is because from the findings of the study it was established that there were some principals with less than 5 years experience in the administrative post and this influenced principal's ability to mobilize financial resources.
- (iv) The Government should increase the amount of money allocated to day secondary schools so as to assist them in providing basic facilities for a school. This is because most of the day schools relied more on the parents fees/ PTA levies for financing their school facilities. Most of these parents are poor and therefore unable to contribute enough finances for physical development.
- (v) School principals and Board of Governors should devise other means of resource mobilization to assist the needy students in their schools so as to enhance retention in day secondary schools.

5.5 Suggestions for further research

This study investigated the institutional and principals factors influencing financial resource mobilization in day secondary schools in Kitui central district. Further research can be done on:-

- (i) The influence of KEMI training scope on Principals' financial resource mobilization and management. .0

- (ii) The influence of Principals' financial resource mobilization on students retention in day secondary schools.
- (iii) The influence of Principals' financial resource mobilization on school improvement of physical facilities.
- (iv) Effect of District Schools Auditors' visits on principals' financial management.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

LETTER OF INTRODUCTION TO RESPONDENTS:

Angeline Muli Mutisya

P.O Box 1094 – 90200,

Kitui

Date.....

Dear respondent,

I am a post-graduate student at University of Nairobi pursuing a Master’s degree in Educational Administration. I am carrying out a research for my final year project which is a requirement for the degree program. The topic is Institutional and principals factors influencing mobilization of financial resources in day secondary schools in Kitui Central District, Kitui county Kenya. The study is expected to be of use to teachers, education policy makers, and all education stakeholders in decision making. I do request you to answer the questions in this questionnaire as honestly as possible.

The responses you provide is purposely for this study and was treated with the highest confidentiality.

Thanks in advance for your cooperation and assistance.

Yours Faithfully,

Angeline Muli Mutisya

APPENDIX II: PRINCIPALS' QUESTIONNAIRE

The aim of this study is to investigate the Institutional and principals' factors influencing financial resources mobilization in public day secondary schools in Kitui Central District. Your school is one of the sampled schools. You have been requested together with others in the District to complete this questionnaire.

Instructions to the Respondent

1. Please respond to all the items in this questionnaire.
2. Do not write your name anywhere on this questionnaire.
3. Tick your appropriate choice and write down the brief statements in the open-ended questions.

Guidelines: Use a tick (✓) to select your correct value among the multiple choices given

Section I: Demographic data of the respondents

1. What is your gender?

- a) Male () b) Female ()

2. What is your age bracket?

- a) Less than 30 years () b) 30-34 years ()
c) 35-39 years () d) 40-44 years ()
e) Over 45 years ()

3. What is your highest educational qualification?

- a) PhD () (b) M.Ed () (c) B.Ed () (d) Diploma in Education ()

Section II: School size and principals' mobilization of financial resources.

4. How many streams are in your school? _____ Streams.

- a) Single stream () b) Double stream ()
c) Three streams () d) More than three streams ()

5. How many students are in your school now?

- a) Less than 100 ()
b) 101-150 ()
c) 151-200 ()
d) 201-250 ()
e) Over 250 ()

6. How many students are boys?

- a) Less than 50 ()
b) 51-100 ()
c) 101-150 ()
d) 151-200 ()
e) Over 200years ()
f) Not applicable ()

7. How many are girls?

- (a) Less than 50 () (b) 51-100 ()
(c) 101-150 () (d) 151-200 ()
(e) Over 20 years () (f) Not applicable ()

8. How many students are in each of the classes below?

Class	Enrolment
Form 1	
Form2	
Form3	
Form4	

9. Does school size influences financial mobilization?

- (a) Yes () (b) No ()

Section III: Principals' experience and mobilization of financial resources.

10. What is your teaching experience as a teacher?

- a) Less than 10 years () (b) Between 11-20 years()
(c)Between 21-30 years () (d) Between 31-40 years ()
b) Over 41 years ()

11. How long have you been a principal?

- a) Less than 5 years () (b) Between 5-9 years ()
(c)Between 10-14 years () (d) Between 15-19 years ()
(e) Over 20 years ()

12. How many years have you been in this school as a principal?

- (a) Less than 3 years() (b) Between 4 and 6 years ()
(c)Between 7 and 9 years() (d) Over 10 years ()

13. How do you rate the state of financial resources in your school now?

- (a) Adequate () (b) Fairly adequate () (c) Inadequate ()

14. How do you mobilize financial resources in your school?.....

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

15. How does the principals' experience influence mobilize resources?

Section IV: Principals' administrative training and mobilization of financial resources.

16. Do you have any other training apart from your professional training?

- (a) Yes ()
(b) No ()

17. If yes, what type of training? (fill the table below)

Agency	Main areas covered	Duration	Dates
University			
KEMI			
MoE			
KSSHA			
Other			

18. What would you want introduced in training of resources mobilization?

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

19. Do you think administrative training influences principals' skill on mobilization of finances?

(a) Yes ()

(b) No ()

20. What are the sources of finance in your

school? _____

21. Apart from parents' contribution and Government subsidy where else do you mobilize financial resources from?

(a) Fund raising () (b) Donations (specify)()

(c) Others (specify).....

21 (b) Do you have any Income generating project in your school?

Yes () (b) No ()

22 If yes what

projects? _____

23 How much per year do you get from your school project? How do you rate your school financial resources?

(a) Enough () (b) Fair () (c)Not enough()

Section V: Principals challenges in resources mobilization

27. What are the major challenges in resource mobilization?_____

28. How would you rate the school fees/PTA levy payment by your parents?

(a) Excellent () (b) Very good () (c) Good () (d) Fair ()

(e) Poor ()

29. How would you rate the social economic status of your parents?

(a) Upper class () (b) Middle class () (c) poor ()

30. Are there students who have ever dropped out of school because of school fees?

Yes ()

No ()

31. Explain how you influence parents to pay school fees?

APPENDIX (III): HEAD OF DEPARTMENT QUESTIONNAIRES

You have been requested together with others in the District to complete this questionnaire for academic purposes. The information that you will give is confidential and will only be used for the purpose of this study. I request you to feel free and cooperate in this exercise.

Guidelines: Use a tick (√) to select your correct value among the multiple choice given

Section I: Socio-Demographic Data of the Respondents

1. What is your gender?
a) Male () (b) Female ()
2. What is your age bracket?
b) Less than 30 years () (b) Between 30-34 years ()
c) Between 35-39 years () (d) Between 40-44 years ()
d) Over 45 years ()
3. What is your highest educational qualification?
a) PhD () (b) M.Ed () (c) B.Ed () (d) Dip. Education ()
4. What is your department?_____
5. How long have you been a departmental head in years_____
6. Do you lack any physical facilities in your school?
Yes () (b) No
7. If yes which facilities are
lacking?.....

8. For how long have you lacked these facilities

(a) One year () (b) Two years ()

(c) Three years () (d) Four years ()

9. Have you ever been involved in financial mobilization in your school?

10. Yes () b) No ()

11. If yes, which one?

12. Which methods do you think can be used to improve financial resource

mobilization in a day secondary

school?_____

13. What is the students book ratio in your school?_____

14. Do you have any revision books in your department?

15. Yes () (b) No ()

16. If yes, are they adequate? (a) Yes () (b) No ()

17. Do you have any past papers for you department? (a) Yes () (b) No ()

18. If yes, are they adequate? (a) Yes () (b) No ()

APPENDIX (IV): QUESTIONNAIRE FOR SCHOOL BOG CHAIRPERSON.

1. What is your gender?

a) Male b) Female

2. What is your highest level of academic qualification

(a)Secondary b) diploma d) degree Any other

(b) How long have you been the chairman of the BOG in this school in years?

(c) How do you mobilize financial resources in your

school?_____

(d) What role do you play in resource mobilization in your school?

(e) What challenges do you face in mobilizing financial resources in your school?

.....

.....

a) How can you rate the adequacy of the school financial resources?.....

Thank for your co-operation

Angeline Muli Mutisya.

APPENDIX (VI) KEMI TRAINING PROGRAMME FOR PRINCIPALS' –

2011 - 2012

- Unit 1 – Effective resource management
- Unit 2 – Human resource management
- Unit 3 – Financial management
- Unit 4 - Procurement and stores management
- Unit 5 – Fraud and credit management
- Unit 6 – Integrity and good governance in school
- Unit 7 – Strategic leadership
- Unit 8 - Building top performance teams
- Unit 9 – Result based management
- Unit 10 – Strategic planning
- Unit 11 - Project planning and management
- Unit 12 – Customer care and public relations
- Unit 13 - Curriculum management
- Unit 14 – ICT integration in education
- Unit 15 – Conflict resolution and disaster management
- Unit 16 – Mainstreaming cross cutting issues

Appendix (VII) Research authorization

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/1021**

Date: **13th June 2013**

Angeline Muli Mutisya
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **6th June, 2013** for authority to carry out research on ***“Institutional and principals’ factors influencing mobilization of financial resources in day secondary schools in Kitui Central District, Kitui County, Kenya.”*** I am pleased to inform you that you have been authorized to undertake research in **Kitui Central District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kitui Central District** before embarking on the research project.

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


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

Copy to:
The District Commissioner
The District Education Officer
Kitui Central District.

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Research Permit No. NCST/RCD/14/03/1027

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution **Date of issue** **13th June, 2013**

Angeline Muli Mutisya **Fee received** **KSH. 1000**

of (Address) University of Nairobi

P.O. Box 92-0902, Kikuyu

has been permitted to conduct research in

Location **District** **Province**

Kitui Central **Kitui** **Eastern**


on the topic: Institutional and principals

factors influencing mobilization of financial

resources in day secondary schools in Kitui

Central District, Kitui County, Kenya

for a period ending: 31st July, 2013



Angeline Muli Mutisya
Applicant's Signature

[Signature]
For Secretary
National Council for
Science & Technology