INDIVIDUAL FACTORS INFLUENCING BOARD OF MANAGEMENT MEMBERS’ EFFECTIVENESS IN FINANCIAL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ATHI-RIVER DISTRICT, KENYA

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A Research Project Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Education in Corporate Governance

University of Nairobi

2014
DECLARATION

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

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

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I dedicate this study to my dear husband, Joshua for his spiritual, moral and financial support; to my daughters Faith and Charity and my son Emmanuel for their innocent love. Thanks all for bearing with my absence throughout the period of my study.
ACKNOWLEDGMENT

I am most grateful to God for his unparalled help and provision throughout my study. I feel deeply indebted to my supervisors Dr. J.M Kalai and Edward Kanori for their support, guidance and advice towards the production of my study. Further, I extend my profound appreciation to my husband Mr. Joshua Kioko and my mother Mrs. Charity Kiio for cultivating in me the desire to learn. Finally, I acknowledge the support from members of Boards of Management for responding to my instruments. In addition, I also express my gratitude to all friends and relatives who assisted me in one way or another towards the successful completion of this study.
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<td>BoM</td>
<td>Board of Management</td>
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<td>CES</td>
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<td>EFA</td>
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<td>Kenya Certificate of Secondary Education</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Council of Science, Technology and Innovation</td>
</tr>
<tr>
<td>PTA</td>
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<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
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<tr>
<td>SGB</td>
<td>School Governing Board</td>
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<tr>
<td>TI</td>
<td>Transparency International</td>
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<td>TSC</td>
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<td>UPE</td>
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ABSTRACT

The purpose of this study was to investigate the individual factors influencing Board of management member’s effectiveness in financial management in public secondary schools in Athi-river district, Kenya. The study objectives were to examine the extent to which management experience, exposure to training and professional qualifications influence Board of management members’ effectiveness in financial management in public secondary schools in Athi-river District. The study also sought to identify the challenges faced by members of Board of management in management of finances. The study adopted the descriptive survey design and the main tools for data collection were questionnaire for BOM members and principals. The target population constituted all the 104 Board of Management members and 8 principals in public secondary schools in Athi-river district. The sample size comprised of 8 principals and 52 BOM members representing 50percent of the total population. The study used both qualitative and quantitative data from the field which were summarized, coded, edited and computerized through synthesizing information from questionnaires. Quantitative data was analysed by use of descriptive statistics such as means, mode and percentage and reported in tables and figures. Qualitative data was analysed thematically where data was organized into topics guided by research questions. The data analysis was done by use of SPSS where the Pearson’s correlation coefficient was used to establish the relationship between variables which are management experience, exposure to training and professional qualifications and effectiveness of BOM members in financial management of secondary schools. The study established that 41percent of the BOM members were male while 59percent where female, for principals 86percent were male while 14percent were female. The study also established that 50percent of BOM members were aged between 31 - 35 years, 24percent aged between 36- 40 years, 12 percent aged between 41-45years while 14percent were aged between 46-50years. The data also showed that 29percent of principals were aged between 36-40years, 29percent aged between 41-45years and 42percent were aged between 46 and 50 years. The study established that the length of service of a BOM member in secondary schools does not really matter as far as effectiveness in financial management is concerned. The Pearson’s correlation between BOM member’s management experience and effectiveness in financial management showed that there is a weak negative relationship as indicated by a correlation of -0.302. On the exposure to training of the BOM member the study established that the current financial management status of BOM members helps in making strategies on financial management. On whether a BOM member had attended training in financial management, majority (about 55 percent) of the BOM members had received training. On cross examining the various aspects of financial management against the exposure to training, the study found out that there is a strong positive relationship between BOM members’ training exposure and financial management in secondary schools as indicated by a positive Pearson’s correlation of 0.564. On professional qualification of the BOM members, the correlation shows that when professional qualification is cross-tabulated with BOM self evaluation on effectiveness in financial management, it showed that there is a significant relationship between the qualification and financial management in secondary schools as indicated by a positive Pearson’s correlation of 0.433. This is attributed to the
ability to interpret and implement policies and make prudent decision making. When professional qualification was cross tabulated with effectiveness on resource mobilization and also on budgeting, it was found that BOM members with diplomas and degrees were more effective than their counterparts with certificates. The researcher recommends that there is need to limit the length of service of a BOM member to a fixed five year term renewable once so that members do not relax on their job of overseeing school matters. Since exposure to training has a significant role in financial management, there is need to intensify the training/ seminars attendance of BOM members to sharpen their skills. On challenges faced by BOM members’ in financial management, lack of cooperation by principals was rated at 79percent, political interference at 76percent, partisan interest at 48percent and incompetence in financial management at 45percent. Hence the researcher recommends continuous trainings on team work and elements of financial management, and also change in policy to address the highlighted challenges. The study further concludes it is important to consider professional qualification and exposure to training in recruitment of BOM members since it enables members to modify behaviour and obtain knowledge for financial management with its new technology. The researcher suggested that a study on individual factors influencing BOM members in private secondary schools in Athi-river District should be carried out.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

The 16th session of United Nations General Assembly held in 1961 identified illiteracy as the main barrier to social and economic growth of third world countries (UNESCO, 2000). In 1990, a Conference of Education For All (EFA) held in Jomtien Thailand declared EFA a fundamental human right (UNESCO, 2000). The Education for All frameworks (EFA) provides acceleration to the momentum for growth of secondary education. Globalization, industrialization, and general increased demand for higher education and more skilled labour force combined with the growth of knowledge-based economics gives a sense of urgency to the heightened demand for secondary education, hence providing a challenge to schools Boards of Management (World Bank, 2007).

In America the school board is the agency of government, created by the state of legislature and given the legal power to govern the affairs of the local school district. It has the power to act in accordance with the mandate and authority granted by the state legislature (National School Boards Association, 2013). According to Oduor (2010), in some countries like England, Wales and Scotland, education is managed by Local Education Authorities (LEA). For instance in England and Wales, School Boards were public bodies between 1870 and 1902 which were created under the Elementary Education Act of 1870. However, they were abolished by the Education Act of 1902 which replaced them with Local Education Authorities (LEAs). The Elementary Education Act of 1870 was abolished because Britain wanted its education to be competitive and to cover all areas to achieve universal education.
Therefore the Local Education Authorities were mandated to manage education. They were responsible for distribution and monitoring of funding for the schools and also oversee educational achievements (National School Board Association, 2013).

In Scotland, the school boards were established by the School Boards Act of 1988, and are involved in determining the overall policies, objectives and ethos at the school. The boards have a special duty to promote good relationships between the school, its parents and the community and also form a channel for the flow of information between these groups. The school managers are accountable to the government, local authorities, and local community. The government provides 80 percent of their budget allocation and the boards of management mobilize resources to cover the 20 percent balance. The boards are also involved in budgeting, auditing, fraud detection hence oversee the smooth running of the school hence good performance (Oduor, 2010).

In Africa, other countries have similar bodies to Boards of Management (BOMs) that are mandated to carry out management duties in secondary schools, for example, High School Education Boards (HSEB) in Zambia whose major duty is to link both upper and lower secondary schools with ministry offices and the local civil administration (Oduor, 2010). According to World Bank Working Paper (2008) in Senegal, the recently created School Management Councils (SMCs) for upper and lower secondary schools oversee the material and activities that go on in secondary schools, ranging from academic administrative to financial matters. The School Management Councils also ensure that schools comply with health regulations and respond to all questions from the Ministry of Education and the Inspectorate. In South Africa, the 1996 school
Act gave School Management Teams (SMTs) the power to make decisions (Bennell & Sayed, 2002). These teams are defined as internal management groups that include the principals, deputy principal and departmental heads. These groups are responsible for daily and annual management and decision making (Bennell & Sayed, 2002).

Education equips citizens with understanding and knowledge that enables them make informed choices about their lives and those of others in the society (UNESCO, 2000). This importance has led to an increasing share of budget across the world (Ayot & Briggs, 1992). In 2003, Kenya introduced the Free Primary Education (FPE) policy with a view to meeting the goal of Universal Primary Education (UPE). Having successfully initiated the implementation of this policy, the country is now gearing to widening access to and improves the quality of secondary and tertiary education. In 2008, the government implemented the Free Day Secondary Education which aims at enhancing access to secondary education (Economic survey, 2009). As a result, there was substantial increase in enrolment by 17.1 per cent to 1,382.2 thousand students in 2008. The increase was mainly recorded in day schools that required minimal fee levies to cater for development and lunch only. The Gross Enrolment Rate (GER) increased from 38.0 per cent in 2007 to 42.5 per cent in 2008 hence increasing financial resource and infrastructure constraints in schools (Economic survey, 2009). Thus the need for proper management of finances in schools.

Langat (2008) in his study on evaluation of the impact of Government instructions on financial management in public secondary schools in Kenya stresses that there are many principals and board members who lack the necessary financial knowledge and skills and are placed under tremendous pressure because they are unable to work out
practical solutions to practical problems. Since the introduction of Free Primary Education (FPE) in 2003, there has been a big improvement in transition rate from primary school to secondary school (Ministry of Education, 2006). The government policy of expanding existing schools and building new ones to cope with increased secondary school enrolment brought into focus the issue of financing education in Kenya hence the emphasis on cost sharing between government and the parents (Omukoba, Simatwa & Ayodo, 2011). The government in its cost sharing policy shifted the responsibility of acquiring resources to the local communities and schools. This gave the Boards of Management members the mandate to mobilize for resources for schools (Republic of Kenya, 1988). Presidential Working Party report on Education and Training (1988), proposed that single and double streams schools should be expanded to a minimum of three streams. However, expansion and increase in enrolment should be up to optimal size. Beyond optimal size costs start increasing. The report further recommended that more secondary schools be established within the existing primary schools as an effective way of expanding and providing accessibility to secondary education. Communities should also provide the schools with adequate facilities and equipments to enable them maintain high standards and quality of teaching and learning (Republic of Kenya, 1988).

Kinyua (2012) found out that in Kenya, there is increasing pressure on parents and communities to increase their financial support in order to place their children in secondary schools. Due to growing poverty levels among parents the amounts due to schools in form of schools fees way below what the schools require to run their programme effectively. This results to inadequate provision of learning resources in secondary schools. The final effect of under provision of resources is a lowering of
academic performance in national examinations. Hence school managers need to innovate and adopt appropriate management skills to mitigate the challenges faced (Kinyua, 2012).

The Government of Kenya enacted the Public Procurement and Disposal Act no. 3 of 2003 which governs all aspects of procurement and disposal of unserviceable goods in the public sector which includes public secondary schools. This was to enhance accountability and transparency in expenditure management. Public schools were therefore required to establish tender committees (Republic of Kenya, 2003). Langat (2008) noted that school principals are regarded as financial controllers and accounting officers at school level while Board of Management members are the education policy makers. Both however mainly lack professional qualifications to enable them execute their duties effectively (Asiago, 2010). While school bursars are required to maintain financial records of both revenue and expenditure and advice the principal, most of them lack technical capacity to offer guidance. The Board of Management members’ also lack necessary technical skills to understand and interpret financial reports in making decisions (Wachira, 1996, Mobegi, Ondigi & Simatwa, 2012).

Sadker and Sadker (2000) also observed that due to lack of training and experience, BOM members do not often participate in the management of schools. Most often, they are controlled by a few members who may be familiar with education policies from Ministry of Education. According to Makau (2006), many members of boards in public secondary schools in Kenya are insufficiently educated and lack enough exposure and experience in educational administration and human resource
management as is mandated by the Education Act 1980 to manage schools on behalf of the Ministry of Education. According to Sessional Paper No. 1. (2005), Board members are responsible for management of human and material resource to facilitate smooth operations and activities.

Management of secondary schools is highly a professional function which was bestowed upon the shoulders of BOMs by the Ministry of Education but later led to acute professional malpractices by the Boards of Governors in many schools in Kenya. For instance, some teacher-recruitment interviews are marred by malpractices as subjectivity, discrimination and corruption (Daily Nation Newspaper, August 31, 2004, pp14). Director for education Wangai (2003) noted that most of board members are interested in procurements procedures and have no interest in school management. In order to carry these financial management processes effectively and efficiently, Kimemia (1989) says that BOM members should have technical skills in resource mobilization, budgeting allocation, auditing, and fraud detection among other elements of financial management.

The Commission of Inquiry into the Education System in Kenya, Koech Report, (2000) pointed out lack of quality financial management capabilities because of political influence in the appointment to boards, low levels of professional qualification, limited exposure to training, lack of management experience, commitment and dedication on part of most of BOMs as the big cause of mismanagement of secondary schools. The Koech Report revisited sessional paper No. 6 of 1988 that recommended that BOM members be appointed from amongst persons who are committed, competent and experienced as this would enhance
management and development of educational institutions. BOM members have been in school boards for many years and have ceased to be innovative and resourceful whereas other members serve in more than one board which eventually makes them ineffective because of chronic absenteeism and consequent lack of quorum in board meetings. A provision was made on the limitation of the number of schools and years one can serve as a member in a board or boards in order to address this phenomenon (Republic of Kenya, 1999).

According to Opot (2006), most of the secondary school board members have elementary education and cannot readily grasp the provisions of the Education Act or the basic concepts in management of secondary schools, hence the need for training on financial management (Opot, 2006). It is the responsibility of the Ministry of Education, through Kenya Education Management Institute (KEMI), formerly Kenya Education Staff Institute (KESI); to educate and upgrade skills of BOM members in order to acquire substantial competence on school management. Substantial development of secondary schools, to a great extent, depends on the competences, skills and integrity of Board of Management members in management. In their study, Onderi and Makori (2013) found out that BOM members roles and responsibilities underpin training. Without roles and responsibilities, training may not be necessary; hence the nature of training is dictated by the BOM members’ responsibilities (Onderi & Makori, 2013). The roles of Board of Management members have been stipulated by Ministry of Education and should help them in managing the schools despite the environmental situational or managerial challenges they encounter.
According to study done by Shake Shaft (1992), it was found that in America, women hold smaller percentage of leadership positions in schools management than they held 50 years ago. This is despite their progressive growth in representation in teaching workforce over the years. He also notes that a lot of research has been done on women leaders using the criteria of leadership and management characteristics from the studies of men and concluded that women lead and manage differently from men (Helgesen, 1990; Rosener, 1990).

In 2011, Transparency International (TI) conducted the Kenya education sector integrity study, and noted that accountability concerns emerged from the manner in which schools manage resources allocated from the ministry or generated internally. The study noted ineffectiveness of the board of management members in financial management. Most BOM members lack management experience, exposure to training and professional qualifications. The study also recommended that capacity of education managers be enhanced through trainings by Kenya Education Management Institute (KEMI) for short and long term courses. The study also noted that procurement of goods, services and works is a key area prone to governance risks. It therefore recommended that financial accounts for public schools be audited annually and any public official responsible for financial losses be brought to book under relevant provisions of the existing anti-corruption laws.

1.2 Statement of the problem

The Board of Management members are mandated by the Basic Education Act 2013 to audit and regulate expenditure by the administration to ensure that all the income received by the school is applied for the promotion of the objects of the school. These
statutes presume that members of the Board of Management and teachers are knowledgeable in human resource management, procurement, auditing, accounting, and projects management (Republic of Kenya, 2005). Nyakundi, Okiaga and Ojera (2008), in their study on assessment of the effect of accounting practices on the management of funds of public secondary schools found that the efficiency in usage of school funds in infrastructure development, equipping of school library and laboratories, hiring of teachers and providing a conducive learning environment have a positive impact on the academic performance of students in schools. The public secondary schools are bound to offer quality education with limited resources. Mobegi, Ondigi and Simatwa (2012) observed that due to lack of exposure to training, management experience and professional qualifications of BOM members has led to mismanagement and misappropriation of finances in public secondary schools thus have a direct influence on quality education as evidenced in KCSE results.

The study done by Mobegi, Ondigi and Simatwa (2012) on factors contributing to financial mismanagement and misappropriation in public secondary schools and also the Kenya Education Sector integrity study report by Transparency International (2011) show inefficiencies in financial management of most public secondary schools due to BOMs in competencies hence decline in quality of education. For organizations to achieve their goals meaningfully, they must have management bodies that are effective and efficient. In the education sector, it is therefore inevitably paramount that management of secondary education be carried out in the best way possible. According to Shapiro (1995), financial management involves financial planning and budgeting, financial accounting, financial analysis and financial decision making and action. Public secondary school BOM members need to effectively utilize
the financial resources available to procure books, recruit teachers and undertake infrastructural development in order to achieve the schools ultimate goal of achieving academic excellence.

In Athi-river district, according to a report from the DEO’S office there has been an outcry due to dismal performance of students in national examinations in secondary schools compared to neighbouring districts of Machakos and Kathiani. Though schools in the three districts are in the same environment, get same teachers from Teachers Service Commission (TSC), receive funds disbursements from government at the same time and also same allocation of funding per student, the information collected from DEOs’ offices of the three districts show that in comparison, Athi-river District public secondary schools have performed poorly in KCSE over the years. This information could be an indicator that the Board of Management members of Athi-river public secondary schools have not effectively managed financial resources to improve academic performance. Some of the claims laid against the BOM members is that some members have overstayed in schools for a long time, that some BOM members have no secondary education and yet they are managing secondary schools and that some members have little or no financial management skills. The researcher was prompted to carry out a study to establish the individual factors that influence Board of Management members’ effectiveness in financial management in public secondary schools in Athi-river district, Kenya.
Table 1.1: KCSE performance comparison: Athi-river, Machakos and Kathiani Districts, Mean grades.

<table>
<thead>
<tr>
<th>Year</th>
<th>Athi-river KCSE</th>
<th>Machakos KCSE</th>
<th>Kathiani KCSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>D+</td>
<td>C</td>
<td>C-</td>
</tr>
<tr>
<td>2011</td>
<td>D+</td>
<td>C-</td>
<td>C-</td>
</tr>
<tr>
<td>2010</td>
<td>D</td>
<td>D+</td>
<td>D+</td>
</tr>
</tbody>
</table>

Source: DEOs’ offices of Athi-river, Machakos and Kathiani Districts.

The researcher was therefore motivated to investigate individual factors influencing Board of Management members’ effectiveness in financial management in public secondary schools in Athi-river District, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the individual factors influencing the Board of Management members’ effectiveness in financial management in public secondary schools in Athi-river District, Kenya.

1.4 Objectives of the study

To realise the purpose of the study, the study explored the following research objectives:

(i) To determine the extent to which management experience of Board of Management members influence their effectiveness in financial management in public secondary schools in Athi river district, Kenya.
(ii) To determine the extent to which exposure to training influences Board of Management members’ effectiveness in financial management in public secondary schools in Athi-river District.

(iii) To establish the extent to which professional qualifications influence Board of Management members’ effectiveness in financial management in public secondary schools in Athi-river District.

(iv) To examine the challenges faced by Board of Management members’ in financial management in public secondary schools in Athi-river District.

1.5 Research questions

The study sought to answer the following questions:

(i) To what extent does management experience influence Board of Management members’ effectiveness in financial management in public secondary schools in Athi river district?

(ii) To what extent does exposure to management training influence Board of Management members’ effectiveness in financial management in public secondary schools?

(iii) How do professional qualifications influence the Board of Management members’ effectiveness in financial management in public secondary schools in Athi river district?

(iv) What challenges do the Board of Management members’ face in financial management in public secondary schools in Athi-river District?
1.6 Significance of the study

The study may add to the body of scholarly literature in universities through digital repository and serve as a reservoir of knowledge for scholars’ and tenets for appointment of persons to Board of Management by increasing their skill levels in financial management. It may also enable the Ministry of Education to seek further research countrywide on problems arising from the decentralization of educational management particularly on issues of decentralization of financial management and come up with solutions to enhance efficiency of the process.

The study may be beneficial to education management trainers such as Kenya Education Management Institute (KEMI), by providing feedback on their financial management training programmes on budgeting, auditing, fraud detection, resource mobilization and financial accounting. Furthermore, it will enable education policy makers to develop policy interventions that would help improve financial management in public secondary schools in addition to existing policies.

1.7 Limitations of this study

Within the context of research project, the term limitation denotes the challenges or constraints faced by the researcher (Kombo & Tromp, 2006). In the study, it was not possible to control the attitudes of the Board of Management members and the respondents could be tempted to give socially acceptable answers to please the researcher. To protect the validity of the study, respondents were assured of confidentiality on their identities. The study also used KCSE performance as an indicator of possible BOM members’ competence deficiencies.
1.8 Delimitation of the study

Delimitation is the act of establishing the boundary of a study. It stipulates how a study can be narrowed in scope (Kombo & Tromp, 2006). As a result of the logistics involved in reaching all stakeholders, only principals of schools and 50 percent of Board of Management members were used. The study was also delimited to public secondary schools in Athi-river district. The study delimits itself to establishing the effectiveness of Board of Management members in the financial management in public secondary schools in Athi-river district.

1.9 Basic assumption of the study

The study held the assumption that:

i) All secondary schools had put in place Board of Management members as policy dictates.

ii) All the respondents would give genuine, truthful, and honest responses to the questionnaires.

iii) Board of Management members face challenges in effectively managing financial resources in public secondary schools.

iv) Individual factors of Board of Management members influence financial management in public secondary schools.

1.10 Definition of significant terms

The following are the significant terms as used in the study:

Board of Management refers to legal body entrusted with the responsibility of managing public secondary schools by the Ministry of Education, Science and technology in line with the provisions of the Basic Education Act, 2013.
Budgeting refers to an evaluative forecast of revenue and expenditure of the revenue towards realizing educational goals in secondary schools

Decision making refers to the process of arriving at a deliberation on an issue of school governance by Board of Management members.

Exposure to training refers to short-term courses offered to BOM members in order to assist individuals to obtain the certification and/or the job specific skills they require to be more effective and efficient in meeting their duties. These trainings include resource mobilization, auditing, procurement, fraud detection and financial accounting as trained by KEMI.

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

Financial management refers to the efficient and effective management of money (funds) in such a manner as to accomplish the objectives of secondary schools. This includes resource mobilization, resource utilization and financial auditing.

Management experience refers to the length of time a BOM member has been involved in school management that affect individual cognition and affection and leads to their particular behaviour.

1.11 Organization of study

The study was organized in to three chapters. The first chapter provides details on background to 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 assumption of the study and definition of significant terms. Chapter two reviews literature on financial management of schools, functions
of Board of Management members’ in financial management, influence of management experience of Board of Management members in financial management, exposure to training of Board of Management members on financial management, professional qualification of Board of Management, summary of literature review, theoretical framework of the study and conceptual framework of the study.

Chapter three focuses on introduction, research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedures, and data analysis techniques. Chapter four consists of data analysis, interpretation and discussion of findings. Chapter five has the summary conclusions, recommendations and suggestions for further research.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature which is related to the study based on financial management systems in the world, Africa and Kenya, management experience of BOM, exposure to management training, professional qualifications, and challenges of BOM members, summary of literature review, theoretical framework and conceptual framework.

2.2 Financial management in schools

In America, the system of management of schools is called Local Management of Schools, Self Managing Schools, Self-determining Schools, and locally autonomous schools, Devolution, Decentralization and Restructured Schools (Dawson, 2008). There are four models of school based management (Crow & Parshiaidis, 2008). These are Collegial, Participatory, Democratic Management which involves all the staff of the school in making decisions, whether through committees or full staff process, principals directed site based management, which involves some consultations with staff and parents but is ultimately controlled and directed by the principal and other administrators and a parent committee operating as a board of management (Bishop, 1985).

The research done by the New Zealand council for education in 1994 showed that this method was successful in encouraging accountability, administration, and building maintenance take priority over curriculum, parental voice at school level does not necessarily lead to more parental choice and that the resource gap between
schools serving low and high income students has increased. This has helped improve efficiency in financial management of American schools (Mahoney, 1988).

In Senegal, recently created School Management Council (SMC) for upper and lower secondary schools oversee the material and ‘moral’ activities of secondary schools, which span academic, management and financial matters. This implies that SMC has been given autonomy to manage financial resources in secondary schools and their input determines the Sundress of financial management (Oduor, 2010). In South Africa, the 1996 school Act gave decision making power the school management teams (SMTs) defined internal management groups that that include the principal, deputy head and department heads who are responsible for daily and annual management and decision making. The Act also created School Governance Bodies (SGBs) that include the principals and elected representatives of parents, teachers, non-teaching staff and pupils (UNESCO, 2005).

According to Njenga (2010), financial management determines the way a school is managed and whether or not the school will meet its objectives which include excelling in academic performance. World Bank (2001) working paper No. 127 entitled “Governance, management and accountability in secondary school in sub-Saharan Africa” recognized that secondary schools fall under the preview of one or several central ministry and regional offices including ministries of finance, national development and education. In addition all sub-Saharan Africa governments have created and regulated local governance structures which generally fall into two categories: Governance which entails appointment of high school governing boards and the participatory structures often consisting of School Management Committee
(SMCs) and Parent Teacher Association (PTAs) (Oduor, 2010). As stated in Basic Education Act, 2013, the sub-committees include:- Finance, procurement and general purposes committee; Academic standards, quality and environment committee; Discipline, ethics and integrity committee; audit committee; and human rights and student welfare committee (Basic Education Act, 2013).

Cost in institution is under the influence of various factors. With regards to the teachers and non-teachers components of these costs, the number, qualifications and the experience they possess are mostly predominant. When the number is high therefore, more money would have to be expended on the payment of their salaries and allowances. The qualification possessed by them, which shows the level of education attained also dictates the level of salary and allowances payable. In Nigeria as a reference point, analysis of the salary structure would reveal higher salary and allowances for those with degree certificate when compared to those with lower certificate like Grade II and Nigerian Certificate in Education (NCE). When a school is therefore staffed with more graduate teachers relative to non-graduates, the salary cost of such school would definitely be higher (Kanelechi & Tope, 2013). Apart from this, the more experienced (in terms of the number of years already spent on the job) a teacher is, the more would be the salary and allowances to be received monthly. (Kanelechi & Tope, 2013).

The Basic Education Act, 2013 section 59 states the functions of a basic education institution as promoting institutions development, promoting quality of education for all pupils, provision of proper and adequate physical facilities, to advice County
Education Board, provision of guidance and counselling to learners, to encourage culture of dialogue and participatory democratic governance, to administer and manage the resources of the institution, to receive collect and account for any funds accruing to the institution and to recruit, employ and remunerate non-teaching staff, among other functions. This gives the BOM members the mandate to oversee proper financial management in secondary schools. Below is a discussion on management experience and Board members’ effectiveness in financial management.

2.3 Management experience and Board members’ effectiveness in financial management

In his study about Board Development, Macdonald (2008) suggested that during recruitment of Board of Management members, individual member qualities have to be considered. The considerations include members’ specific skills, ability to communicate, and level of commitment, past judgment skills, compassion and respect for others. Dalton (2004), in his study on personal best leadership stories of educational administration students observed that understanding why individuals perceive a particular leadership experience to be their personal best leads to knowledge of how challenges are turned in to accomplishments.

Oduor (2010) indicated that, Board of Management members have a number of ways to acquire skills and knowledge for their management job. These ways include a mentor, reading books on management, observing others as they act and react to the school situation, self discovery, experience on the job and finally course attendance in financial management (Barnett, 2000). Bisschoff (2003) indicated that it is important to provide experience which can effectively assist the Board of Management members
to modify behaviour and obtain knowledge for financial management with its new technology. Bisschoff noted that Board of Management members’ competence is influenced by behaviour and abilities which the Board of Management should possess such as financial management courses, effective communication, human relation, organizational level, education level, management experience and political orientation (Bisschoff, 2003). In his study on individual factors influencing Board of governors competence levels in human resource management of public secondary schools, Kimeu (2013) found out that Board members with shorter period of service may make a bigger impact in school management than the one who has served for many years. Exposure to financial management and Board members’ effectiveness is discussed below.

2.4 Exposure to financial management training and Board members’ effectiveness in financial management

According to UNESCO (2000), in many countries of the world, the roles, responsibilities and tasks of school governing bodies have become extensive and complicated and require certain competencies and abilities in order to govern schools effectively. These competencies depend on their skills, knowledge and experience. For instance they need financial management skills, management expertise, participatory decision-making, among other skills. It is regrettable that a majority of them lack appropriate capabilities to discharge various duties effectively. Van Wyk (2007) found out that skills deficit among School Governing Body (SGB) members weakens their effective functioning (Tsotetsi, Van Wyk & Lemmer, 2007). According to the deputy principal in a rural school in Guateng province in South Africa, ‘training makes a difference (Bush & Heystek, 2003). Tsotetsi et al (2008) observe that
‘without training school governing body (SGB) members cannot exercise their governance responsibilities successfully.’ Therefore, financial management training of school governing bodies on auditing, resource mobilization, fraud detection, procurement and accounting remains a priority.

In 1981 in an effort to develop capacities for governing bodies among other school leaders, the government established the ‘Kenya Education Staff Institute’ (KESI) in 1981 to provide in-service training to serving leaders and potential school leaders. The intended beneficiaries were the principals, deputy principals, and heads of departments, school committees and boards of governors. Evidence indicate that though the institution has been in existence for over two decades and trained many school managers, most of them have been unable to put the skills into practice, hence the need for provision of continuous in-service trainings on financial management (KEMI, 2007). This perhaps explains partially the reasons for lack of capacity among school governing bodies in Kenya. Kindiki (2009) further that observes due to the increase of secondary schools, the government is not able to fully offer trainings through KEMI, hence school administration should organise workshops and in-service training courses for their BOM and teachers to enlighten them on the changing trends and approaches in curriculum implementation.

Kindiki (2009) also reports that in Kenya there is no clear government policy on enforcing training of BOM members and as such many schools sideline their training. This is similar to what Price Water House Coopers (2008) reports on training of school governing bodies- that training is not compulsory but governors are strongly encouraged to take up available training particularly induction training in order to
improve their effectiveness in their roles and responsibilities. Kindiki (2009) also argues that BOM members should be trained to enable them to be more knowledgeable, confident, determined and effective in their roles.

Barnett (2000) agrees that for Board of Management members to be competent in the financial management, they need constant exposure to training, seminars and workshops in order to improve their competence behaviour rather than depending on experience alone. According to report of the presidential working party (Republic of Kenya, 1988) it was found out that the Board of Management members’ lack quality management capabilities, training levels and effectiveness in providing leadership and good governance in implementation of curriculum. In addition the boards are ineffective due to political interference. Their appointment in Kenya is obvious with some purposely elected as channels for varied interests and hence such boards lack power and important interests by pass it (Republic of Kenya, 1988).

The secondary school boards of Management in Kenya have not been exposed to adequate management training and majority of them lack adequate supervisory competencies to utilize available information for management purposes consequently making many secondary school principals lack the capacities to oversee and account for the utilization of resources under them (Republic of Kenya, 1999). The inching of Koech report (Republic of Kenya, 1999) pointed out that management of educational institutions in Kenya was found to be weak because most of the boards of management lacked quality management capabilities which has led to poor examination performance and in turn led to high wastage rate of finances invested in education. Although all secondary schools in Kenya comply with government of
putting governing bodies there be evidence of ineffectiveness due to bad governance (Republic of Kenya, 2009).

According to Organization for Economic Co-operation and Development (2008), country practices and evidence from different sources show that for effective school leadership, the Board of Management need to develop skills through specific training to respond to broadened roles and responsibilities. A report by Transparency International (TI) on Kenya Education Sector Integrity, 2010 proposes that capacity of education managers should be enhanced by trainings by Kenya Education Management Institution (KEMI) for short and long term courses. This will ensure that the ministry headquarters does not focus on capacity building workshops, an area that is fraught with non-accountability (Transparency International, 2010). Professional qualification of BOM members and effectiveness in financial management is discussed below.

2.5 Professional qualifications and managers’ effectiveness in financial management

Childress, Elmore and Grossman (2005), observed that in America, the Public Education Leadership Project (PELP), which was a joint project of Harvard Business School, the Harvard Graduate School of Education and nine urban school districts launched in 2004 was to explicitly design to respond to the crisis of professional competence and performance of BOM members by developing a knowledge base for the strategic management of public education. The PELP approach was to adapt and integrate the best management and leadership concepts from business, nonprofits and education to the unique environment of public schools. When the existing
management knowledge cannot be adapted, new knowledge is created. But, while school district performance can benefit from improved financial management and leadership, it is not enough. PELP’s fundamental principle was that all three elements: pedagogy, policy and financial management, must meet high standards of quality and must be integrated into a coherent strategy to achieve high educational performance (Childress, Elmore & Grossman, 2005).

In South Africa, National Policy mandates such as South African Schools Act (SASA) stipulates the basic set of functions for all School Governing Bodies (SGB). This defines devolution of authority where elected school governing body promotes interests of school and community, brings about participation of school community in decision making and also plays a role in funding hence the need for BOM members to be professionally qualified (UNESCO, 2005).

According to Okumbe (2001), the overall management of secondary and colleges is vested in Board of Managements. It is also imperative that the members of these boards not only be persons with good education but must also be people with sufficient practical knowledge in educational management. The Board of Management members are charged with the responsibility of policy making and policy implementation, discipline, upholding high academic standards for the schools, promoting public image of the schools, recruiting members of teaching and non-teaching staff, controlling financial management and initiation of development projects for the schools (Asiago, 2010).
Magiri (2005) cited in Gituma (2007) asserts that members of Boards of Management were not fully aware of their roles in management of school human and financial resources which eventually leads to over-reliance on the deliberations of the school heads. This is mainly because they lack substantial education and training on management. Wangai (2001) did a study in Meru Central District and found out that all the members were not inducted after appointment and were therefore performing most of their duties through trial and error which calls for all the time direction from the principals.

Wangai (2001) on the report of the task force on students’ discipline and unrest in schools cited lack of quality management of human resources. The report observed that policy formulation and implementation posed a big challenge to BOMs. This is because they lacked adequate knowledge to articulate the policies correctly in order to enable them achieve the goals and objectives of education in general of education in general and their roles in particulate. Mwiria (Daily Nation July 28th, 2004) attributed poor management to unqualified BOMs where majority of them were semi – schooled and lacked capacities to plan and implement school policies.

Mwiria (Daily Nation July 28th 2004) also observed that problems in management are heightened by vested interests among BOM Members, PTAs and church sponsor who present unqualified persons to be part of BOMs thus posing a challenge of poor management of resources. BOMs should maintain good working relationships among themselves and with other stakeholders to ensure that any problem encountered in the management process is handled and solved amicably without causing further problem, and assistance readily provided (KEMI, 2007).
The function of BOM members’ of any education institution includes promotion of the best interest of the school and striving to ensure its development through the provision of quality education for all students, adopting a code of conduct among themselves and teachers and supporting the principal and other staff members in their performance of their professional functions. Conflicts among PTA, the sponsor and BOM especially over appointment of principals have led to wrangles hence closure of schools (Koech, 1999). According to Smolley (1999) political pressure hinders positive work relationships between principals and BOM members’. Makau (2006) also identifies political interference as a hindrance and states that external influences from politicians reduce BOM members’ authority in the implementation of educational policies. He also states that lack of knowledge among BOM members is a great hindrance to their roles in school management. Principals also complained that while they want to employ a qualified staff, BOM members push for the employment of their family members (Makau, 2006).

According to Okumbe (1998), for effective and efficient functioning of the school governing bodies, there is need for literacy which contributes positively to their ability to participate fully in decision making. Adequately trained Board of Management members can perform efficiently and effectively and hence quality results. According to Mweseli & Owiya (2005), if the board functions have to be accomplished, adequate members of the Board of Management should be educated to at least form four level or possess relevant qualifications with good experience, commitment and intelligence, persons who can integrate the past, present and future, non partisan, honest, able to interpret the Education Act, and other partnership
policies pertaining to maintenance of religious traditions of the schools, innovative and creative. In most public secondary schools in Kenya, Board of Management members lack managerial skills thereby impacting negatively on their managerial responsibilities. These clearly points out that there is correlation between the academic level of Board of Management members and effective and efficient management of secondary schools in Kenya (Ongaki, 2010).

Board of management members should have academic qualification which allows them to interpret parliamentary Acts and other policies which relate to education both directly and indirectly. These include: the Basic Education Act 2013, TSC Act, the Children’s Act, Public Health Act, Anticorruption Act, Land Registration, Land Adjudication Act, Procurement and Disposal Act.

In recognition of the challenges facing BOM members in the management of public secondary schools, the Basic Education Act 2013 is categorical that the minimum academic qualification for Board of management membership should hold a degree from a recognized university (Republic of Kenya, 2013).

2.6 Challenges of Board of management members in financial management in public secondary schools

Campel (2002) in her paper titled building school governance narrated that in America, school boards are responsible for approving district budgets, hiring superintendents, negotiating collective-bargaining agreements with teachers unions, and making numerous other financial decisions. However there are significant challenges facing school boards such as declining funds, rising employment costs,
stagnant performance, and persistent achievement gaps which have directed a new spotlight on governance issues.

Education in Nigeria is rapidly changing and technically tailored towards meeting certain goals such as the Education for All (EFA, 2015) and the Nigeria Vision 2020. The requirements of these various national goals from the school managers are centered on the advancement of teaching and learning through the implementation of performance based-management. According to the research done by Nwangwa & Omotere (2013) on the new roles of School Managers in managing educational changes in Nigerian Schools, It was found that the present school managers find it difficult to meet the managerial expectations that are brought about by the transforming educational environment. The way forward therefore is to retrain school management teams on the following skills; Policy Implementation Skills; Fund Raising Skills, Technical Skills, Human Relations Skills, Curriculum Implementation Skills, Effective Communication Skills and ICT Skills (Nwangwa & Omotere, 2013).

Although the Board of Management have been conferred with the responsibility of financial management in public secondary school by the Kenya legal frame work in the Education Act and the government developing policies on financial management, it is generally perceived that they are not effective in their roles as managers of secondary schools due to political interference, non-commitment, and ignorance (Asiago, 2010). The Board of Management members are also perceived to be incompetent in performing their roles as financial managers which has resulted in running down some of these schools. The problem within education system is due to systems of management which are incapable of dealing with crises and new challenges and that if change is needed in education then it should begin with
education management (Asiago, 2010). The Koech commission of inquiry pointed out the lack of quality management capabilities because of political influence in the appointments of Board of Management, low level of Education, lack of commitment and dedication on part of most of them as a cause for financial mismanagement.

Oduor (2010) notes that some Board of Management members have been in office for many years and have ceased to be innovative and resourceful and that some members serve in several schools to the extent that they have made boards ineffective because of chronic absenteeism and consequent lack of quorum at scheduled board meetings. However, provisions were made in Basic Education Act, 2013 on the terms one can serve as a school board member to address this limitation.

2.7 Summary of the literature review

The review of literature has shown that management is legal and important because of the interrelated tasks of management the Board of Management members’ are involved in. The review has for example established that there are factors that influence the Board of Management members’ effectiveness in financial management and performance of public secondary schools. According to Kindiki (2009), BOM members’ need to be trained on financial management skills to enable them be more knowledgeable, confident, determined and effective in their duties.

Management of secondary schools is highly a professional function which was bestowed upon the shoulders of BOMs by the Ministry of Education but later led to acute professional malpractices by the Boards of Management in many schools in Kenya. For instance, some teacher-recruitment interviews are marred by malpractices
as subjectivity, discrimination and corruption (Daily Nation Newspaper, August 31, 2004, pp14). Director for Education, Wangai (2003) noted that most of board members are interested in procurements procedures but less interest in school management. In order to carry these management processes effectively and efficiently, Board of Management members should be equipped with technical skills to apply knowledge in managing public secondary school finances (Asiago, 2010).

Review of studies done by Mweseli (2005), Odour (2010) and Otieno (2011) show that due to low education and lack of training, most Public Secondary Schools Board of Management members' face difficulties in interpreting parliamentary Acts and other policies which relate to education both directly and indirectly. This study in Athi-river District is meant to establish factors influencing Board of Management members in effectively and efficiently managing financial resources of public secondary schools.

2.8 Theoretical framework of the study

This study focused on human capital theory. It perceives employees as assets in an organization whose current value can be measured and whose future can be enhanced through investment. It is a stock of competencies, knowledge, social and personality attributes. Human capital theory was proposed by Theodore and Schultz in 1961. It was developed extensively by Becker in 1964. According to Schultz, human capital is all human activities either innate or acquired. The theory recognizes the fact that all that people know skills, attitudes can be developed in human beings. The more trained and educated the better the person is. It also refers to the knowledge, skills, expertise that one accumulates through education.
Human capital theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population. It argues that an educated population is a productive population. It emphasizes how education increases the productivity and efficiency of workers by increasing the level of cognitive abilities of economically productive human capability which is a product of innate abilities and investment in human beings.

Human capital theory postulates that expenditure on training is costly and therefore should be considered as an investment because it increases the personal income. Managers can create innovation for example by in-service training and support continuous improvement of the already existing skills. Extensive research by Woodhall (1997) led to conclusion that education and training raises the productivity of workers. The adoption of human capital theory capture the aspects of education, training and experience that BOM members require in order to manage finances in schools effectively and efficiently (Woodhall, 1997).

Human capital theory is important in financial management in secondary schools although it has some limitations. The theory emphasizes how education increases productivity and efficiency. Productivity is not increased by humans alone but a combination of many factors. Higher education does not necessarily mean higher wages. Training is only done in order to acquire knowledge and skills that are relevant to the organization.
2.9 Conceptual framework of the study

Figure 2.1: Factors influencing BOM effectiveness in financial management

The above conceptual framework shows the relationship between individual factors influencing board of management members’ effectiveness and their ability to perform in financial management in public secondary schools. Members of Management boards with long service in management of schools are likely to exhibit better financial management skills than those with shorter service. In addition members of management boards with adequate training skills are likely to exhibit greater effectiveness than those with low training skills. If the levels of professional qualification of Board of Management members are high, it leads to greater performance in schools towards achieving their goals.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology under the following subheadings: research design, target population, sample size and sampling procedure research instruments, instrument validity, instrument reliability, data collection procedures, and data analysis techniques.

3.2 Research design

The study adopted the descriptive survey design. Descriptive survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2005). Survey design is popular because of its simplicity and ease of administration and has become so sophisticated that even using small sample is sufficient to infer from great accuracy how a larger group would respond (Best & Kahn, 2006). A descriptive survey research design was selected for this study, to investigate the individual factors influencing Board of Management members’ effectiveness in financial management in public secondary schools in the Athi-river District. It enabled the researcher to obtain information regarding the status of the phenomena and describe what existed with respect to variables in the study and ensure collection of large amount of data. This method is suitable because detailed description of existing situation is required with an intention of justifying current practices in financial management in the public secondary schools (Cohen, Marion & Morrison, 2000).
3.3 Target population

The targeted population of study comprised of 112 respondents. The numbers of public secondary schools targeted were eight (8) and each school has 13 Board of Management members. The total number of Principals is eight (8) and 104 Board of Management members for the eight (8) schools. It targeted only public secondary schools because of their homogeneity due to the government’s greater control on how they are managed. BOM members oversee management of public secondary schools.

3.4 Sample size and sampling procedures

The purpose of sampling is to secure a representative group which enabled the study to gain information about the population. Kombo and Tromp (2006) define stratified proportionate sampling as a procedure in which all the individuals in the defined population is divided into homogeneous subgroups and then using a simple random, respondents are obtained from each subgroup. The advantage of stratified sampling is the ability to ensure inclusion of sub groups which would be omitted entirely by other sampling methods because of their small number in the population (Kombo & Tromp, 2006). The respondents were selected using stratified proportionate sampling based on age and gender for Board of Management members. Since there are only 8 principals in the district, all of them were included in the collection of data, thus they were not sampled. According to Mulusa (1988), the sampling size is 10 percent of target population. In this case the researcher sampled 52 BOM members which represents 50 percent of the total population. The researcher obtained a list of all respondents, and using a stratified proportionate sampling, selected percent of Board of Management members per school by providing equal opportunity of selection based on age and gender; thus making a sample size of fifty two (52) BOM members
and all 8 Principals for easy administration of questionnaires. The sample selected was expected to yield data that can be generalized to a larger population (Kombo & Tromp, 2006).

**Table 2.1 Sampling frame**

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Target Sample (males)</th>
<th>Sample (females)</th>
<th>Total Sample</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Board of Management</td>
<td>104</td>
<td>-</td>
<td>-</td>
<td>52</td>
</tr>
</tbody>
</table>

| Total                   | 112                   | 60               | 53.5         |

**3.5 Research instruments**

A questionnaire was used for data collection from the Board of Management members’ (Appendix III) and the principals (Appendix II). Closed and open ended questions were included in questionnaires to enable respondents give their views. They were used to seek information on gender, age, management experience, exposure to management training, professional qualifications and strategies of improving the roles of Board of management members. Part A of the questionnaire sought background information of respondents while part B sought for information relating to management experience, training and professional qualification for both Principal and Board of Management members’ effectiveness in financial management in public secondary schools.
Questionnaires were expected to enable the researcher obtain results within a considerably short time. Amin (2005) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer.

3.6 Instrument validity

Orodho (2004) defines validity as the degree to which the empirical measure or measures of the concept measure the concept accurately. The examiner’s manual or technical manual for most tests had information on the validity of the test. Both content and construct validity were established by the supervisors and panel experts who judged the questionnaires adequately by looking at the items and through a pilot study (Fraenkel&Wallen, 2006, Gay, 2006). Content validity was captured on how comprehensive the questionnaire is its appropriateness, and the consistence of the definition of the variables and sample of the participants to be measured. Aspects that were found in the demographic information of the questionnaire for instance gender and experience formed the content validity. Further, to enhance validity of the instrument pilot study was carried out in one secondary school and which was not included in the final study.

3.7 Instrument reliability

Reliability is the degree of consistency that an instrument demonstrates (Best & Kahn, 2004). Reliability is the consistency of measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the probability of measurement. A measure is considered reliable if a person’s score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated. Reliability does
not, however, imply validity because while a scale may be measuring something consistently, it may not necessarily be what it is supposed to be measuring. The study used test-re-test reliability by administering BOM members and principals questionnaires twice after an interval of two weeks to ensure consistency.

The score of test one and those of test two were calculated and the reliability coefficient computed to indicate the relationship between the two sets of scores obtained (Fraenkel & Wallen, 2006). The reliability coefficient should range between -1.00 and +1.00 (Gray, 2006). According to Best & Kahn (2006) the Pearson’s product moment correlation formula was:

\[
R = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}
\]

Where: 
- \( r \) = reliability
- \( x \) = first test
- \( y \) = second test

Correlation scores of the two tests were considered reliable because they gave a reliability index of 0.9.

### 3.8 Data collection procedures

An authorization letter was sought from the Department of Educational Administration and Planning, University of Nairobi to help to obtain a permit from the National Council for Science, Technology and Innovation allowing the researcher to administer questionnaires after submitting a copy of the permit to the DC, DEO and AEO Athi-river district. Principals were contacted prior to actual research. Principals and BOM members were given at least one day to complete questionnaire items. After
which the questionnaires were collected and the results computed and correlated (Gray, 2006).

3.9 Data analysis techniques

Data analysis is the process of examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo & Tromp, 2006). The study used both raw qualitative and quantitative data from the field. Data was analyzed by use of Statistical Package for Social Sciences (SPSS) programme. Here raw data from the field was summarized, coded, edited and computerized through synthesizing information from questionnaires by SPSS (Macmillan, 2008). Person’s correlation coefficient and cross tabulation was used to determine the relationship between variables. The reason for using Person’s correlation coefficient and cross tabulation was because it enables the researcher to establish relationship between variables. The analysed data is presented using frequency tables, graphs and charts since they are easy to present data and interpret. Data presented using frequency tables, graphs and charts can be seen and analysed at a glance.
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The chapter presents the analysis and interpretation in form of descriptive statistics such as mean, frequencies and percentages. Cross tabulations, tables and figures were also used to show management experience, exposure to training and professional qualifications as the individual factors influencing the Board of Management members’ effectiveness in financial management in public secondary schools in Athi-river District, Kenya.

4.2 Questionnaire return rate

The questionnaire return rate refers to the number of questionnaire that has been returned after they are administered to the respondents (Boyd, 2002). Out of 8 questionnaires administered to the school principals, 7 of them were returned making the questionnaire return rate for the principals to be 88 percent. Out of 52 questionnaires administered to the BOM members, 42 of them were returned, making the questionnaire return rate for the BOM members to be 81 percent. This concurs with Richardson (2005), who supports a questionnaire return rate of 60 percent and above as fairly good.
4.3 Demographic information of respondents

The study sought to establish the characteristics of the respondents such as age, gender, and management experience, exposure to training and professional qualification of the respondents.

4.3.1 Gender of BOM respondents

The study also sought to establish the gender of the respondents. This aimed at establishing whether the view of all gender was accommodated in the study. The results on gender of the respondents are as in table 4.1 below.

**Table 4.1: Distribution of BOM members and principals by gender.**

<table>
<thead>
<tr>
<th>Gender</th>
<th>BOM</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>17</td>
<td>40.5</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>59.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 17 (40.5 percent) of the respondents were male while 25 (59.5 percent) were female, hence there was uneven distribution of the respondents. This implies that women are given chances to be members of the board. This supports the Kenyan constitution thresholds of one third of the members. Data from the field showed that 6 (86 percent) of the principals were male while 1 (14 percent) of the respondents were female. This result for principals concurs with Shake shaft (1992) who indicated that we have low percentage of women in administration of educational institutions since women are tied by family issues hence less career progression.
4.3.2 Age of the respondents

The study sought to establish the age of the respondents with the aim of establishing whether age of an individual is considered for the appointment of BOM members as shown in Table 4.2

Table 4.2: Age of BOM members and principals

<table>
<thead>
<tr>
<th>Age</th>
<th>BOM Frequency</th>
<th>BOM Percent</th>
<th>Principal Frequency</th>
<th>Principal Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35 years</td>
<td>21</td>
<td>50.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36-40 years</td>
<td>10</td>
<td>23.8</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>41-45 years</td>
<td>5</td>
<td>11.9</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>46-50 years</td>
<td>6</td>
<td>14.3</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 shows age as a key factor in determining the experience and competency of individuals. The data from the field showed that 21 (50 percent) of the BOM respondents were aged between 31 - 35 years, 10 (24 percent) were aged between 36 - 40 years, 5 (12 percent) were aged between 41 - 45 years while 6 (14 percent) were aged between 46 - 50 years. Hence this reviewed that most of the board management were aged less than forty years. For principals, data showed that 2 (29 percent) were aged between 36 - 40, 2 (29 percent) aged between 41 - 45 and 3 (42 percent) were aged between 46 - 50 years. This shows that the BOM members and principals are of age 30 and above, an indication that the management is comprised of youthful and elderly members and therefore the decisions made concerning the financial resources cuts across all the ages. This helps in sharing ideas for good decision making. The school management is a critical sector in the development of the county and currently the highest allocated budget by the government.
4.4 BOM members’ management experience and effectiveness in financial management

One of the objectives of the study was to establish whether BOM management experience influence effectiveness in financial management in secondary schools. The study therefore sought to establish the management experience of BOM members as shown in table 4.3 below.

4.4.1 Management experience by BOM members

Table 4.3: BOM length of service

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>28</td>
<td>66.7</td>
</tr>
<tr>
<td>6-10 years</td>
<td>5</td>
<td>11.9</td>
</tr>
<tr>
<td>11-15 years</td>
<td>3</td>
<td>7.1</td>
</tr>
<tr>
<td>16-20 years</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Length of service is critical in making financial decisions in an organization. Data from the respondents reviewed that 28 (67 percent) of the respondents had a management experience of between 0 - 5 years, 5 (12 percent) had experience of between 6 - 10 years, 3(7percent) between 11 - 15 years while 2 (5percent) had experience of between 16 - 20 years. This shows that most BOM members have management experience of less than 5 years.
Table 4.4: Correlation of BOM members’ management experience and effectiveness in financial management

<table>
<thead>
<tr>
<th></th>
<th>For how long (in years)</th>
<th>Based on the past three years average KCSE Results, how do you rate your school?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For how long (in years)</td>
<td>Pearson</td>
<td>Correlation</td>
</tr>
<tr>
<td>have you been a BOM member in secondary school?</td>
<td>Sig. (2-tailed)</td>
<td>-.302</td>
</tr>
<tr>
<td>N</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Based on the past three years average KCSE Results, how do you rate your school?</td>
<td>Pearson</td>
<td>Correlation</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.042</td>
<td>.042</td>
</tr>
<tr>
<td>N</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

There is a weak negative relationship between board experience and financial management in secondary schools as indicated by correlation of -0.302. The p-Value of 0.042 is less than the acceptable significance level ($\alpha$), hence there is no relationship between board experience and effectiveness in financial management in schools is rejected. This shows that the sampled data can be applied to the general population at 95 percent confidence level. The results show that the length of service
of a BOM member does not matter as far in effective management of school finances. A BOM member can serve in the board for a short time and be efficient same as a person who has served for many years. This concurs with the findings of Kimeu (2013) who found out that BOM members with less period of experience may make a bigger impact in school management than those who has served for many years. This result is also supported by the study findings of Oduor (2010) who noted that BOM members have many ways to acquire skills and knowledge for their management job which included mentorship, reading books, observing others as they act and react to the school situation, self discovery and on job experience.

4.4.2 Management experience by principals

The figure below shows the length of service by principals

![Figure 4.2: Length of service by the principal](image-url)
The researcher established that over 2 (28 percent) of the principals had experience of less than 10 years, 4 (57 percent) had experience of between 11 and 20 years while 1 (14 percent) had experience of more than 20 years. This shows that most principals have long experience in management of schools finances hence ability to guide BOM members in financial management of the schools they serve.

4.4.3 Rating of school performance by BOM

The researcher wished to establish the rating of the school performance by the Board based on the KSCE result for the last three years as shown in table 4.4.

Table 4.5: Rating of school performance by BOM

<table>
<thead>
<tr>
<th>Rating of School Performance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High performing (Mean grade A to B-)</td>
<td>23</td>
<td>54.8</td>
</tr>
<tr>
<td>Medium performing (Mean grade C+ to C-)</td>
<td>15</td>
<td>35.7</td>
</tr>
<tr>
<td>Low performing (Mean grade D+ and below)</td>
<td>4</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.5 shows that 23 (55 percent) rated their school as high performing, 15 (36 percent) rated their school as medium performing while 4 (10 percent) rated their school as low performing. This showed that the board had key interest in the school governance and performance of the schools. Hence they were optimistic on the growth of school performance in the near future. This information seems to be contradicting the data from the DEO’s office which shows the mean grade was D+. 

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Hence the BOM members and principals need to have a sitting and set targets that seem to be realistic and achievable.

4.5 BOM members’ training exposure and effectiveness in financial management

The other objective of the study was to establish BOM members training exposure and effectiveness in financial management. The respondents were asked to indicate the type of financial management training attended and their self evaluation on level of effectiveness in financial management as shown below.

4.5.1 BOM training in financial management

The BOM training in financial management and its effect in financial management is explained in figure 4.3 and table 4.7 below.

![Financial Management Training](image)

**Figure 4.3: BOM training exposure and effectiveness in financial management**
Figure 4.3 above shows that for effective school governance and direction, it is critical to offer training skills to the board so that they can deliver their oversight role effectively. The researcher established that 28(67 percent) of the respondents had been trained on financial monitoring, 29(69 percent) had been trained on book keeping, 38 percent had been trained on project management and 20(48 percent) had been trained on resource mobilization. This showed the school stakeholders had focused on trainings of school governance and efforts were made on the increase of the trainings to ensure the management of the board and especially on the finances was effective and efficient. Hence more resource allocation on the trainings was needed to ensure performance of the school was on growth trends.
Table 4.6: Correlation of BOM training exposure and effectiveness in financial management

<table>
<thead>
<tr>
<th></th>
<th>Have you ever received training on financial management?</th>
<th>Training on book keeping in secondary school</th>
<th>Resource mobilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.564</td>
<td>-.041</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.001</td>
<td>.795</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

The above table shows that there is a strong positive relationship between BOM members’ training exposure and financial management in secondary schools as indicated by correlation of 0.564. The p-Value of 0.01 is less than the acceptable significance level (α), hence there is no relationship between BOM members training exposure and effectiveness in financial management in schools is rejected. This shows
that the sampled data can be applied to the general population at 95 percent confidence level.

Table 4.7: Cross tabulation between aspects of financial management and exposure to training of BOM members

<table>
<thead>
<tr>
<th>Aspects of financial management</th>
<th>Effectiveness in financial management as a result of exposure to training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective</td>
</tr>
<tr>
<td>Resource mobilization</td>
<td>33.3</td>
</tr>
<tr>
<td>Financial reporting</td>
<td>0</td>
</tr>
<tr>
<td>Budgeting process</td>
<td>2.4</td>
</tr>
<tr>
<td>Fraud detection</td>
<td>0</td>
</tr>
<tr>
<td>Auditing</td>
<td>9.5</td>
</tr>
<tr>
<td>Procurement process</td>
<td>0</td>
</tr>
<tr>
<td>Book keeping</td>
<td>0</td>
</tr>
<tr>
<td>Cash management</td>
<td>2.4</td>
</tr>
<tr>
<td>Compliance with regulations</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 4.7 shows a cross tabulating aspects of financial management and exposure to training, the researcher established that the training on resource mobilization was rated as 45 percent not effective, 21 percent as fairly effective and 33 percent effective, financial reporting rating was 60 percent not effective and 41 percent fairly effective. Training on budgeting process was rated as 43 percent as not effective, 55 percent as fairly effective and 2 percent as effective. Training on fraud detention was rated as 43 percent as not effective and 57 percent as fairly effective, training on auditing was rated as 55 percent as not effective, 36 percent as fairly effective and 10 percent as effective. Training on procurement process was rated as 43 percent as not effective, and 57 percent as fairly effective, training on Book keeping was rated as 55 percent as not effective and 45 percent as fairly effective. Training on cash management was rated as 57 percent as not effective, 41 percent as fairly effective and 2 percent as effective and training on compliance with regulation was rated as 48 percent as not effective, and 52 percent as fairly effective. This shows that BOM members exposed to training on resource mobilization were more effective while training on other aspects of financial management was generally rated fairly effective.

The results of table 4.6 and table 4.7 are supported by the findings of Tsotetsi, VanWyk and Lemmer (2007), who noted that without training school governing body members cannot exercise governance responsibilities successfully. The same is also supported by the report done by Price Water House Coopers (2008), which said that governors should take up induction training in order to improve their effectiveness in their roles and responsibilities. Barnett (2000) which stressed the need for continuous financial management training through workshops and seminars on BOM members to
in order to improve their competence behaviour rather than depending on experience alone.

4.5.2 Principals’ training in financial management

The researcher sought to establish the training level of the principals as shown in figure 4.4 below.

**Figure 4.4: Principals’ training**

Figure 4.4 shows that 57 percent had training on professional accounting, 57 percent had training on financial planning and management, and 29 percent had training on financial auditing while 57 percent had training on resource mobilization. Hence it showed that most of the principals were well equipped on the financial training for the progress and governance of the schools they represented. This finding supports the reports done by Economic Co-operation and Development (2008) and Transparency International (2010), which proposed that capacity of education managers’ should be
enhanced by trainings for effective school leadership and effectiveness in financial management.

4.6 Professional qualifications and effectiveness in financial management

The other objective of the study was to establish the professional qualifications of the BOM members and its effectiveness in financial management. The respondents were therefore sought to indicate their level of education and their effectiveness in financial management as shown below.

4.6.1 BOM members’ level of education

The researcher sought to establish whether professional qualification of the BOM members has effect on their effectiveness in financial management. This is explained in figure 4.5 below.

![Bar Chart: BOM members’ level of education]

**Figure 4.5: BOM members’ level of education**

The figure above showed that 5(12percent) of the board members had certificate level of academic, 22(52percent) had diploma while 15(36percent) had degree. Hence there was competent board across board and well represented. But there is need to ensure
that certificate holders can be offered specialized training to ensure more delivery of their services.

4.6.5 Correlation of professional qualifications and effectiveness in financial management

The researcher sought to examine the relationship between professional qualification and effectiveness in financial management. This is explained in table 4.8, 4.09 and 4.10 below.

Table 4.8: Correlation of professional qualifications and effectiveness in financial management

<table>
<thead>
<tr>
<th>What is your academic qualification?</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you have received training, has it helped you in improving financial management?</td>
<td>.433</td>
<td>.036</td>
<td>42</td>
</tr>
</tbody>
</table>

Table 4.8 above shows that there is a strong positive relationship between Qualification and financial management in secondary schools as indicated by correlation of 0.433. The p-Value of 0.036 is less than the acceptable significance.
level (α), hence there is no relationship between qualification and effectiveness in financial management in schools is rejected. This shows that the sampled data can be applied to the general population at 95 percent confidence level. This finding supports the study done by Childress, Elmore and Grossman (2005) who observed that in America, the Public Education Leadership Project (PELP) was designed to respond to crisis of professional competence and performance of BOM members by developing a knowledge base for strategic management of public education, hence this brought about improved financial management and leadership in schools.

Table 4.9: Cross tabulation between professional qualification and effectiveness on resource mobilization

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Effective</th>
<th>Fairly effective</th>
<th>Not effective</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
<td>0</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Degree</td>
<td>5</td>
<td>9</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>9</strong></td>
<td><strong>19</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Table 4.9 above shows that in terms of resource mobilization, BOM members with certificates are not effective, while those with diploma and degree are effective. This shows that professional qualification contributes to effectiveness in resource mobilization of BOM members. This concurs with studies done by Okumbe (2001), Gituma (2007) and Asiago (2010) who suggested that Board of management members
should be persons with good education in order to be fully aware of their roles in financial management in secondary schools.

**Table 4.10: Cross tabulation between professional qualification and effectiveness on budgeting**

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>Effective</th>
<th>Fairly effective</th>
<th>Not effective</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Degree</td>
<td>1</td>
<td>11</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>23</strong></td>
<td><strong>18</strong></td>
<td><strong>42</strong></td>
</tr>
</tbody>
</table>

Table 4.10 above shows that professional qualification of BOM members translates to effectiveness in budgeting process hence BOM members with certificates are less effective in budgeting process compared to diploma and degree holders.

**4.7 BOM members challenges in financial management**

The other objective of the study sought to find out the challenges faced by BOM members in financial management.
4.7.1 Types of challenges faced by BOM members

There will always be challenges for board members on financial management.

![Challenges Faced by BOM](image)

**Figure 4.6: Challenges faced by BOM members**

Figure 4.6 above shows that the challenge on political interference was rated by 76 percent, challenge of incompetence in financial management was rated at 45 percent, the challenge on partisan interest was rated at 48 percent and lack of cooperation from the board and principal was rated at 79 percent. These findings show that for BOM members’ to be effective in financial management there is need to protect them from political interference through policy changes. There is also need to train both the BOM members and the principals on the importance of work ethics, code of conduct, cooperation and teamwork since they all require each other for effective management of their institutions. There is also need to expose the BOM members’ to trainings on elements of financial management to improve their skills hence effectiveness in financial management in the secondary schools they serve. This finding supports the study by Asiago (2010), who found out that school managers are
not effective in their roles as managers due to political interference, non-commitment and ignorance. Report by Koech commission of inquiry (1999) and also the study done by Nwangwa and Omotere (2013) found out that most managers lack relevant skills which make it difficult to meet their managerial expectations, hence the need to impact skills such as policy implementation skills, fund raising skills, technical skills, human relations skills and communication skills among others.

4.7.2 BOM members’ financial indiscipline

The researcher sought to identify the following financial indiscipline among the board members.

Table 4.1: Board of management members’ financial indiscipline

<table>
<thead>
<tr>
<th></th>
<th>Tendering Process</th>
<th>Principal in Tendering</th>
<th>Misappropriation of Funds</th>
<th>Diversion of Funds</th>
<th>Lack of Financial Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>14.3</td>
<td>42.9</td>
<td>14.3</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>Yes</td>
<td>100</td>
<td>85.7</td>
<td>57.1</td>
<td>85.7</td>
<td>85.7</td>
</tr>
</tbody>
</table>

The table above showed that 100percent of the respondents agreed there was an issue on tendering process by the BOM, 86percent stated there was an issue on tendering process by the principals, 57percent stated there was financial misappropriation, 86percent stated there was diversification of the funds and 86percent stated there lacked financial accountability in the schools. This reviewed the need of training on financial management in the schools and also separation of governance and management in the institution in order to increase financial management roles and regulation. This finding supports Mwiria (2004) who observed that problems in
management are heightened by vested interests among BOM members, PTA and church sponsor who present unqualified persons to be part of BOM members thus posing a challenge of poor management of resources.

4.7.3 Remedy to financial indiscipline in schools

The researcher established that there was a number of remedy offered on financial indiscipline in the schools.

Table 4.12: Remedy to financial indiscipline in Schools

<table>
<thead>
<tr>
<th></th>
<th>Ensuring</th>
<th>Strict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance of audited books of accounts</td>
<td>minimal</td>
<td>Improved of financial policies and procedures</td>
</tr>
<tr>
<td></td>
<td>influence of BOM in tendering process</td>
<td>implementation of code of ethics for both staff and board</td>
</tr>
<tr>
<td>No</td>
<td>28.6</td>
<td>14.3</td>
</tr>
<tr>
<td>Yes</td>
<td>71.4</td>
<td>85.7</td>
</tr>
</tbody>
</table>

The table above showed that maintenance of audited books of accounts was done at 71 percent, minimal influence on tendering process was done at 86 percent, improved financial policies and procedures was done at 86 percent and strict implementation of code of ethics was done at 43 percent. The Government of Kenya has come up with Basic Education Act (2013), and Procurement and Disposal Act(2003) which laid down guidelines and policies to be followed by BOM members in guiding financial management in secondary schools.
4.7.4 BOM level of financial management influence

The researcher sought to establish the level of financial management influence by BOM members.

Table 4.13: BOM level of financial management influence

<table>
<thead>
<tr>
<th>Participation in financial management</th>
<th>Approving budget</th>
<th>Participation in budgeting process</th>
<th>Participation in financial monitoring and evaluation</th>
<th>Fund raising</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>31</td>
<td>21.4</td>
<td>40.5</td>
<td>28.6</td>
</tr>
<tr>
<td>Yes</td>
<td>69</td>
<td>78.6</td>
<td>59.5</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.13 above showed that on approving the budget, the influence level was 69 percent, on participation in budgeting process was rated at 79 percent, on participation in financial monitoring and evaluation was rated at 60 percent and on fund raising for the school projects it was rated at 71 percent. Hence the need for board involvement on the issue of financial management for the positive effect on the performance of the school.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussions from the data findings analysed and presented in chapter four. The chapter is structured into discussions, conclusions, recommendations and areas for further research.

5.2 Summary of the study

The study sought to investigate the individual factors influencing Board Management members’ effectiveness in financial management in public secondary schools in Athi-river District, Kenya. The study was guided by four objectives that focused on management experience, exposure to training, professional qualification and challenges faced by BOM members in financial management in secondary schools. The study adopted the descriptive research design and the main tool for data analysis was a questionnaire, through data analysis the study established that the academic level of majority of BOM members was diploma followed by certificate. The Pearson’s correlation shows that when academic qualification is cross-tabulated with BOM self-evaluation factors such as effectiveness on resource mobilization and budgeting process, procurement process, bookkeeping and auditing, it was found that there is a positive relationship between BOM members’ professional qualification and effectiveness in financial management in schools.
5.3 Summary of findings

The study established that BOM members cuts across all the ages and gender. However, males dominates females in most BOM in secondary schools in Athi-river district, the study also established that most of BOMs are comprised of people with diploma as the highest level of education. This implies that the constitution of the BOM is done without emphasising on professional qualification as one of the requirement for one to be considered to be a board member. When the management experience as a BOM member was cross-tabulated with BOM self-evaluation on effectiveness of financial management, it was found to have a weak negative relationship. These results mean that the length of service as a BOM member does not really matter as far as effectiveness in financial management is concerned. A BOM member can serve in the board for short period of time and be more effective in comparison to the one who has served for several years.

The BOM members exposure to training was cross-tabulated with BOM self-evaluation competencies such as effectiveness on various elements of financial management. It was found that BOM members exposed to training were more effective in book keeping and financial reporting, internal control, budgeting process, cash management and regulations compliance than their counter parts who were not exposed to training. The study established that 67percent of the respondents had been trained on financial monitoring, 69percent on book keeping, 38percent on project management and 48percent on resource mobilization. This showed that efforts were made on trainings of BOM members. For principals, it was found that 57percent had training on professional accounting, 57percent on financial planning and management, 29percent on financial auditing and 57percent on resource mobilization.
This showed that most of the principals were well equipped on the financial training for the progress and governance of the schools they represented. This finding supports the studies done by Van Wyk (2007), Kindiki (2009), and Barnett (2000) which stressed on impacting financial management skills to BOM members through trainings, workshops and seminars.

The study further found that among the challenges, political interference was rated at 76percent, incompetence in financial management at 45percent, partisan interest at 48percent, and lack of cooperation at 79percent. On financial indiscipline, 100percent of the BOM members had an issue on tendering process compared to 86percent of the principals.57percent of both BOM members and principals stated that there was financial misappropriation, 86percent on diversification of funds, and 86percent lacked financial accountability in the schools.

5.4 Conclusions

The study also established that the professional qualification of the board members does influence the way the BOM members manage the financial resources as evidenced by through Pearson’s correlation coefficient that indicated that there is a relationship between the professional qualification of the BOM members and effectiveness in financial management. However, with the schools principals as the secretary to the BOM members, they have the mandate to guide the BOM on how to manage the financial resources in school making the level of education of the BOM on management of finances resources relevant.
The study also established that the length of service (management experience) as a BOM member does not really matter as far as making an impact in financial management is concerned. A BOM member can serve in the board for short period of time and make an impact in comparison to the one who has served for several years. The other outstanding results shows that the training of the BOM members plays a key role on the capability of the BOM members to manage financial resources especially on resource mobilization, procurement process and budgeting process. The research showed that the management bodies largely lacked a sufficient training on management skills which are requisite in management of financial resources in secondary schools. The study further concludes that most challenges faced by BOM members include lack of exposure to training, lack of professional skills, conflict of interest, political interference and lack of financial incentives. This was noted in studies done by Wangai (2003), Mobegi, Ondigi and Simatwa (2012) and transparency international (2011).

The overall management of public secondary schools is rested in Board of Managements. It is also imperative that the members of these boards not only be persons with good education but must also be people with sufficient practical knowledge in school financial management. The members should also be exposed to financial management trainings. The Board of Management members are charged with the responsibility of policy making and policy implementation, discipline, upholding high academic standards for the schools, promoting public image of the schools, recruiting members of teaching and non-teaching staff, controlling financial management and initiation of development projects for the schools.
5.5 Recommendations

The following are the key recommendations based on the finding:

(i) Results indicate that the period of service as secondary school BOM member does not matter in making an impact in financial management. This is because even a person who has served in a short period of time can still make an impact. Arising from this finding, there is need to limit the period of service of a BOM member to a fixed five year term renewable once.

(ii) Since training/seminars have an impact in financial management, the training needs of BOM members should be identified and enough training exposure given to the members to improve their skills.

(iii) The study also established that professional qualification of the BOM members plays a role on their effectiveness in financial management of secondary schools. Therefore, the study recommends that the appointment of BOM members should be based on merit and qualifications. This can encourage teachers to further develop themselves through educational training.

5.6 Suggestions for further studies

Based on the finding of this study, the researcher suggests that:

(i) A study on individual factors influencing Board of Management members’ effectiveness in financial management in private secondary schools in Athi-river District should be carried.

(ii) A study can also be carried out on the relationship between Board of Management members and the school Principals and its impact on financial management of public secondary schools in Athi-river District.
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Appendix I: A Letter of introduction

University of Nairobi
School of Education
Department of Educational Administration and Planning
P.O Box 92,
Kikuyu.

RE: PARTICIPATION IN RESEARCH

I am a postgraduate student at University of Nairobi, School of Education, Department of Educational Administration and Planning. I am carrying out a research on “Individual factors influencing Board of Management members’ effectiveness in financial management in Athi-river District.” This questionnaire is aimed at collecting data that will be useful in the above –mentioned research as part of the Master of Education in Corporate governance. Your institution has been selected to participate in this study. This information supplied will be used strictly for academic purpose and identities of respondents will be treated with utmost confidentiality.

Thank you.

Yours Sincerely,

Mutiso Pauline Mwikali.
Appendix II: Questionnaire for principals

Instructions

The questionnaire designed is to gather information on the individual factors influencing board of management members’ effectiveness in financial management in public secondary schools in Athi- river District in Kenya.

You are requested to tick [✓] the appropriate response or as is relevant

Do not put your name or the name of your school anywhere on this questionnaire.

The information will be confidential and will be used for the purpose of this study.

Please respond to all items.

Part A

Background information.

1. What is your gender? Male [ ] Female [ ]

2. What is your age?

Below 30 years [ ] 30 to 40 years [ ] 40 to 50 years [ ] Over 50 years [ ]

3. What is your highest education qualification?

Diploma [ ] B.Ed [ ] M.Ed [ ] Others (specify) ……………………………..

4. For how long have you been a teacher?

   i) Less than 5 years [ ]

   ii) 5-10 years [ ]

   iii) 11-20 years [ ]

   iv) More than 20 years [ ]

5. For how long have you taught in your current school?

   i) Less than 5 years [ ]

   ii) 5-10 years [ ]

   iii) 10-20 years [ ]
iv) More than 20 years [  ]

6. In a scale of 1 to 4, how do you rate the impact of your management experience on
financial management efficiency level? (1- Very effective, 2- Effective, 3- Fairly
effective, 4 – Not effective)

Explain briefly your answer…………………………………………………

Part B

7. Have you ever received any of the following type of training in aspects of financial
management?

<table>
<thead>
<tr>
<th>Area of training</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Professional accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii Financial planning and management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii Financial auditing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv Resource mobilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V Resource utilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vi Others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. In a scale of 1 to 4, how do you rate the impact of your training on financial
management efficiency level? (1- Very effective, 2- Effective, 3- Fairly effective, 4 –
Not effective)

Explain briefly your answer…………………………………………………

9. Indicate the measures that could be taken to improve on Board of Management
members’ efficiency in financial management in secondary schools

a). .................................................................

b) .................................................................
10. Do you think have any influence on financial management in your school?

Yes [ ] No [ ]

11. If yes how a) Approving budget  
   b) Participation in budget preparation
   c) Participation in budget monitoring and evaluation
   d) Others (specify)……………………../

12. In the school where you are a Board member, have there been cases of the following forms of financial indiscipline:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Influence of tendering process by BOM</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Influence of the principal in tendering</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Misappropriation of funds</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Diversion of funds</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Lack of financial accountability</td>
<td></td>
</tr>
</tbody>
</table>

13. If your response to question 12(a) is no, what has been done to ensure no cases of financial indiscipline?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>Maintenance of audited books of accounts</td>
<td></td>
</tr>
<tr>
<td>ii)</td>
<td>Ensuring minimal influence of BOM in tendering process</td>
<td></td>
</tr>
</tbody>
</table>
iii) Improved of financial policies and procedures

iv) Strict implementation of code of ethics for both staff and board

14. Do you play a role in the following aspects of managing finances?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Budget preparation and approval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Budget implementation and monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Auditing of financial accounts and reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. As a member of BOM, do you face the following challenges?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Political interference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Incompetence in financial management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C) Partisan interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Lack of cooperation from the BOM and the Principal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your cooperation.
Appendix III: Questionnaire for Board of management members

Instructions

The questionnaire designed is to gather information on the factors influencing board of management members’ effectiveness in financial management in public secondary schools in Athi- River District in Kenya. You are requested to tick [✓] the appropriate response or as is relevant. Do not put your name or the name of your school anywhere on this questionnaire.

The information will be confidential and will be used for the purpose of this study. Please respond to all items.

Part A

Demographic Information

1. What is your gender Male [ ] Female [ ]

2. Indicate your age by ticking in the space
   i) 31 - 35 years [ ]
   ii) 36 – 40 years [ ]
   iii) 41 – 42 years[ ]
   iv) 46- 50 years[ ]
   v) Over 50 years [ ]

3. What is your academic qualification?
   i) Certificate [ ]
   ii) Diploma [ ]
   iii) Degree [ ]
   iv) Any other (specify)…………………..
4. For how long (in years) have you been as a member of board in secondary schools?
   i) 0 - 5 years [ ] 
   ii) 6 – 10 years [ ] 
   iii) 11 – 15 years [ ] 
   iv) 16 – 20 years [ ] 
   v) Over 20 years [ ] 

5. Indicate your position in the secondary school board

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

6. What is your current profession? ........................................................................................................

7. Based on the past 3 years average KCSE Results, how do you rate your school?
   i. High performing (Mean grade A, A-, B+, B, B-) [ ]
   ii. Medium performing (Mean grade C+, C, C-) [ ]
   iii. Low performing (Mean grade D+ and below) [ ]

**Part B**

7. Have you ever received training on financial management? Yes [ ] No [ ]

8. What type of training is undergone by BOM members on financial management and academic performance?

<table>
<thead>
<tr>
<th>Area of training</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Training on financial monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II Training on book keeping in secondary schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III Training on financial planning and project management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV Resource mobilization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. If you have received training, has it helped you in improving financial management?
Yes [ ] No [ ]

10. If Yes, in a scale of 1 to 4, how do you rate the impact of your training on financial management efficiency level? (1- Very effective, 2- Effective, 3-fairly effective, 4 – non effective)
Please explain your answer…………………………………………………………
………………………………………………………………………………

11. Do you have any influence on financial management?
Yes [ ] No [ ]

12. If yes, how

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Approving budget</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Participation in budgeting process</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Participation in financial monitoring and evaluation</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Fund raising/ Resource mobilization</td>
<td></td>
</tr>
</tbody>
</table>

13. Using the scale below make an assessment of your impact levels against these financial management aspects/ elements: In a scale of 1 to 4 (i.e. Very effective (4), Effective (3), fairly effective (2), Not effective (1).
14. As a member of BOM, do you face the following challenges?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Political interference</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b)</td>
<td>Incompetence in financial management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C)</td>
<td>Partisan interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Lack of cooperation from the BOM and the Principal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your cooperation.
Appendix IV: NACOSTI research authorization letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI/P/13/8071/301

Pauline Mwikali Mutiso
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Effectiveness of Board of Management members in financial management on K.C.S.E performance in public secondary schools,” I am pleased to inform you that you have been authorized to undertake research in Machakos County for a period ending 31st December, 2013.

You are advised to report to the County Commissioner and the County Director of Education, Machakos County 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 COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Machakos County.
Appendix V: DEO’S research authorization letter

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

DATE: 18TH NOVEMBER 2013

PAULINE MWIKALI MUTISO,
P O BOX 300197-00100,
NAIROBI .

Dear Sir/ Madam,

REF: AUTHORITY TO DO RESEARCH

You have been authorized to carry out research as requested through your above letter in Athi-River Sub-County for the period requested in the above letter.

THOMAS OMWANG'G
DISTRICT EDUCATION OFFICER
ATHI-RIVER

28 NOV 2013
P. O. Box 114 - 00204
ATHI-RIVER
Appendix VI Map of Athi-River