

**FACTORS INFLUENCING PRINCIPALS'  
MOBILIZATION OF RESOURCES IN PUBLIC  
SECONDARY SCHOOLS IN MIGWANI SUB-COUNTY,  
KITUI COUNTY, KENYA**

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in partial fulfillment of the requirements for the award of a degree of master of  
arts in project planning and management of the  
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## **DECLARATION**

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

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**L50/76325/2014**

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This research project has been submitted for examination with my approval as the University Supervisor.

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## **DEDICATION**

This work is dedicated to my husband Paul Munyau, whose understanding, love and support enabled me to complete it. Special dedication goes to my children Michael and Mercy for their support and encouragement during my studies. Dedication is also to my Dad, Mum, Brothers and Sisters who encouraged me when I was down.

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## ABSTRACT

The purpose of this study was to investigate the factors influencing principals' mobilization of resources in public secondary schools in Migwani sub-County. The objectives of the study were, to assess the influence of school based factors on mobilization of resources, to determine the influence of principals' individual characteristics on mobilization of resources, to establish the influence of parent-based factors on mobilization of resources and to establish the influence of the sponsor on mobilization of resources. The study used census sampling method in selecting the respondents to be included in the study. The study adopted descriptive survey design with both qualitative and quantitative data analysis approaches. The target population of the study included all the principals of the 42 public secondary schools in Migwani sub-County. The instruments for data collection were structured and open ended questionnaires which were distributed to the respondents in good time. These questionnaires sought the opinion of the respondents on issues regarding to financial management practices in their schools viewed against their performance. To establish the validity of the instruments, a pilot study was conducted in one of the schools whose findings were not included in the actual study. The data obtained was analyzed using the statistical package for social sciences (SPSS) Computer software version 20.0 of International business management. Descriptive statistics of mean and percentages was used to analyze the data in order to meet the objectives of the study. Frequency tables were used to represent the data followed by data interpretation and findings. The findings of this study were that there was a strong positive correlation between school based factors and Principals' resource mobilization ( $r$  (degrees of freedom)= 0.72,  $p = p < 0.05$ ), there was a strong positive correlation between Principals' personal characteristics and Principals' resource mobilization ( $r = 0.78$ ,  $p = 0.000$ ), there is a strong positive correlation between parent - based factors and mobilization of resources in public secondary schools ( $r = 0.82$ ,  $p < 0.05$ ) and there is a weak positive correlation between the role of the sponsor and mobilization of resources in public secondary schools ( $r = 0.41$ ,  $p < 0.05$ ). Based on the findings of this study the researcher wishes to make the recommendations; the government should increase the allocation of funds to public secondary schools for development so that the parents will not be burdened with more fees, the ministry of Education should encourage public private partnership in the funding of secondary education, the schools should be encouraged to start income generating projects to subsidize of the parents fees payment.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AIE</b>	Authority to Incur Expenditure
<b>BOG</b>	Board of Governors
<b>D/Ht</b>	Deputy Head teacher
<b>DEO</b>	County Education Officer
<b>DSA</b>	District Schools Auditor
<b>ESDP</b>	Education Sector Development Program
<b>ETP</b>	Education Training Policy
<b>FPSE</b>	Free Public Secondary Education
<b>FSE</b>	Free Secondary Education
<b>GER</b>	Gross Enrollment Rate
<b>GOK</b>	Government of Kenya
<b>HOD</b>	Head of Department
<b>Ht</b>	Head teacher
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KESI</b>	Kenya Education Staff Institute
<b>KNEC</b>	Kenya National Examination Council
<b>KNUT</b>	Kenya National Union of Teachers
<b>KSSHA</b>	Kenya Secondary Schools Heads Association
<b>LGRP</b>	Local Government Reform Program
<b>LPO</b>	Local Purchase Order
<b>LSO</b>	Local Service Order
<b>MC</b>	Municipal Council
<b>MOE</b>	Ministry of Education

<b>NARC</b>	National Alliance Rainbow Coalition
<b>NER</b>	Net Enrollment Ratio
<b>OA</b>	Operational Account
<b>OJFT</b>	On-the-Job-Financial Training
<b>OJT</b>	On-the-Job-Training
<b>PEDP</b>	Primary Education Development Plan
<b>PPDA</b>	Public Procurement and Disposal Act
<b>PRSP</b>	Poverty Reduction Strategy Paper
<b>PSA</b>	Provincial Schools Auditor
<b>PTA</b>	Parents Teachers Association
<b>SAU</b>	Schools Audit Unit
<b>SPG</b>	Schools Procurement Guide
<b>STA</b>	School Tuition Account
<b>TPR</b>	Teacher Pupil Ratio
<b>TSC</b>	Teachers Service Commission
<b>UK</b>	United Kingdom
<b>UNICEF</b>	United Nations International Children's Education Fund.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the study

Education is viewed as the root source of human, social, cultural, and economic capital and is perceived as legitimate in terms of both individual and collective good. Due to its importance it has taken an increasing share of national budgets across the world. This however is associated with considerable levels of financing, improved organizational and delivery structures. Lack of adequate financing, institutional structures, and effective delivery systems have been associated with low participation rates observed in developing economies (Lucas, 1997). Psacharopoulos and Woodhall (1985) noted that the ever growing demand for education has resulted to expansion of educational systems, rising costs in education because of inflation and the need for more and more sophisticated (and thus more expensive) equipment, have all led to massive increases in spending on education all over the world.

The majority of governments however have not been able to meet the rising cost of education hence seeking alternative ways of funding education. This include diversity of funding sources and efficiency enhancing measures which are required to cover the significant financial investments for expanding access and improving the quality of secondary education (Gropello, 2006; IBRD, 2005). This also requires the countries to put in place cost sharing strategies and to complement supply side interventions with demand side financing mechanisms. For instance, although public-private sector funding is expected to constitute a greater share of funding, families and communities should play an important role in financing secondary education. Other demand - side and supply - side mechanism include use of vouchers and scholarships targeting students from poor households, girls and minority communities, reducing cost of secondary

education, improving efficiency in utilization of existing resources; and balancing the ratio of per-student public spending across the three levels of education (Gropello, 2006; IBRD, 2005).

In many Countries the public expenditure on education has been increasing because of the role it plays in economic growth. World Bank (1980) pointed out that between 1960 and 1974 the average expenditure by developing countries on education increased as a percentage of both GNP (Gross National Product) and national budget. The rate of increase was found to be higher in developing countries than in developed ones. In developing countries, increased access to education is attributable to the United Nations Organization (UNO) Charter of 1948 which declared education as a basic human right and therefore proposed free education at least in elementary stages. The UNESCO Addis Ababa Conference of 1961 reiterated the UNO objective and set the year 1980 as the year by which all African States should achieve Universal Primary Education (UPE) (World Bank, 1980). To achieve this, African countries had to allocate large percentages of their national budgets to education.

The early education existed in African set up before the missionaries and Europeans who brought western education. The missionaries managed the schools and ensured provision of teachers and facilities. The local communities only provided labour. The combined effects of economy, demography and ideology have produced a new set of understanding and skills from enthusiastic and committed people from a range of backgrounds and with the differing experience to become a school governor to provide efficiency in the management of schools.

Most countries in the world devote a large proportion of their revenues to education. This is more so in developing countries, which usually have a higher increase in education expenditure than any other sector of the economy.

Principals also called the secondary school head teachers are the Chief Executives in their institutions and chief accounting officers managing all physical, human and financial resources in their school set up (Nyongesa, 2007). Therefore, they play the most crucial role in mobilizing and translating all these resources to school effectiveness in terms of improving their students' performance.

In African countries, resources mobilization skills induction courses and support are usually limited (Nyamwea, 2006). However, in most of these developing countries, Principals are usually appointed on the basis of their past teaching records rather than their leadership potentials (Nyamwea, 2006). Oplatka (2004), points out that although the teaching experience is necessary, it should not be the only factor for a teacher to be appointed to Principalship.

During the 1960s and 1970s most of the expansion of education in almost every country was financed by increasing public expenditure on education with the obvious justification of the socio-economic benefits resulting from education (Shultz 1960, Becker 1964). Kenya has not been exceptional to this trend of increasing allocation of resources to education. In 1963/64 the recurrent expenditure on education was 22.5% of the national recurrent budget. This percentage increased over the years so that by 1998/99 the government allocated 38% of the national recurrent expenditure to education (Republic of Kenya 2001). At independence in 1963, since the government would not meet the high demand for education, local communities took the initiative of building schools which were later taken over by the government. The government took over the responsibility of paying teachers' salaries and providing instrumental facilities and equipment. Due to the rising cost of education and training, the government in 1986 issued Sessional paper No. 1 on Economic Management and Training for Renewed Growth, to reduce

the recurrent expenditure on formal education and training under the ministry of education to about 30%.

In Kenya, whereas households meet only 20% of primary and 8% of University education costs, they shoulder 60% of secondary education costs (World Bank, 2005). Therefore, the cost of secondary education is one of the key barriers of primary to secondary school transition among the children from the poor families who form the majority of the sub-Saharan African population. This is arguable against the background of more than half of Kenya's population living below the poverty line along with the rising cost of secondary Education, that this level (Njeru & Orodho, 2003). Most Principals work in poorly equipped schools in terms of physical facilities and that is why during the 2011 Kenya Secondary School Principals Association's (KSSHA) conference held in Mombasa (21<sup>st</sup> to 26<sup>th</sup> June 2011), the major challenges facing secondary schools were identified as: lack of financial management skills, poor fees payment, high handedness in the management of schools. The public secondary schools are more financially challenged as most of their students come from poor parents who are not able to afford boarding secondary schools leading to poor academic performance (Nyamwea, 2006).

In Migwani sub- County there are 37 public secondary schools. The County is semi- arid with unreliable rainfall which rains twice per year. Majority of the residents are subsistence farmers who grow food crops as well as keeping livestock. Majority of the parents who have children public secondary schools in Migwani sub-County are unemployed and can't afford secondary school education. The principals are therefore challenged to mobilize resources in their schools which can be used to assist the very needy students in their schools.



## **1.2 Problem statement**

In Kenya, education financing for all levels is based on the cost – sharing policy introduced 1988, which requires most costs in education to be met through partnerships between public sector and Non-Governmental Organizations (NGO'S), Religious organizations, development partners, communities/individuals and private sector (Government of Kenya, 1988). The Government financing of secondary schools has not been adequate and therefore many schools have been relying on other methods to mobilize resources for their schools. These includes; increasing development funds paid by the parents, fund raising, income generating projects, donations and public private partnership.

Although the Kenya Education Management Institute (KEMI) has been inducting Secondary school Head teachers on financial management skills, it has not adequately addressed the issue of resource mobilization. In the KEMI induction course, unit one covers effective resource management but does not cover anything to do with resource mobilization (KESI, 2011). The KEMI also exclude BOMs and PTAs members from their training programmes though they are involved in school management (Nyongesa, 2007). This means that although most Principals are highly educated graduate teachers they have limited resource mobilization skills (Baraka, 2010).

Some Principals are still relying on Government funds and school fees as the only source of finance for their school projects. In addition there has been unprecedented continuous poor students' academic performance in national examinations especially in the public secondary schools (DEO, Migwani sub- County report, 2012).

The poor students' academic performance in KCSE is greatly associated by absenteeism caused by poor fees payment hence causing stakeholders' concern over the way the public secondary schools principals mobilize resources (Kuria, 2012). Although the Government is financing

public secondary schools, the amount given is never enough and often comes late hence the need to investigate institutional factors influencing principals' mobilization of resources in public secondary schools in Migwani sub-County.

### **1.3 Purpose of the study**

The purpose for this study was to investigate the factors influencing principals' mobilization of resources in public secondary schools in Migwani sub-County.

### **1.4 Objectives to the study**

This researcher was guided by the following objectives.

- i. To establish the influence of school based factors on principals' mobilization of resources in public secondary schools in Migwani sub-County.
- ii. To determine the influence of principals' personal characteristics on mobilization of resources in public secondary schools in Migwani sub-County.
- iii. To assess the influence of parent - based factors on principals' mobilization of resources in public secondary schools in Migwani sub-County.
- iv. To establish the influence of the school sponsor roles on principals' mobilization of resources in public secondary schools in Migwani sub-County

## **1.5 Research Hypothesis**

H<sub>01</sub>: There is a significant difference between school-based factors and principals' mobilization of resources in public secondary schools.

H<sub>02</sub>: There is a significant difference between the principals' personal characteristics and mobilization of resources in public secondary schools.

H<sub>03</sub>: There is a significant difference between the parent - based factors and mobilization of resources in public secondary schools.

H<sub>04</sub>: There is a significant difference between the sponsor role and mobilization of resources in public secondary schools.

## **1.5 Significance of the study**

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

This study was significant to KEMI as the findings could be used to enlighten the secondary school principals on factors influencing principals' mobilization of resources in public secondary schools. It is hoped to help education stakeholders to find ways of assisting the public secondary schools in mobilization of resources. The Government is hoped to use the findings of this study to formulate policy guidelines on resource mobilization in secondary schools.

## **1.6 Assumptions of the study**

The researcher assumed the following:-

- i. Respondents were familiar with the concept of resources mobilization and therefore information given on the questionnaire was true.
- ii. This study assumed that all the schools faced the same problems in terms of need for resources.
- iii. It is also assumed that the institutional environment is the same for all public schools in the sub- County.

## **1.7 Limitations of the study**

The researcher used only one sub-County which may not give enough data for generalizing the result to other sub-counties. Also Information on resources matters is very confidential and many of the respondents were not willing to share such data. However, the researcher was introduced to them by their known friends and colleagues who advised them accordingly before the questionnaire is administered.

## **1.8 Delimitations of the study**

There are many factors that influence quality education in day school secondary schools but this study investigated the factors influencing principals' mobilization of resources in public secondary schools in Migwani sub-County only. The study covered public schools only in Migwani sub-County and the data was generalized to other schools and sub-Counties in Kenya.

## **1.9 Operational Definitions of Terms**

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

**Budget:** is a financial plan on how resources in school are used.

**Cash flow:** this describes the movement of money in a school situation from collection to expenditure.

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

**Parent - based factors:** Issues related to parents which influence resource mobilization

**Principals' personal characteristics:** Refers to the principals attributes like age, gender, experience and level of Education.

**Procurement:** is the process of purchasing goods and services for and on behalf of public secondary schools.

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

**Resource Mobilization:** refers to any endeavor by the school administration to obtain extra funds or materials for school development.

**Resource:** refers to an economic or productive factor required to accomplish an activity

**School based:** refers to issues pertaining to the school which influence resource mobilization.

**Sponsor:** The representative of the church which started the school

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter has the review of literature on the factors influencing principal's resource mobilization in public secondary schools.

### **2.2 School based factors and mobilization of resources.**

A study by Ngware et.al (2006) on improving access to secondary education in Kenya revealed that the school fees was the main reason why most (33%) of secondary school going age children were not in school. Martin and Byrne, (2004), argue that if money should increase equity, and not exacerbate inequity then those students in public day schools whose parents are poor should receive high public financial support than those in boarding schools. The researcher asserts that a public education financing system, which aims at enhancing access, retention and completion of an education cycle, should consider assisting in financing the education public secondary school students. These students are especially orphans, and children from single families or poor households. Without state financial intervention in financing their education such vulnerable group of students would drop out of school and the purpose of state assistance in financing high school education would have been lost.

Fees charged in secondary schools are one of the major obstacles for poor children's failure in accessing this level of education thus resulting into low primary secondary school transition rates (Oyugi.et al. 2009). In Kenya whereas households meet only 20% of primary and 8% of University education costs, they shoulder 60% of secondary education costs (World Bank, 2005).

The Kenyan Ministry of Education, Science and Technology (MOES&T) introduced a bursary scheme in 1993/1994 financial year as one of the safety-nets to cushion the poor and vulnerable groups against the consequent adverse affects of dropouts and inaccessibility to secondary education (Njeru and Orodho, 2003). After the National Alliance Rainbow Coalition (NARC) government took over leadership in Kenya in 2003, it changed the disbursement of the secondary Education Bursary Fund (SEBF) from the Ministry of Education to be allocated through the constituencies. It was at the same period that the Constituency Development Fund (CDF) kitty was introduced as the least unit of development in each of the Constituencies as the channels of financing constituency based development projects following the launch of the country's poverty Reduction Strategy paper (PRSP) in the same year (Gikonyo, 2008).

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

Some of the other ways through which schools mobilizes resources includes fees collection from parents and guardians, fund raising, school income generating projects among others. All these methods require numbers and therefore the more the students the better it is for the school principals.

### **2.3 Principals' individual characteristics and resource mobilization.**

According to the ministry of Education science and technology management guidelines (AUGUST 1993), A head teacher in a secondary school performs many tasks, the most important ones being the mobilization of resources, management and control of finances, the organization and management of curriculum, management and motivation of teachers and support staff, secretary to BOG and PTA, and maintaining positive school- community relations. Principals [(Secondary School Head Teachers who are in or above Job Group M)] are therefore the managers of their schools who play the most crucial role in ensuring school effectiveness in terms of performance. Without the necessary leadership competencies and resources mobilization skills, most of the Principals can hardly deliver. Besides having no prior resource mobilization training, most Principals hardly have any formal managerial and leadership training. The Principals often rely on advice from the school BOG and the finance Department subordinate staffs like Bursars or Account Clerks and Store keeper/Cateress who are supposed to be professionals in various Job Descriptions.

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

Despite their poor managerial and leadership training, most Principals work in poorly equipped schools in terms of physical facilities and that is why During the 2011 Kenya Secondary School



Principals Association's (KSSHA) conference held in Mombasa (21<sup>st</sup> to 26<sup>th</sup> June 2011), the major challenges facing secondary schools were identified as: lack of financial management skills, poor fees payment, high handedness in the management of schools.

The Kenya Education Management Institute (KEMI) has been organizing workshops for training Principals, their Deputies and HODs on school management though her programs have been irregular. The principals who have been trained ends up being better managers which includes mobilizing resources (Baraka, 2010).

### **2.3.1 Principal's Budgeting Skills in Public secondary School**

A budget is a document showing allocation of funds for specific purposes within a given time and serves as a tool for planning and controlling the use of scarce resources in the accomplishment of goals (Schick 1999) School budgets are usually concerned with provision of goods and services for stakeholders and no intention of making profit. Their budgets are therefore aimed at authorizing expenditure and providing ceiling for management actions. (Hongren, 1983). It is normally hierarchical process which starts at the bottom and ends at the top of the hierarchy. The bottom here is the department and the apex is the BOG. It therefore starts with the school departments who are required to prepare their departmental budgets prior to the school central budget committee meets to compile the final budget draft for the various school departments to be incorporated into the final school budget. School departmental budgets help in getting specifications for each department (GOK: Public Procurement Act, 2005). These departments should be encouraged to help set the key performance information so that a culture of continual improvement is encouraged.

According to Banham, (2009) a more efficient budgeting process involves developing systems that allows the budget makers and various heads of departments should be incorporated into the decision making process through various committees. Therefore, there is usually the need for the school central budget holders to use the various school departments' budget proposals and to incorporate them into the decision making process through their departmental budget proposals in the budget preparation (GOK: Revised Public Procurement Act, 2009). Each department's specifications of kind of goods and services should be given in detail to be included in the school central budget proposals before the budget proposals are submitted to the school central tender committee and before this committee meets to award the tenders (Woollard, 2009).

However, in most of the public schools the budget making process does not have any room for departmental inputs. This is a loop hole that could deny the school quality goods and services (GOK: Revised Public Procurement Act, 2009). Capital Budget: A separate capital budget should be drawn up by the Board and details given to Board members when transactions occur. Budget Variance Explanation: An explanation of any variances plus or minus 10% on each line item of the forward budget previously submitted to the Minister should be submitted to the Board. (Provided the line item represents at least 10% of the total budget).

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

In this kind of structure the annual requirement and per department specifications should be prepared and their budget proposals submitted to the school central procurement and budget preparation unit before it compiles the budget (Kuria 2012). After the budget proposals have been prepared, usually towards the end of the year, in line with good financial management practices, the BOG shall convene a meeting of stakeholder at least once a year to review the budget, discuss and agree upon the institution's development and operational plan and how the planned activities was financed by the BOG (GOK: Public Procurement Act, 2005).

Following the BOG budget ratification meeting, the outcome of the meeting was a prioritized list of activities on which the institution will expand its resources over the succeeding year. These activities will include recurrent and development expenditure for the institution (Kuria 2012). The list of activities may classify expenditure as current (falling within the next 12 months or succeeding financial year) and long term (falling beyond the succeeding financial year)(GOK: Public Procurement Act, 2005).

Each of the public schools is required to work out appropriate mechanism by which all stakeholders will approve major projects before they commence. Just because an item of expenditure has been included in the list of priorities does not imply approval by stakeholders (Munyiri, 2008). While prioritizing activities, the BOG should ensure that: The most basic needs are included in the first priority and on-going projects are completed before new ones are started (Munyiri, 2008).

He concludes that; combining the department's responsibility and the management of devolved budgets with the professional knowledge and expertise of the school central procurement to enhance best quality of goods and services at a cheaper price is the most applicable best

procurement procedure (Kuria 2012). The budget sets out estimated cash receipts from sources approved by the Ministry and estimate expenditure on projects priorities as agreed and approved by BOG. An annual financial budget shall be an essential tool for financial control. It is the responsibility of the Principal of the institution to ensure that the annual budget is prepared in time (Kuria 2012).

### **2.3.2 Principal's Procurement Skills in Public secondary School**

The public procurement and Disposal act (2005) requires that all goods and services procured in a public institution be tendered, as long as the value of the goods or services exceed ksh 4000/=. Tendering process involves the process of inviting various suppliers to competitively bid for provision of various goods and services. The tendering process is managed by the tender committee whose composition include the Deputy Principal as the chairman, accounts, clerk as the Deputy chair, Head of departments not exceeding six as members and the store keepers as secretary. In this arrangement, the Principal are the chief executive officers. In the school in locked out to ensure he/she does not interfere with the process. Further, the Head teacher is required by law to give tender committee members appointment letters to ensure security of tenures It is the duty of the head teacher to induct them to their new role as some or all could lack technical and legal knowledge of procurement PPAD (2006). In most cases, Head teachers themselves lack the capacity to induct the committee for lack of adequate training (KESSI (2011) According to PPAD (2006) the tender committee is supposed to approve procurement plans by various departments in the school. These plans thresh hold must not exceed the resources available. It is also manifested to identify supplier for goods and services for the school in a given financial year through a competitive bidding (PPOA 2005). They also decided the method of tendering to be used in the school based on the thresh hold of the items in question. The head teachers of the school are required to ensure that tendering procedures are followed in their

schools. These procedures include ; Preparation of procurement plans by HODs based on departmental requirement, Approval of procurement plans by the head teacher on basis of availability of funds in the vote heads, invitation of bidders quotations, Receive the quotations through tender boxes, short listing and finally awarding of tenders to qualified bidders through signing of contracts(KESSI 2011)PPAD (2006) argues that it is mandatory for the head teacher to form an acceptance committee whose duty is to certify that goods and services entering the school are in correct quantity and in good order before storage in the school.

According to Kenya education staff institution manual (2011), procurement process when followed in an institution promotes prudent utilization of resources. The manual further argues that the process promotes trust and good relationship between the head teachers and the stake holders especially the community. This is because all members of the community will receive equal treatment when dealing with the institution. The public procurement and disposal act (2005) further explains that procurement process promotes transparency in that the decisions that are made in the procurement process are objective and within the law.

The act further urges that the process gives the head teacher have strong defense against blame or accusation from any quarter on or after transactions are made. The public officer ethnic act (2005) agrees with thus position very strongly. It urges that procurement process promotes efficiency as goods and services procured conform to P.T.O with specification and time. Head teachers therefore will have values for their money which translates to better performance when the process is adhered to.

According to quality and standards report in Migwani sub-County (2010), most of the secondary schools that had shown improvement in K.C.S.E results had prudent financial management and

effective tendering committee. Nepotism, tribalism, corruption and other social economic ills will have no room in an institution where procurement procedures are followed. The head teacher therefore is prevented from these social economic sins and therefore will never see the doors of Kenya Anti-corruption commission to answer allegations of abuse of office.

Munyiri (2008) further stated that the Boards of Governors (BOG) are mandated by the Education Act 1968 to audit and regulate expenditure by the school administration to ensure that all income received by the school is applied to the promotion of its objectives. However, Munyiri (2008) has lamented that the aforementioned statutes presume that the members of the BOG and teachers are knowledgeable in law, supply chain management, accounting and project management. Unfortunately, these skills are not present in the administration of many public secondary schools (Munyiri, 2008).

According to Kenyaimage.com (July 22<sup>nd</sup> 2009) in Kenya there are no definite criteria enumerating the skills necessary for appointment to a BOG. Service in the school boards is not remunerated consequently most professionals avoid it. The result is that most public schools are managed by old and unenergetic retirees, semi-literate business people, or semi-skilled nonprofessionals; often unaware of elementary law or the basic concepts of public finance. Therefore, in most public secondary schools particularly in rural Kenya, a procurement managerial gap for goods and services has emerged (Kuria 2012).

The procurement managerial gap for goods and services in public schools is caused by the delegation by BOG members/Principal as directed in by the guidelines of the Kenyan Public Procurement and Disposal Act of (2005), and subsequent procurement of goods and services by (teachers; the HODs) and subordinate staff in the finance department (Schools Procurement

Guide, 2009). Munyiri (2008) also notes that; additional time and workload for heads and BOG members in schools, best value requirements, contract and tendering requirements, the packaging and pricing of goods and services working against choice are problems that the teacher's tender committee and BOG members face as a result of inadequate training on public purchasing procedures (Kuria 2012).

#### **2.3.4 The influence of principals' experience on mobilization of resources.**

In Kenya the appointment to headship is not on the basis of predetermined leadership qualities including resources mobilization but rather job group M among other factors (M.O.E 2005).

Also the training on school managers does not train those who are not managers as yet. This means that one is only trained on management when they become principals or deputy principals (M.O.E 2005).

The management and mobilization of school resources rests on the hands of BOG members whose membership includes co-opted PTA members and the head teacher who is always their secretary (Koech 1999). These BOG members are mostly involved in the planning process while the head teacher implements the plans with the resources available (Education act, 2008). According to the Koech report (1999), the outcome of poor financial skills in Kenya education system is in rot and general ineffectiveness of school leading to wastage of both local and foreign resources. Prudent resource management is therefore very critical in a school or any business if it has to achieve its objectives. It involves acquisition and use of funds. Thus resource management calls for skillful planning, execution and control of a Firm's activities (GOK: A handbook on financial management (2006

The experience helps a school head teacher to acquire resource mobilization and management skill which includes management of cash receipt, payments and safeguarding cash balances (Pandy, 1999). Skills in the following areas are very important for successful management of school finances and Principals must be conversant with them (GOK a hand book for financial management, 2006). To facilitate accountability and keep records and to enhance planning and overall financial performance, the school must keep records. In a school, books of accounts are usually written and kept by the bursar or accounts clerk. A primary record in the school's financial statements is the General Ledger. This consists of figures and records from various journals which give the daily records of the financial transactions in the school (Munyiri, 2008). A Cash book is a book of entry in which transactions relating only to cash receipts and payments are recorded in detail. When cash is received it is entered on the debit on left hand side. Similarly, when cash is paid out the same is recorded on the credit or right hand side of the cash book. Unless a head teacher did accounts, the knowledge of financial statements is acquired through training and experience. A more experienced head teacher is therefore better placed in resource mobilization and management.

#### **2.3.4 The influence of principals' education level on mobilization of resources.**

In a rapidly changing world, where knowledge concepts technology, philosophies, is swiftly changing, education has also been exposed to some fundamental changes. According to Wallace, (1991), in that global village, the current era is shaped by a tremendous progress of knowledge, which leads to an explosion in learning which helps someone to acquire a renewed information



to maintain a continuous and sustained professional development. Hargreaves and Fullan, (1992) argues that teachers cannot ignore professional growth as it raises the education standards which revolves around the issue of providing equal and sufficient opportunities for everybody.

According to Hargreaves and Fullan (1992) that professional development is basically a solitary journey; however almost all teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development. Many studies were conducted related to the role of education in professional development; for instance, Wallace 1991, UR (1996) Freeman and Johnson (1998), Freeman (2001) and Richards and Ferrell (2005) wrote about teachers' professional development by emphasizing the vitality of self-development in their career. Assessment visits is taken for coordination and integrations of an educational effort. It is essential to note that it centers on the relationship between supervision and curriculum development by paying attention to harnessing and harmonizing of theoretical learning and work experience balancing, relating, and integrating the general education in language, literature and social sciences with resource mobilization.

Robins (1999) stressed that a school manager should provide the teachers with learning resources required in school so as to enable them to perform their duties effectively. The level of education for the school managers is therefore a critical issue as it determines the level of exposure which would enhance resource mobilization.

## **2.5 Parent based factors and resources mobilization**

Watson's (1980) found out that many world countries indicated a strong community involvement and commitment in school affairs. In countries such as China, Tanzania, Kenya, Thailand and Bangladesh, villages in rural areas are expected to help build schools and to pay for maintenance either in cash or labour to subsidize. The parents are an important source of financial and material support essential for development of schools (MOE 1997). This is noted because of the cost-sharing plan in offering education services. ROK (1988) recommended that parents and community supplement the government efforts by providing educational institutions with equipment to procure the cost sharing policy. Parents provide their children with educational requirements among other levies in school. MOE (1998) notes that on average household spending on secondary education was 25% per student more than the government.

Through sessional paper No. 1 of 2005, the parents are to cater for boarding fee, for students in boarding schools, meet the cost of uniform, and other school projects like expansion of infrastructure upon approval of the District Education Board (DEB). Masube(2008) claims that though the parents are the greatest contributors towards development of infrastructure in secondary school education, they have been overshadowed by BOGs. The parents also have very little influence of the money disbursed by the government. He further recommends that the principal should always aspire to enhance harmonious partnership among school stakeholders.

Masube, T.O (2008) indicates that there are concerns as far as participation of parents in secondary school decision making process is concerned. Schools have historically made decisions in isolation and when they fail, they face disapproval from parents.

Though the practice is minimal, the government has taken a move of taking decisions to making to the people. The parents and the community are required to implement programme activities

while the government provides technical support and supervisory services through Kenya Education Sector Support Program (KESSP) based on a Sector Wide Approach to Programme Planning and Implementation (SWAP). This is in line with the government policy of empowering people to actively play their role in National Development (TSC. Report, 2007)

In 2008, the Kenyan government introduced plans to offer free secondary education. The sum of ksh.10,265 per pupil amounts to only 30 per cent of the actual funds required to attend a public school. One of the tragedies of the school system is re-enacted daily when literally thousands of secondary school youth walk the roadways during the day, sent home for lack of school fees.

Funding for capital projects such as infrastructure and water projects are unavailable unless through a local Harambee fundraiser, the work of NGO's, access to CDF (Kenya), Community Development Fund or in a few cases international development agencies. This makes planning a budget and running a school a very hard task (MOE, 1997). One of the biggest challenges parents face are the tuition costs. A part of it was eliminated in 2003 when Kenya re-introduced free Primary education. However the basic fees of a school uniform, text books, PTA fees, and extracurricular activities remain the family's obligation. The primary needs of food, nutrition, health and care for younger siblings keep many away from school.

Another challenge for parents is the transportation of their children. Good schools are often a long distance from home. Those with the means send their children to private schools. National, provincial, county and District school all have different fee structures. They also vary in the quality of education and overall school environment. High achieving students are often unable to attend schools of choice due to lack of school fees and distances that require residency. In order to attend school many children wake up long before sunrise, returning home late in the evening.

After this they still have to do their household chores and if there is a source of light they complete their “school preps”. This leaves no time for children to play and develop in a natural way (Kwamboka O. 2004)

Robert et al (2000) order to report on the cost elements of after-school programs, this report uses a simplified model of the costs that after-school programs and systems would be expected to face in establishing, operating, and sustaining their activities.

According to Catsambis (1997) Overall, findings indicate that many parents are willing to participate in the school buildings and in the decision-making processes of high schools. They would also greatly benefit from guidance in their efforts to secure funds for post-secondary education.

A second line of research points to the importance of school practices in involving all families and helping students succeed in school (Epstein 1990). Findings from those studies show that minority parents can be successfully involved in their children’s education and that school and teacher interventions help these families succeed (Epstein, 1990, 1992).

Jackson (2005) emphasizes the need to consult and involve parents in the development planning of the school as they are integral partners to the school. He says that all parents should be kept not only informed but also involved in the relevant activities of the school. This is based on the fact that their input and insights can immensely help in clarification of aims, vision and mission as well as establishment of development priorities of the school. Ngunchu (2005) notes that there has been lack of full involvement of pertinent stakeholders particularly the parents even after they have contributed to a development project in the school. He claims that most times they are

kept in darkness during the implementation of school projects yet they have a lot that they can bring on board apart from the financial support.

Ngware et al. (2006) indicate that schools' failure to involve their stakeholders is a clear indication of compromise to quality management and that that jeopardizes provision of quality education.

## **2.6 The sponsor's role and resource mobilization**

The word 'sponsor' is first used in Section 8(1) of the education act in relation to schools formerly managed by the church which was transferred to local authority. The local authority was empowered to appoint the former church manager as the sponsor. The education order of 1969 on board of governors, defines 'sponsor' as voluntary body other than government, local authority or any other department which is responsible for the establishment of the school. The physical expansion of formal education in not only Secondary School Education but also Primary school education, has been as a result of government partnership with church and society's commitment to the development of education; it is through partnership of the government and other stakeholders that a remarkable growth in education is realized (Hussein 1994)

Eshwani (1990) noted that the minister for education cannot promote education without the cooperation of other interested partners including voluntary organizations such as religious organizations and parents associations. He urges that the missionaries played a big role in the establishment of educational institutions. The education act therefore, provide a provision for sponsors participation in the management the institutions and its operations.

Sogomo (2002) observes that in order for the minister to be effective, he /she needs to delegate some of his /her functions to other organizations. The main organization to which the minister delegates the management of education at the institutional level is the school BOG. The school BOG deals with effective management, implementation of school projects, discipline and recruitment of teachers among other roles, following the multiplicity of tasks revolving around school management, it is evident that a centralized system is not suitable for school management. The increasing cost of education expenditure, disciplinary problem, spiritual /moral gaps, the cost sharing and the involvement of parents demand for participation of various players in education management (Sogomo, 2002).

According to Hussein (1994) different sponsors of educational institutions, mainly from various faiths see their roles in the organizations as only financing the development of education. Their main role in the management of school institutions is to maintain their religious tradition through representation in the management committees and board of governors.

The Ominde report (1964) says that it is the ministry's policy to transfer the responsibility of management of secondary school to board of governors. The device of the board governors gives a school a personality of its own and is a means of decentralization of authority in the running of day to day school activities whereby sponsor is included. This is done to avoid delays and the impersonal nature of central government and regional controls.

Njoroge (2006) points out the role played by the sponsors especially the Catholic Church whereby he argued that the sponsor can provide funds for the development of a school e.g. the Catholic Church has done this in marginalized area where schools and hospitals have not been put up even by government. The sponsor is also entrusted with the freedom of promoting his religious traditions and faith in the sponsored institutions. This is done through teaching of Christian Religious Education, pastoral programmes and pastoral worship (Njoroge 2006:6)

Notably the government cannot alone provide all the educational services required nationally in Kenya due to limited government resources. The church is a contributor in the provision of financial resources on top of spiritual resources according to Bray (1998). To enhance the role of the church as a sponsor in the management of school activities entails an establishment of a policy that empowers the church sector and a consumer of public service, as a stakeholder in education, a sustainable environment that promotes the investment of the sponsor resources in education as observed by Bishop (1994). Currently, it has been observed that the stakeholders are on the periphery with regard to education policy formulation, planning, monitoring and management of schools. In Kenya, the full potential of the church is not being fully exploited. Consequently, the country is missing out on the full benefits of the synergies that would be generated through the forging of a complete partnership between the government and the church in the provision of education (Adunda, 2003) Most sponsors enhance the academic standards through the provision of manpower and material resources yet their full involvement is still wanting (Kigotho 2007) Apparently in the involvement of the church as a partner in the education sectors may strengthen the capacity of the entire system. Often, this happens when excess demands in marginalized and rural areas are met by church managed institutions.

Koech commission (1999) observes that, some sponsors have not contributed financially or morally to the development of the sponsored institutions. The commission therefore recommends that, sponsor be required to take an active role in the spiritual, financial and infrastructural development of school in order to maintain sponsor's status.

The need to appreciate and demand for the church as a stakeholder and a partner in education has largely been driven by one trend: - an increase in recognition of its value in education and

educational development activities through its provision of resources that leads to quality education. A gap in literature reveals lack of full involvement in educational activities.

## **2.7 Theoretical Framework**

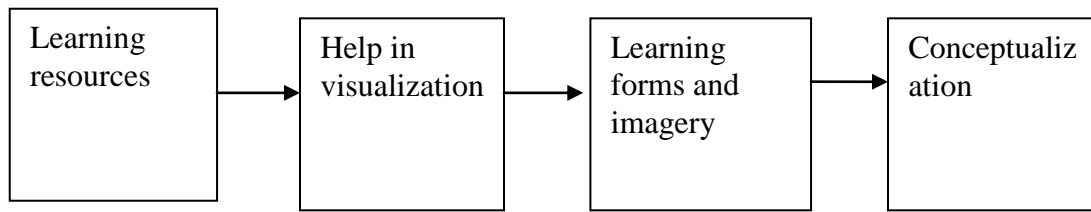
This study was hinged on three theories. These are Piagnets (1964) theory of cognitive development, the functionalism theory of learning and paths-goal leadership theory whose modern development is attributed to Martin Evans and Robert House (1974)

In this study the three theories complement each other in investigating how principal's financial management influences performance K.C.S.E level. Piagnets theory (1964) of cognitive development emphasized that instructional media translates abstract concepts into concrete facts and thus enhancing performance. These media have financial implication in acquiring them.

The path goal leadership theory postulates that leaders can facilitate task performance by showing subordinate how performance can be instrumental in achieving desired rewards. Thus it gives a frame work within which the quality of principals' financial management influences performance. Head teachers should ensure that the child is given the benefit of a learning stimulating environment. This enabled the child to develop the correct meaning of concepts as used in the classroom by the teacher.

The functional theory was used as a base for this study to find out the extent to which head teachers finance instructional resources in an attempt to help learners in visualizing, formation of imagery and conceptualization hence improve performance at K.C.S.E as illustrated below:





Source: Martin Evans and Robert House (1974)

Figure 1: functional theory

## 2.7 Conceptual framework

In writing this proposal, the researcher conceptualized the independent, dependent intervening and moderating variables as shown in Figure 2

### Independent Variables

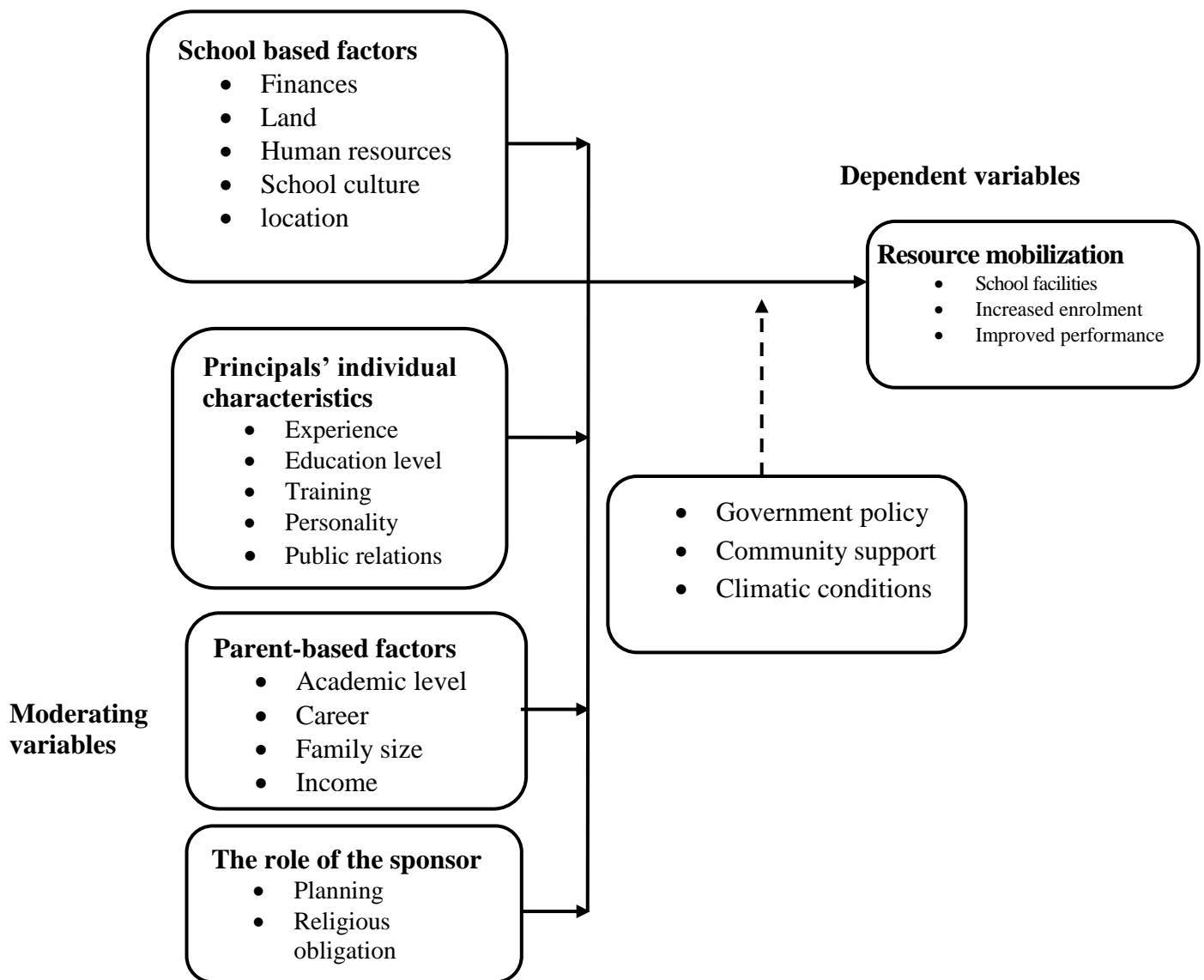


Figure 2: Conceptual framework

As shown on Figure 2, the conceptual model explains that the managers in secondary schools are the Principals. For them to manage schools resources effectively, they must be capacitated through education, training and experience. They also need induction courses in bookkeeping, budgeting and procurement financial management skills.

The study seeks to determine the influence of principals' exposure to management training on mobilization of resources, to assess the influence of principals' experience on mobilization of resources, to establish the influence of principals' education level on mobilization of resources and to determine the influence of County Education office and Constituency Development Office on mobilization of resources in public secondary schools in Migwani sub-County.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

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

### **3.2 Research Design**

Research design refers to the procedures used by the researcher to explore the relationship between variables, form subjects into groups, administer measures, apply treatment to the groups and analyze the data (Kathuri, 1993). This study adopted a descriptive survey design which involves use of frequency distribution tables with tallies and percentages. The design is suitable for this study because a view was collected from a group of people (principals) without manipulating variables. Coopers & Emory (1995) highly recommend this type of research design where several respondents give answers to specific questions at one point in time.

### **3.3 Target Population**

There are 42 public secondary schools in Migwani sub-County. The study targeted a population of all the 42-Principals (EMIS Data-2012) in Migwani sub-County. This is because the population is small and therefore the researcher was able to reach the schools.

### 3.4 Sampling Procedure and Sample Size

The census sampling of the 42 public secondary schools in Migwani sub-County were used and the 42-Principals were studied. This is because the schools are few and hence easy to study using census method of sampling.

**Table 3.1: Sample Size**

<b>Population type</b>	<b>Population</b>	<b>Sample size</b>	<b>Percentage%</b>
Principals	42	42	100
Total	42	42	100

### 3.5 Research Instruments

The main data collection instrument was the questionnaire. The questionnaire was most preferred because a large number of respondents could be reached within a limited time. It also ensured confidentiality and thus gathers more candid and objective responses. The questionnaires shall be prepared for principals.

### 3.6 Validity of Instruments.

According to Singh (1986) and Orodho (2012), validity refers to the degree to which a test measures what it purports to measure. Validity is an important characteristic of a scientific instrument. It is correlation of a test with some outside independent criteria which are regarded by experts as the best measure of the trait. Singh (1986) and Orodho(2009) tend to concur that validity is concerned with general ability. When a test is valid, it means its conclusion can be generalized in relation to the general population. To ensure validity of the instruments, a pilot study was carried out on three schools in the neighboring sub-County.

### **3.7 Reliability of Instruments**

Mugenda (1999) defines reliability as the measure or degree to which a research instrument yields consistent results or data after repeated trials. To establish the reliability of instruments, a split-half method was used by a means of a pilot study. During the pretest, the questionnaires were administered on a random sample of three principals from three randomly selected schools in Kitui County (Kitui-West sub-county). Such schools include; Ilako Mututa secondary, Kasue secondary and Muthale girls' secondary. These schools were noted so that the participants in the pilot study were not to be included in the actual study sample. Data values was operationized and split into two halves using the odd-even item number dichotomy to get 8-8 pair of items of the questionnaire. The paired numerical data values were correlated using Pearson Product-Moment Correlation Coefficient formula for calculations. The calculated correlation coefficient value was 0.85 the items in the questionnaire was judged sufficient and the questionnaire had high pre-test reliability (Fraenkel & Wallen, 2008).

### **3.8 Data Collection Procedure**

The researcher got a transmittal letter from the University of Nairobi showing that the researcher is a student undertaking a research as a requirement for the award of a Masters Degree. The researcher further got approval from the National Council of Science & Technology to undertake the research in the public secondary schools in Migwani Sub- County. The individual schools were visited to seek permission to administer the questionnaire to the head teachers. The questionnaires were self-administered by the researcher. The respondents were given a period of one week to fill the questionnaire, after which the researcher visited the schools to collect the filled questionnaires. Assurance was given to the respondents on the confidentiality of their identity.

### **3.9 Data analysis techniques**

Data was coded and analyzed by both descriptive and inferential methods using Statistical Package for Social Scientist (SPSS) software. Data was analyzed using both descriptive and inferential statistics. Statistical tally systems were used to generate frequency counts from the responses so as to prepare frequency distributions. Percentages were calculated from the responses. As a measure of central tendency, the mean was used to decide the concentration side of responses within the 5-point likert-rating scale. Data from the likert-rating scale was analysed using percentages. Pearson correlation coefficient and multiple regressions were used to test the hypothesis.

### **3.10 Ethical Considerations**

Ethics has been defined as that branch of philosophy which deals with one's conduct and serves as a guide to one's behavior, and so, most professions have ethical guidelines which govern their profession Kovacs (1987). In the same light Dooley (2007) asserts that, ethics involves the study of right and wrong conducts hence the concern for ethics may be seen as part of the historical trend in civil and human rights. Great care was taken to assure respondents that all information was treated with a lot of confidentiality. This research was aimed at producing knowledge beneficial to the Ministry of Education, The Government of Kenya concerning the factors influencing resource mobilization in Migwani sub-County.

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS**

### **4.1 Introduction**

This chapter presents data presentation, analysis and interpretation following research objectives.

The purpose for this study was to investigate the factors influencing principals' mobilization of resources in public secondary schools in Migwani sub-County. The study sought to; investigate the influence of school based factors on principals' mobilization of resources, determine the influence of principals' personal characteristics on mobilization of resources, assess the influence of parent - based factors on principals' mobilization of resources and establish the influence of the school sponsor roles on principals' mobilization of resources in public secondary schools in Migwani sub-County. Out of the 42 questionnaires distributed to the respondents, 40 were returned. This was 96 % of the distributed questionnaires which was good enough for a meaningful analysis.

### **4.2 Demographic data for the principals**

Demographic data refers to the gender, age bracket, academic level and the number of years the agents had operated. The demographic data results were presented in Table 4.1, 4.2, 4.3, and 4.4.

**Table 4.1: Respondents Gender**

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<b>Gender</b>	<b>Responses</b>	<b>Percentage%</b>
Male	28	70
Female	12	30
<b>Total</b>	<b>40</b>	<b>100</b>

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Table 4.1 shows that, majority of respondents were male principals (70%) while the least were female principals with 30%. However, the two thirds majority in either gender representation was satisfied hence the responses represented all the genders.

**Table 4.2: Respondent’s Age Distribution**

<b>Age bracket in years</b>	<b>Responses</b>	<b>Percentage%</b>
Below 30	2	5.0
30 - 34	4	10.0
35 - 39	8	20.0
40 - 45	12	30.0
Over 45	14	35.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

Majority of respondents were aged above 45 years (35%) and 40 -45 years (30%) respectively. The least were those aged below 30 years (5%). This shows that majority of the principals were mature people hence were likely to mobilize resources in secondary schools. However there are also very young principals (less than 30 years) in some schools (5%). Most of these small schools were newly established with only one government teacher.

**Table 4.3: Respondents Academic level**

<b>Academic level</b>	<b>Responses</b>	<b>Percentage%</b>
Ph.D	0	0.0
M.ED	7	18.0
BED	32	80.0
Diploma	1	2.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

Table 4.3 shows that majority of the respondents were degree holders (80%) while the least were those with diplomas (2%). It was also noted that 18 percent of the principals had M.EDs. This shows that the principals had the necessary Education which could help them in resource mobilization.

**Table 4.4: Teaching experience for respondents**

<b>Teaching experience</b>	<b>Responses</b>	<b>Percentage%</b>
Less than 5	2	5.0
5 - 9	2	5.0
10 - 14	8	20.0
15 - 19	20	50.0
Over 20	8	20.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

Table 4.4 shows that majority (50%) of the respondents had a working experience of 15 – 19 years. This experience was likely to help them to understand the financial problems facing most secondary schools and how they can be solved.

### 4.3 School size

The researcher sought to establish the school sizes Migwani sub-count so as to determine the extent of resources needs. The number of streams was presented in Table 4.5 while the number of students was presented in Table 4.6.

**Table 4.5 Number of streams**

Number of streams	Frequency	Percentage%
Single	29	72.0
Double	8	20.0
Three	3	8.0
More than 3	0	0.0
Total	40	100.0

Table 4.5 shows that majority (72%) of the secondary schools in Migwani sub-county had single stream. This was followed by those with double stream and three streams with 20 percent and 8 percent respectively. This implies that most of the schools needed to expand and therefore required more resources. This is an indication of a need for more resource mobilization strategies.

**Table 4.6 Number of students in 2014**

Number of students	Frequency	Percentage %
less than 100	3	7.5
101-150	7	17.5
151-200	15	37.5
201-250	8	20.0
over 250	7	17.5
Total	40	100.0

Table 4.6 revealed that majority (37.5%) of the schools investigated had more 150-200 students. This is a population which can enable the schools to mobilize enough funds for the school development. This shows that there is enough population in many schools which requires resources to cater for their learning needs.

#### 4.4 School based factors and mobilization of resources in public secondary schools.

The first objective for this study was to investigate the influence of school based factors on principals' mobilization of resources in public secondary schools in Migwani sub-County. To achieve this objective the respondents were required to indicate the extent to which the following factors influences principals resource mobilization on a scale of 1-5 where: 1-Strongly disagree; 2- disagree; 3-Not sure; 4-agree and 5-Strongly agree.

**Table 4.7: School based factors and mobilization of resources in public secondary schools**

	<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Finances	2(5%)	1(2.5%)	1(2.5)	8(20%)	28(70%)
2.	land	4(10%)	6(15%)	4(10%)	20(50%)	6(15%)
3.	Human resources	6(15%)	2(5%)	6(15%)	16(40%)	10(25%)
4.	School culture	4(10%)	4(10%)	4(10%)	17(42%)	11(27%)
5.	Infrastructure	2(5%)	2(5%)	12(30%)	13(32%)	11(27%)
6.	Location	4(10%)	9(22.5%)	6(15%)	15(37.5%)	6(15%)
7.	Alumni	6(15%)	6(15%)	10(25%)	12(5%)	6(15%)
	<b>Mean responses</b>	<b>4(10%)</b>	<b>5(12.5%)</b>	<b>6(15%)</b>	<b>17(42.5%)</b>	<b>8(20%)</b>

Table 4.7 shows that majority of the respondents (42.5%) and 20% strongly agreed and agreed while 10% and 12.5% strongly disagreed and disagreed respectively with the fact that finances, land, human resources, school culture, infrastructure, location and alumni are the major school based factors influencing principals resource mobilization in public secondary schools. For resources to be mobilized, finances must be spent while land will also be needed. The human resources will also be a factor to consider, school culture among others will also determine resource mobilization. These results agrees with (Lauridsen, 2008) who argued that the amount allocation to each school is based on the number of students in the school. This means that the public secondary schools which have relatively fewer students than boarding schools end up getting less amount of money from the Government. Some of the other ways through which schools mobilizes resources includes fees collection from parents and guardians, fund raising, school income generating projects among others. All these methods require numbers and therefore the more the students the better it is for the school principals to mobilize funds.

To confirm these results the researcher tested the hypothesis below using correlation coefficient.

H<sub>01</sub>: There is no significant difference between school-based factors and principals' mobilization of resources in public secondary schools.

**Table 4.8: Correlation between School based factors and resource mobilization**

		School based factors	Principals' resource mobilization	**
School based factors	Pearson Correlation	1	0.72**	Correlation is significant at the 0.01 level (2-tailed)
	Sig. (2-tailed)		0.000	
	N	40	40	
Principals' resource mobilization	Pearson Correlation	0.72**	1	Correlation is significant at the 0.01 level (2-tailed)
	Sig. (2-tailed)	0.000		
	N	40	40	

Table 4.8 shows that there is a strong positive correlation between school based factors and Principals' resource mobilization ( $r = 0.72$ ,  $p = 0.000$ ). We do therefore reject the hypothesis and conclude that there is significant relationship between the school based factors and the principals' resource mobilization ( $p < 0.05$ ). These results agree with the results in Table 4.9.

#### 4.5 Principal's Individual characteristics and mobilization of resources

The second objective for this study was to determine the influence of principals' personal characteristics on mobilization of resources in public secondary schools in Migwani sub-County. The researcher first sought to establish the respondents' opinion on whether the principals' individual characteristics influence resource mobilization. The responses were presented in Table 4.9.

**Table 4.9: Does principals' individual characteristics influences mobilization of resources?**

<b>Response</b>	<b>Responses</b>	<b>Percentage %</b>
Yes	38	95.0
No	2	5.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

Table 4.9 revealed that majority (95%) of the respondents indicated that the principals' personal characteristics influence mobilization of resources in public secondary schools. This is because the principal is the key person as far as school resource mobilization is concerned. As a result, the principals' character determines a lot in as far as resource mobilization is concerned. The researcher further sought to establish the principals' personal characteristics which influence mobilization of resources. This was done by requesting the respondents to indicate the extent to which the following factors influences principals resource mobilization on a scale of 1-5 where: Very large extent 1 -(VLE), 2 - large extent (LE), 3 - some extent (SE), 4 - little extent (LIE) and 5 - no extent (NE)agree. The results were represented in Table 4.10.

**Table 4.10: Principals’ personal characteristics factors influence and mobilization of resources**

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1 Experience	24(60%)	8(20%)	4(10%)	2(5%)	2(5%)
2 Education level	12(30%)	14(35%)	10(25%)	2(5%)	2(5%)
3 Job group	6(15%)	6(15%)	8(20%)	8(20%)	12(30%)
4 Exposure to training	20(50%)	12(30%)	4(10%)	2(5%)	2(5%)
5 Personality	22(55%)	4(10%)	10(25%)	2(5%)	2(5%)
6 Public relations	24(60%)	11(27.5%)	3(7.5%)	1(2.5%)	1(2.5%)
<b>Mean responses</b>	<b>18(45%)</b>	<b>11(27.5%)</b>	<b>6(15%)</b>	<b>3(7.5%)</b>	<b>2(5%)</b>

Table 4.10 shows that majority (45%) and 27.5% of the respondents indicated that to a very large extent and large extent respectively, principal personal characteristics influences resource mobilization. These factors includes; administrative experience, education level, training, personality and public relations. These results agrees with Mutua (2013) who argued that the principals’ experience, education level and training influences financial management to a very large extent and there is a very strong relationship between management training and effectiveness of financial management secondary schools, the experience of a principal is very necessary in financial management, to a large extent the principals’ education level is influences effective financial, and principals personality influence school principals financial management. This is because the experience helps a school principal to acquire resource mobilization and management skill which includes management of cash receipt, payments and safeguarding cash balances. Pandey, (1999) argued that Skills in the following areas are very important for successful management of school finances and Principals must be conversant with them (GOK a

hand book for financial management, 2006). To facilitate accountability and keep records and to enhance planning and overall financial performance, the school principal requires training. To confirm these results the researchertestedH02below using the correlation coefficient.

H<sub>02</sub>: There is no significant difference between the principals' personal characteristics and mobilization of resources in public secondary schools.

**Table 4.11: Correlation between Principals personal characteristics and resource mobilization**

		Principals' personal characteristics	Principals' resource mobilization
Principals' personal characteristics	Pearson Correlation	1	0.78**
	Sig. (2-tailed)		0.000
	N	40	40
Principals' resource mobilization	Pearson Correlation	0.78**	1
	Sig. (2-tailed)	0.000	
	N	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 shows that there is a strong positive correlation between Principals' personal characteristics and Principals' resource mobilization ( $r = 0.78$ ,  $p = 0.000$ ). We do therefore reject the hypothesis and conclude that there is significant relationship between the Principals personal characteristic and the Principals' resource mobilization ( $p < 0.05$ ).



#### **4.6 The influence of parent based factors on resource mobilization**

The third objective for this study was to assess the influence of parent - based factors on principals' mobilization of resources in public secondary schools in Migwani sub-County. The researcher first sought to establish the respondents' opinion on whether the principals' individual characteristics influence resource mobilization. The responses were presented in Table 4.12.

**Table 4.12: Do parents influences mobilization of resources?**

<b>Response</b>	<b>Responses</b>	<b>Percentage %</b>
Yes	37	92.5
No	3	7.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

Table 4.12 revealed that majority (92.5%) of the respondents indicated that the parent based factors influenced resource mobilization. This is because the parents are the major contributors of the school development funds and therefore their participation in resource mobilization was very critical.

The researcher further sought to establish the school based factors which influence mobilization of resources. This was done by requesting the respondents to indicate the extent to which the following parent based factors influences principals resource mobilization on a scale of 1-5 where: Very large extent 1 -(VLE), 2 - large extent (LE), 3 - some extent (SE), 4 - little extent (LIE) and 5 - no extent (NE)agree. The responses were presented in Table 4.13.

**Table 4.13: Parent based factors influence on resource mobilization**

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1 Academic level	20(50%)	5(10%)	12(30%)	2(5%)	2(5%)
2 Career	10(25%)	12(30%)	10(25%)	2(5%)	6(15%)
3 Family size	6(15%)	4(10%)	12(30%)	12(30%)	6(15%)
4 Income	18(45%)	6(15%)	12(30%)	2(5%)	2(5%)
5 Proximity	8(20%)	12(30%)	4(10%)	4(10%)	12(530%)
<b>Mean responses</b>	<b>12(30%)</b>	<b>8(20%)</b>	<b>10(25%)</b>	<b>4(10%)</b>	<b>6(15%)</b>

Table 4.13 revealed that majority (30%) of the respondents agreed to a very large extent that the parent based factors which influences principals resource mobilization includes; parents, academic level, career, family size, income and proximity. This agrees with the MOE(2013) report which indicated that he parents are an important source of financial and material support essential for development of schools This is noted because of the cost-sharing plan in offering education services. The results also agrees with ROK (1988) recommended that parents and community supplement the government efforts by providing educational institutions with equipment to procure the cost sharing policy. Parents provide their children with educational requirements among other levies in school. MOE (1998) notes that on average household spending on secondary education was 25% per student more than the government.

Masube, T.O (2008) indicates that there are concerns as far as participation of parents in secondary school decision making process is concerned. Schools have historically made decisions in isolation and when the fail, they face disapproval from parents.

Though the practice is minimal, the government has taken a move of taking decisions to making to the people. The parents and the community are required to implement programme activities

while the government provides technical support and supervisory services through Kenya Education Sector Support Program (KESSP) based on a Sector Wide Approach to Programme Planning and Implementation (SWAP). This is in line with the government policy of empowering people to actively play their role in National Development (TSC Report, 2007).

The researcher then sought to establish the correlation between parent - based factors and mobilization of resources in public secondary schools by testing hypothesis H<sub>03</sub>.

H<sub>03</sub>: There is no significant difference between the parent - based factors and mobilization of resources in public secondary schools.

The results were presented in Table 4.14.

**Table 4.14: Correlation between parents’ based factors and resource mobilization**

		Parent based factors	Principals’ resource mobilization
Parent based factors	Pearson Correlation	1	0.82**
	Sig. (2-tailed)		0.000
	N	40	40
Principals’ resource mobilization	Pearson Correlation	0.82**	1
	Sig. (2-tailed)	0.000	
	N	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.14 shows that there is a strong positive correlation between parent - based factors and mobilization of resources in public secondary schools ( $r = 0.82$ ,  $p = 0.000$ ). We do therefore reject the hypothesis and conclude that there is significant relationship between the Principals location and the use of Principals’ resource mobilization ( $p < 0.005$ ).

#### 4.7 The sponsors role and resource mobilization

The last objective for this study was to establish the influence of the school sponsor roles on principals' mobilization of resources in public secondary schools in Migwani sub-County

The researcher first sought to establish the respondents' opinion on whether the sponsor's role influences resource mobilization. The responses were presented in Table 4.15.

**Table 4.15: Sponsor influences on mobilization of resources**

<b>Response</b>	<b>Responses</b>	<b>Percentage %</b>
Yes	34	85.0
No	6	15.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

The results in Table 4.15 revealed that, majority (85%) of the respondents indicated that the sponsor role in secondary school influences the resource mobilization. The researcher further sought to establish the sponsor roles which influence mobilization of resources. This was done by requesting the respondents to indicate the extent to which the role of the sponsor influences mobilization of resources by use of a tick (√) using five-point scale of; to a very large extent 1 - (VLE), 2 - large extent (LE), 3 - some extent (SE), 4 - little extent (LIE) and 5 - no extent (NE) to indicate the extent to which the you support or disapprove statements about your school. The results were presented in Table 4.16

**Table 4.16: The sponsor role and resource mobilization**

<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1 Financing school projects	2(5%)	2(5%)	2(5%)	2(5%)	2(5%)
2 Planning	6(15%)	4(10%)	12(30%)	6(15%)	12(30%)
3 Religious obligation	9(22.5%)	10(25%)	10(25%)	9(22.5%)	2(5%)
4 Monitoring and evaluation	6(15%)	4(10%)	10(25%)	10(25%)	10(25%)
<b>Mean responses</b>	<b>6(15%)</b>	<b>5(12.25%)</b>	<b>8(20%)</b>	<b>(8.25%)</b>	<b>13(32%)</b>

Table 4.16, revealed that majority (32%) of the respondents indicated that to no extent do the sponsor role influence resource mobilization. These roles includes; financing school projects, planning, religious obligation, and monitoring and evaluation. This result agrees with Hussein (1994) who argued that the main role of the sponsor is to in the management of school institutions is to maintain their religious tradition through representation in the management committees and board of governors. They therefore have little influence on the mobilization of resources. These results also disagrees with Ominde report (1964) which indicated that, the responsibility of management of secondary school to board of management is to formulate policies relating to the school development. The device of the board management gives a school a personality of its own and is a means of decentralization of authority in the running of day to day school activities whereby sponsor is included. This is done to avoid delays and the impersonal nature of central government and regional controls.

Njoroge (2006) points out the role played by the sponsors especially the Catholic Church whereby he argued that the sponsor can provide funds for the development of a school e.g. the Catholic Church has done this in marginalized area where schools and hospitals have not been put up even by government. The sponsor is also entrusted with the freedom of promoting his

religious traditions and faith in the sponsored institutions. This is done through teaching of Christian Religious Education, pastoral programmes and pastoral worship (Njoroge 2006:6)

Notably the government cannot alone provide all the educational services required nationally in Kenya due to limited government resources. The church is a contributor in the provision of financial resources on top of spiritual resources according to Bray (1998). To enhance the role of the church as a sponsor in the management of school activities entails an establishment of a policy that empowers the church sector and a consumer of public service, as a stakeholder in education, a sustainable environment that promotes the investment of the sponsor resources in education as observed by Bishop (1994). Currently, it has been observed that the stakeholders are on the periphery with regard to education policy formulation, planning, monitoring and management of schools. To confirm these results, the researcher tested hypothesis H<sub>04</sub>

H<sub>04</sub>: There is no significant difference between the sponsor role and mobilization of resources in

**Table 4.17: Correlation between sponsor role and Principals’ resource mobilization**

		Sponsor	Principals resource mobilization
Sponsor	Pearson Correlation	1	0.41**
	Sig. (2-tailed)		0.000
	N	40	40
Principals’ resource mobilization	Pearson Correlation	0.41**	1
	Sig. (2-tailed)	0.000	
	N	40	40

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.17 shows that there is a weak positive correlation between the role of the sponsor and mobilization of resources in public secondary schools. ( $r = 0.41$ ,  $p = 0.000$ ). We do therefore reject the hypothesis and conclude that there is significant relationship between the sponsor role and the use of Principals’ resource mobilization ( $p < 0.005$ ). This relationship is not very strong compare to the other factors. These results agree with the results in Table 4.16.

#### 4.8 Multiple regression analysis

In this study, the researcher examined the contribution of the independent variables (School based factors, Principals personal characteristics, parent based factors and sponsor role factors) on mobilization of resources in public secondary schools. The data resulting from scoring of the instrument and coding were subjected to stepwise multiple regression analyses to test the hypotheses below.

H<sub>0</sub>: The contribution of combined factors (School based factors, Principals personal characteristics, parent based factors and sponsor role factors) is not significant in prediction of mobilization of resources in public secondary schools.

**Table 4.18: Multiple regression analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.191	.385		5.690	.000
	School based factors	.40	.190	.135	.641	.026
	Principals personal characteristics	.354	.227	.457	1.560	.000
	Parent based factors	.651	.396	.227	1.644	.001
	The sponsor	.239	.144	1.267	1.660	.000

a. Dependent Variable: Principals resource mobilization

The results in Table 4.18 indicated that independent variables significantly predict the mobilization of resources in public secondary schools. The regression model is;

Mobilization of resources = 2.191+0.4(school based factors) + 0.354(Principals personal characteristics) + 0.651(Parent based factors) + 0.239(Sponsor). It can be noted that all independent variables are significant at 0.05% significant level (p=0.026, p= 0.000, p=0.001 and

p = 0.000) respectively and that the independent variables predicted mobilization of resources in public secondary schools significantly.



## **CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

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

### **5.2 Summary of the findings**

The purpose of this study was to investigate the institutional factors influencing principals' mobilization of resources in public secondary schools in Migwani sub-County. The objective of the study were, to determine the influence of school based factors to on mobilization of resources, to assess the influence of principals' individual characteristics on mobilization of resources, to establish the influence of parent-based factors on mobilization of resources and to establish the influence of the sponsor on mobilization of resources. The study used census sampling method in selecting the respondents to be included in the study. The study adopted descriptive survey design with both qualitative and quantitative data analysis approaches. The target population of the study included all the principals of the 42public secondary schools in Migwani sub-County. Data was analyzes using both descriptive and inferential statistics.

The study revealed that majority of the respondents (42.5%) and 20% strongly agreed and agreed while 10% and 12.5% strongly disagreed and disagreed respectively with the fact that finances, land, human resources, school culture, infrastructure, location and alumni are the major school based factors influencing principals resource mobilization in public secondary schools. For resources to be mobilized, finances must be spent while land will also be needed. There was also a strong positive correlation between school based factors and Principals' resource mobilization ( $r = 0.72$ ,  $p = p < 0.05$ ).

The study also revealed that majority (45%) and 27.5% of the respondents indicated that to a very large extent and large extent respectively, principal personal characteristics influences resource mobilization. These factors includes; administrative experience, education level, training, personality and public relations. There was also a strong positive correlation between Principals' personal characteristics and Principals' resource mobilization ( $r = 0.78$ ,  $p = 0.000$ ). The better the character of the principal, the better the resource mobilization.

The study also established that majority (30%) of the respondents agreed to a very large extent that the parent based factors which influences principals resource mobilization includes; parents, academic level, career, family size, income and proximity. This because the parents are the major financiers of school development funds and therefore their support is very vital in resource mobilization. It was also established that that there is a strong positive correlation between parent - based factors and mobilization of resources in public secondary schools ( $r = 0.82$ ,  $p < 0.05$ ).

The study finally established that majority (32%) of the respondents indicated that to no extend do the sponsor role influence resource mobilization. These roles includes; financing school projects, planning, religious obligation, and monitoring and evaluation. Also there is a weak positive correlation between the sponsor role and mobilization of resources in public secondary schools ( $r = 0.41$ ,  $p < 0.05$ ).

### **5.3 Conclusions from the study**

Based on the findings of this study the researcher concluded that; the school based factors which influences resource mobilization are, finances, land, human resources, school culture, infrastructure, location and alumni and that there is a strong positive correlation between school based factors and Principals' and resource mobilization.

The study also concluded that principals' personal characteristics influences resource mobilization in public secondary schools. These factors includes; administrative experience, education level, training, personality and public relations. There was also a strong positive correlation between Principals' personal characteristics and Principals' resource mobilization.

The study also concluded that the parent based factors which influences principals resource mobilization includes; parents, academic level, career, family size, income and proximity and that this a strong positive correlation between parent - based factors and mobilization of resources in public secondary schools.

The study finally concluded that the sponsor role influence resource mobilization. These are; financing school project and religious obligation and that there was there is a weak positive correlation between the sponsor role and mobilization of resources in public secondary schools.

#### **5.4 Recommendations from the findings**

Based on the findings of this study the researcher wishes to make the recommendations;

- i. The government should increase the allocation of funds to public secondary schools for development so that the parents will not be burdened with more fees.
- ii. The ministry of Education should encourage public private partnership in the funding of secondary education.
- iii. The principals should be encouraged to start income generating projects to subsidize of the parents fees payment.
- iv. All the parents should be involved in resource mobilization.
- v. The school sponsor should give donations to the needy students.
- vi. KEMI should induct school head teachers on resource mobilization.

## **5.6 Suggestions for further research**

This study investigated the institutional factors influencing principals' mobilization of resources in public secondary schools in Migwani sub-County. Further research can be done on the following:-

- i. External factors influencing mobilization of resources in public secondary schools in Migwani sub-County.
- ii. Factors influencing the adequacy of government funds in public secondary schools.
- iii. Factors influencing the efficiency of Board of management in mobilization of resources.

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## APPENDICES

### APPENDIX I: Transmittal letter

Letter of Introduction to Respondents:

Jennifer Malia Mwendwa

P.O Box 169

Migwani

Date.....

Dear respondent,

I am a post-graduate student in the University of Nairobi pursuing a master degree in Project Planning and Management. I am carrying out a research for my final year project which is a requirement for the degree program. The topic is factors influencing principals' mobilization resources in public secondary schools in Migwani sub-County. The study is expected to be of use to teachers, education policy makers, and all education stakeholders in decision making. I do request you to answer the questions in this questionnaire as honestly as possible.

The answers you provide are purposely for this study and the information you give will be treated with the highest confidentiality.

Thanks in advance for your cooperation and assistance.

Yours Faithfully,

Jennifer Malia Mwendwa

## **APPENDIX II: Principal's Questionnaire**

The aim of this study is to investigate the factors influencing principal' of mobilization of resources in public secondary schools in Migwani sub-County. Your school is one of the sampled schools. You have been requested together with others in the County to complete this questionnaire. The information that you will give is confidential and will only be used for the purpose of this study.

### **Instructions to the Respondent**

1. Please answer all questions in this questionnaire.
2. Do not write your name anywhere on this questionnaire.
3. Make the answers as confidential as possible after the exercise.
4. Tick your appropriate choice and write down the brief statements in the open-ended questions.

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

### **Section I: Socio-Demographic Data of the Respondents**

1. Select your gender from the list below?

a) Male ( )

b) Female ( )

2. Select your age bracket in years from the list below?

a) Less than 30 years ( )

b) Between 30-34 years ( )

c) Between 35-39 years ( )

d) Between 40-44 years ( )

e) Over 45 years ( )

3. Select your highest educational qualification from the list below?

- a) PhD ( )
- b) M.ED ( )
- c) B.ED ( )
- d) Dip. ED ( )

4. Select your teaching experience in secondary schools in years from the list below?

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

5. How many streams are in your school?

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

6. How many students were in your school 2014?

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

**Section II: The influence of school based factors on mobilization of resources in public secondary schools**

7. Indicate the extent to which the following factors influence principals' resource mobilization on a scale of 1-5 where: 1-Strongly disagree; 2- disagree; 3-Not sure; 4-agree 5-Strongly agree.

	<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Finances					
2	Land					
3	Human resources					
4	School culture					
5	Infrastructure					
6	Location					
7	Alumni					

**Section III: The influence of principals' Individual characteristics on mobilization of resources in public secondary schools**

8. Do you think the principals' individual characteristics influences resource mobilization?

(a) Yes ( )

(b) No ( )

9. Indicate the extent to which the following factors influence principals' resource mobilization on a scale of 1-5 where: Very large extent 1 - (VLE), 2 - large extent (LE), 3 - some extent (SE), 4 - little extent (LIE) and 5 - no extent (NE) agree.

	<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Experience					
2	Education level					
3	Job group					
4	Exposure to training					
5	Personality					
6	Public relations					

**Section IV: The influence of parent based factors and resource mobilization**

10. Do you think the type of parents influences resource mobilization?

(a) Yes ( )

(b) No ( )

11. Please use a tick (✓) in the provided five-point scale of to a very large extent 1 -(VLE), 2 - large extent (LE), 3 - some extent (SE), 4 - little extent (LIE) and 5 - no extent (NE) to indicate the extent to the following factors influence resource mobilization.

**12.** Indicate the extent to which the following parent based factors on influences principals resource mobilization on a scale of 1-5 where: Very large extent 1 -(VLE), 2 - large extent (LE), 3 - some extent (SE), 4 - little extent (LIE) and 5 - no extent (NE)agree.

	<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Academic level					
2	Career					
3	Family size					
4	Income					
5	Proximity					

**SectionV: The role of the sponsor and resource mobilization**

**13.** Do you think the school sponsor influences resource mobilization?

**14.** Yes ( )

**15.** No ( )

**16.** Which church has sponsored your school

(a) Protestant ( )

(b) Catholic ( )

(c) Islamic ( )

**17.** Indicate the extent to which the role of the sponsor influences mobilization. Please use a tick (√) in the provided five-point scale of to a very large extent 1 -(VLE), 2 - large extent (LE), 3 - some extent (SE), 4 - little extent (LIE) and 5 - no extent (NE) to indicate the extent to which the you support or disapprove statements about your school.

	<b>Factor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Financing school projects					
2	Planning					
3	Religious obligation					
4	Monitoring and evaluation					



### **APPENDIX III: LIST OF SCHOOLS VISITED**

- 1. Itoloni Girls Secondary School**
- 2. Migwani Boys Secondary School**
- 3. Nzauni Mixed Day Secondary School**
- 4. Kyambo Mixed Day Secondary School**
- 5. Kaliluni Mixed Day Secondary School**
- 6. Kea Mixed Day Secondary School**
- 7. Kikiini Mixed Day Secondary School**
- 8. ABC Kang'uutheni Secondary School**
- 9. Thitani Girls Secondary School**
- 10. Yenzuva Mixed Day Secondary School**
- 11. Nzuli Mixed Day Secondary School**
- 12. Winzyeei Mixed Day Secondary School**
- 13. Kasanga Mixed Day Secondary School**
- 14. Kavaini Mixed Day Secondary School**
- 15. Nguuni Hill Mixed Day Secondary School**
- 16. St Patrick's Nzawa Secondary School**
- 17. Nzalae Mixed Day Secondary School**
- 18. Kakululo Mixed Day Secondary School**
- 19. Muthioni Mixed Day Secondary School**
- 20. Katuyu Mixed Day Secondary School**
- 21. Katoteni Secondary School**
- 22. St Mary Ngongoni Secondary School**

- 23. Nguutani Boys Secondary School**
- 24. Kasavani Highland Secondary School**
- 25. Thokoa Secondary School**
- 26. Kanyuuni Mixed Day Secondary School**
- 27. Kilungu Mixed Day Secondary School**
- 28. Nzatani Mixed Day Secondary School**
- 29. ABC Ilalambyu Secondary School**
- 30. AIC Nzeluni Girls Secondary School**
- 31. Kitulani Mixed Day Secondary School**
- 32. Ndaluni Secondary School**
- 33. AIC Mbau Secondary School**
- 34. Ithambwangao Secondary School**
- 35. AIC Kyome Girls Secondary School**
- 36. AIC Kyome Boys Secondary School**
- 37. Musuani Secondary School**
- 38. Itoloni Mixed Day Secondary School.**
- 39. Ngongoni Secondary School**
- 40. Nzeluni Boys Secondary School**