MOVING FROM PILLAGE OF RESOURCES IN SECONDARY SCHOOLS BY PRINCIPALS TO TRANSFORMATIVE LEADERSHIP BY CHOICE KIBWEZI SUB COUNTY IN MAKUENI COUNTY KENYA

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In Kenya, every year there have been complaints and cries about how secondary education is managed at various levels, such as from a selection of form ones, charging of secondary fees, a financial management and the general management of secondary schools resources for effective teaching and learning. School assessment reports in different schools every time they are conducted raise pertinent issues of poor managerial skills, exclusive leadership by school heads, open defiance of ministry’s policies, guidelines and expectations. This has resulted in running down of some secondary schools. This paper intends to examine causes of looting secondary schools, methods of looting and propose remedies to this looting of public secondary schools. The designs of this study will be survey involving 10% of the 68 public secondary schools in Kibwezi Sub-County, Makueni County, sampling method to be employed will be purposive in that schools, that have been assessed in the last two will be purposely sampled and schools that have recorded good academic performance and steady school development. This study expects that the findings will enable the management of secondary schools to move from looting of schools resources by school heads to transformative leadership by choice that will result in effective teaching and learning. The study will examine data. Quality assurance and audit reports, BOM reports/ minutes, observation schedule of sampled school, as well as questionnaire for teachers in sampled schools. The overall significance of this study will be improved quality of education in Kibwezi sub County and in Kenya.

Introduction

Education is recognized worldwide as an investment whose productivity lead to rapid economic and social growth, however the investment is so enormous in terms of finances, human resources and infrastructure for this reason according to Francis et al (2013) the Government of Kenya introduced cost sharing policy in funding secondary school education in order to share the cost with the community.

School principals have been reported in their conferences complaining that government grants to secondary schools is not enough and to meet the deficit, many secondary schools have increased their fees beyond the fee guidelines given by ministry of education. This has raised a storm in education sector, with ministry of education maintaining that the guidelines must be followed, while secondary school principals through their National Association and with support of teachers Union KNUT argue that the fee guidelines and Government grant does not reflect the actual cost of educating a student in Kenya as reported in (Daily Nation of 12th June 2007).

The ministry of education reviewed the fees guidelines in 2009 and again in 2012 and the Government subsidies increased from 10,200 per student to 12,800 per year (Republic of Kenya MOE 2009). It is interesting to note that public secondary schools continue to run their annual program despite the divergence views on the actual cost of education and so far no secondary school has been reported closed down due to inflation or failure to collect all projected income as an adequacy of funds. This as observed by Francis et al (2013) implies that the insight of Public secondary schools revenue and budget management is unknown, inline with this argument this study set to find out how principals use schools resources, particularly finances as reflected in school annual budgets and ways in which management of
schools resources can be mobilized and utilized in a manner that is transformative for the
good of the overall school community.

It is evident and a worrying trend that schools assessment reports majority raise issues of
poor managerial skills, principals who practice and have perfected exclusive leadership and
defiance of ministry of education policies, guidelines and expectations. A small number of
these principals face disciplinary action such as transfers or demotions, however majority use
school funds to buy retention in same schools or promotions to other prestigious schools, in
such cases the big questions remain, why the looting, how can it be remedied and
transformed.

The national parents association of Kenya, according to its secretary general (2015) is
concerned that the government since 2003 has been channeling billions of shillings to both
primary and secondary schools, to support FPE and FSE programs and other funds that have
been channeled for infrastructure, computers, fire fighting equipment, lab equipment among
others. It is quite unfortunate that independent mechanisms have never been put in place by
the Government to monitor how the funds are being spent and because of that anomaly there
have been cases of mismanagement of the funds. This has been occasioned by the fact that
there are no enough auditors in the districts to check on financial mismanagement. According
to National Parents Association (2015). There is only one auditor surveying over 400 schools,
therefore no effective monitoring of resources especially financial. Because of this need
KNAP has employed independent monitors in every constituency to monitor how devolved
funds are being used. KNAP share reports collected by these monitors with ministry of
education officials.

KNAP (2015) has observed that a big number of teachers and parents are ignorant of
many policies that the ministry of education has been formulating. This has lead to
mismanagement in schools by school principals. It is worthy noting that KNAP has embarked
on educating parents and teachers on various education policies to address the gaps in
management of secondary schools.

Objectives of the Study
1. To establish causes of looting of public secondary schools funds.
2. To identify ways in which principals use to loot schools resources.
3. To suggest ways in which pillage of school resources can be remedied.

Methodology of the Study
This employed descriptive survey Orodho (2002) defines descriptive survey as a scheme
or plan that is used to generate answers to research problems. Descriptive survey combines
relevance to research purpose with economy in the procedure as noted by Babbie (2002). It
also seeks to obtain information that describes existing situations by asking individuals about
their perceptions, attitude and behavior. As observed by Kamau (2014) survey design reports
the way things are and describes characteristics associated with target population.

Location of the Study
The study was carried out in Kibwezi sub County of Makueni County. This location wa
conducive for the researcher as observed by Mwiria and Wamahid (1995) in that an area of
study should be one that allows immediate relationship with respondents and as noted by
Singleton (1995) an area in which the researcher has interest. The researcher
has interest in Kibwezi subcounty as a resident and educational practitioner in the same area.

Description of the Target Population
The target population for this study was the 68 registered public secondary schools in
Kibwezi Sub County. This as stated by Mugenda and Mugenda (2005) as the entire group of
individuals or terms under considerations in any field of inquiry. The schools in Kibwezi
County are Boys, girls or mixed public secondary schools and a list of the school was
obtained from office.
Sample Size
This study involved three schools, a boy’s, a girl’s and a mixed public secondary school. This was a purposive sampling targeting schools with evidence of pillage of resources by school principal as reported by assessment reports, entistle and Nisbet (1973) have observed that purposive sampling is used when there exist reasons to limit the sample to achieve desired goals.

Research Instruments
This study used Questionnaire and observations schedule to collect data and supplemented the data by documentary analysis, particularly assessment reports and BOM minutes.

Literature Review
Pillage of resources refers to a situation in which a person or group of people steal things or loot resources from a place with intention to destroy after destruction according (oxford dictionary). This is the kind of situation that has obtained in some public secondary schools in Kenya where principals loot schools resources as if they intend to totally destroy the school or as if the school was already destroyed and they are just concluding the destruction. This practice according to the constitution of Kenya (2010) is against chapter six of the constitution on leadership and integrity.

Ways in Which Principals Pillage Resources
There are various ways in which public secondary school principals pillage resources. According to Mutua (2015) in an article on “state to blame over exorbitant school fees” in the standard newspaper, schools charge huge fees, coming up with dubious school projects as buying buses. In fact on the buses it is not for the benefit of the school community but an avenue of collected personal revenue through hiring out and overcharging on unjustifiable maintenance as well as 10% which accompanies purchase of the said buses, no wonder, every public secondary school has a bus or is in the process of acquiring one.

Mutua (2015) has noted that it is not strange that even some schools have two buses yet learners live in overcrowded dorms and lack many basic facilities. This situation and many others can squarely be blamed on ministry of education and BOM that have failed in their oversight role.

Other ways of pillage of resources by schools principals as reported in assessment reports (2015) include: spending school funds on items not on schools annual budget and without approval of BOM, overpricing of items and projects, procuring substandard items and allowing substandard projects. Investing in non priority areas which are easy catch for cash, and claiming donations to have purchased schools such as fire fighting equipments when in reality these were donations to the schools and failure to create an effective school property inventory with intentions to carry away school items.

Causes of Pillage of School Resources
There are many factors that contribute to pillage of school resources by principal these include but are not limited to: Inadequate assessment and audit of schools. According to KNAP (2015), there is only one auditor for every four hundred public secondary schools. According to Mutua (2014) “Talking point” in the standard, poor planning, and corruption accounts for pillage of school resources as well.

It is also been argued that some ministry officials are compromised by school managers as well as TSC failure to vet school principals especially on their sources of overnight wealth acquisition and finally peer pressure among the principals that you must pillage resources from schools because you are a principal for a season to secure your future. Principals also share ideals on how to pillage resources.
Data Analysis, Presentation and Discussion

Table on sampled school and compliancy with MOE fees guidelines.

<table>
<thead>
<tr>
<th>School Category</th>
<th>Frequency</th>
<th>Compliancy</th>
<th>Non compliancy</th>
<th>% Of compliancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public boys school</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Public girls school</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>66.6</td>
</tr>
<tr>
<td>Public mixed school</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>66.6</td>
</tr>
</tbody>
</table>

From the above table it can be noted that compliance with ministry of education fee guidelines is low and particularly with boys secondary schools. It was observed that in addition to normal fees there are other hidden charges given different titles such as KCSE conduct, Extra conduct, computer fees etc. which raises the cost of education. These non compliancy and other hidden costs have made secondary education the most expensive sector in education system according to Mutua (2015). These additional fees are the sources of pillage of schools resources.

In one of the assessment reports for school, the principal from auditors report is alleged to have misappropriated and embezzled school finances amounting to approximately Ksh 3 million in the year 2014 alone and the amount is expected to be recovered from the teachers salary.

Conclusion

It is a fact that there is a problem of pillage of resources in secondary schools. A number of schools are poorly managed and run in a way that it is like there is deliberate effort to destroy them. Assessments of schools are not being done as per expectation leading to pillage of resources.

Recommendations

1. Ministry of education to recruit more quality assurance and auditors officers.
2. BOMs and PTA to be concerned and play their oversight role in management of school resources.
3. The ministry of education to ensure there are impromptu assessments and audits of schools records.
4. Public to educate on their role in checking how schools in their locality are managed and raise he flag incase of mismanagement.
5. Secondary school principals to be veted and recruitment of new ones to be done competitively through interviews.
6. Post of principal to be on contract of five years as proposed by (MOE 2014) and only renewable based on performance.

References

