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**FACTORS THAT INFLUENCE FINANCIAL
MANAGEMENT IN SECONDARY SCHOOLS
IN MIGORI DISTRICT**

A CASE STUDY OF SUBA EAST DIVISION

**BY
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A RESEARCH PROJECT

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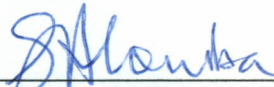
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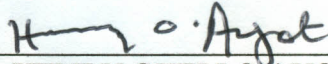
DECLARATION

This Research Project is my original work and has not been presented for a degree in any other University.



ALOMBA SAMUEL KIBOYE

This Research Project has been submitted for examination with my approval as University Supervisor.



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DEDICATION

This Research Project is dedicated to my family, sisters, brothers and parents.

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ABSTRACT

The education is one sector that has gone through tremendous growth and continues to do so. Providing education to the children has always been an expensive undertaking to both the government and the parents. To implement the curriculum there has to be a provision of educational facilities, equipment and services whose costs have been soaring with time

The population has been rising sharply implying that there has been tremendous increase in the demand for education. This has resulted to budget slices of money in the financing of education. The cost-sharing policy where the community shares the burden of financing schools as a result has been more impetus.

It was on this score that the researcher formulated the problems of the study in the light of limitations placed on the headteachers in their attempt to effectively finance their schools' programmes. This study also sought to look into the fiscal management practices and the problems experienced in the process. Implication of these problems to schools' administration tasks was also reviewed.

This study was conducted through field research, which covered 10 secondary schools in Suba East Division in Migori District. A case study of this division reflected all other schools in the district.

Concerning among various stakeholders in the education sector over management of school finances was one of the major factors that stimulated interest to venture into this research. This study was guided by research questions which were generated at the conceptual phase of the study.

This study was descriptive and employed questionnaire and interview as data collection instruments. These instruments were supplemented by documentary analysis of inspection and audit reports. Data were analysed using descriptive statistics i.e. tables and percentages.

The major finding of the study was that the existing financial management was basically weak. As a result of weaknesses inherent in the current system of preparation and support in financial management. Headteachers in the study schools were experiencing problems which cut across all areas of financial management.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

This chapter presents the background to the study; background to the problem, objectives of the study, research questions, scope and limitations of the study and significance of the study. The chapter also states the assumptions of the study, theoretical framework, conceptual framework and lastly definition of terms used.

Schools are organisations in which there are sets of interrelated roles that must be carried out so that a total unity can be realised. They are powerful and affect the lives of all who work in them, and also other people who may not be directly connected to them at all. Individual schools affect the lives of thousands of children, influence the kind of education they receive, and also other type of career they will follow. One of the basic policies in education is to develop, provide and support the kind of education that meets the existing needs of the citizens and the nations. It should be pointed out that every educational institution requires a pattern of administration to propel it efficiently and effectively towards the realisation of its educational goals.

There are a number of tasks that must be accomplished before educational goals can be realised and one of these is the financial management. Any form of educational programme being offered requires financial support. Funds are

lacking and the quest for education is growing even more, placing enormous demands on the administrators.

Most people who were appointed to head schools in this country were not, in most cases conversant with the basic financial management that could be practised. Mbiti (1974) pointed out that many teachers had been and would be given headship without any formal preparation for it and had found themselves in a new world altogether with new responsibilities, new commitments and new problems.

Asuko (1980) in a study of management practices in Kenya Secondary Schools recommended that for prudent financial management to be realised, management standards must be upheld by selective recruitment and maintenance of efficient personnel. The Ministry of Education, the author concluded had not done this.

According to the 1979 Education Annual Report, it was realised that financial problems arose due to frequent changes of headteachers and awarding headship on the basis of seniority and how long one had served as the deputy headteacher. As a result, we had not had headteachers well-versed in financial management. The new direction for education now and beyond begged for the kind of administrative leadership which planned and complemented school goals in line with the requisites of the education programme offered.

One of the major tasks of secondary school headteachers was to manage the school finances. Efficient management of school finances was central to

effective provision of education, Kamunge Report (1988). Headteachers were expected to identify their schools starting with short, medium and long-term funding priorities and quantify the resources required to accomplish them. They had to receive the necessary financial resources whether raised from internal or external sources. Effective management of school finances must involve proper budget preparation and administration to achieve targeted educational objectives. Headteachers were also expected to ensure effective internal control mechanisms in accordance with statutory requirements, Spear (1994) and Professional Training Consultants (1996).

Managing school finances was a task area for which headteachers required preparation through pre-service and regular in-service training, (Ministry of Education, 1987). They also required induction and other experiences that eventually prepared them for their role in school finance management. To be competent in financial management, headteachers needed well-designed and integrated administrative and professional support services to monitor, appraise and improve the performance and productivity (Ministry of Education, 1998).

Budgetary constraints on the part of the government brought about by adverse economic conditions among other reasons and increase in demand for secondary education, necessitated a shift to cost-sharing policy (Kamunge Report, 1998). Under the cost-sharing policy, the parents and communities to whom the burden of the cost of financing secondary education was increasingly passing to, expected prudent management of school finances. Headteachers, therefore,

required knowledge and skills which enhanced proper and professional management of financial resources entrusted to them by the public.

In spite of great need for schools to improve their financial performance, a lot of financial mismanagement by headteachers had been observed including failure to adhere to statutory requirements (Ministry of Education, 1998). Karani et. al. (1995) established that due to inefficient financial management practices by headteachers, public secondary schools were experiencing a general annual deficit of thirteen percent (13%) as unit cost. This was in contrast to eighteen percent (18%) surplus on unit cost by private schools with no significant difference in fees charged. Wachira (1996), on the other hand, observed that headteachers found financial management to be the most difficult task area in school administration and management. There was, therefore, an urgent need to examine the nature of headteachers' preparation and support provided in financial management.

The Eleventh Conference of Commonwealth Education Ministers' Report (1991) observed that although headteachers were primarily instructional heads of schools, they required training in ways of managing school budgets and resources. Lungu Dadey and Haber (1991), asserted that training had a major advantage over trial and error apprenticeships because it minimised prolonged and wasteful experiences in gaining relevant knowledge and skills.

National Universities and other Teachers Colleges provided pre-service training. The courses offered according to Olembu, J.O. and Lodiaga in McNie

(1991) provided only introductory elements in educational administration and management. In spite of efforts by KESI and institutions of higher learning concerned, laxity still persists over the performance and productivity of headteachers in financial management. The Ministry of Education was, for example, quoted in the print media (Daily Nation, July 4, 1998) complaining about the under-performance of school headteachers and the Board of Governors in financial management. Similar sentiments were expressed by Nyandarua D.E.O. (Daily Nation, June 8, 1998). It was part of this study therefore, to investigate the practices and problems encountered by the headteachers in the area of school financial management. The study also sought to know whether headteachers were inducted or exposed to other experiences which eventually prepared them for their roles in school financial management.

Preparation of headteachers was no doubt very important but not enough in enhancing the management capacity of headteachers in school financial matters. Administrative and professional support services were the responsibility of the Ministry of Education through the Director of Education and Ministry's field officers. Other than in-service training, the Ministry was expected to provide supervision, inspection and audit services. According to the Education Act, Cap 211 of 1980, Section 18, the Inspectorate, among other responsibilities, was expected to monitor and evaluate the performance of schoolheads' financial management.

Headteachers had statutory obligation to present school accounts for auditing in order to determine and report on the financial standing of the schools for the period under review. Auditing established the credibility of the accounting principles and practices. The Inspectorate and Audit Unit were, therefore indispensable to headteachers' performance and productivity in financial management. Despite the strong case for their services, there had been concern over the performance of these agencies. The Kamunge Report (1988), observed that some of the constraints in the management of institutional finances arose from delays in auditing of school accounts. Most of the headteachers, therefore, did not sufficiently utilise the reports to improve internal financial control mechanisms, decision-making and other financial management practices. Olembo et. al. (1992) on the other hand, expressed reservations about the performance of the Inspectorate. Many schools, it had been observed, had not been visited by inspectors for decades (Daily Nation, April 7, 1998).

At school level, public secondary schools were managed by the Board of Governors. Their main functions included the development of these schools and management of their finances. The decentralisation of educational management to institutional level was placing extra demand on the management capacity of the Board of Governors, (Professional Training Consultants, 1996). They were expected to provide guidance and support to the headteachers in financial decision-making and planning. Their role in financial management prompted questions about whether they were competent, experienced and committed.

Good financial management also depended upon the quality of financial information available to support decision-making. An effective financial management information system enhanced the ability of managers to arrive at timely and well informed decisions. Financial information in most schools mainly recorded conversion of funds into human and physical resources but was insufficiently designed to support planning and evaluation. Knight (1993) observed that in view of the foregoing, it was the intention of the study to investigate the school financial management, its practices and problems in secondary schools in Suba East Division, Migori District.

The administrators needed to keep abreast the trends in school management and creatively influence and shape schools to give them more relevance and had them function more effectively. One needed to apply his/her knowledge or ingenuity towards the alleviation and if possible, eradication of problems in trying to meet the goals of the education programme. It was, therefore, important that financial management coupled with other management tasks received prudent handling to facilitate the eventual realisation and exploitation of schools' potentialities.

1.2 Statement of the Problem

There had been concern over the performance of public secondary school headteachers in financial management. Headteachers had been accused of mismanagement through misallocation, misappropriation and even embezzlement

of public funds, (Kamunge Report, 1998; Karani et. al., 1995; Ministry of Education, 1998; the Daily Nation, June 8, 1998 and the Daily Nation, July 4, 1998). Dissatisfaction with the way school financial resources had been managed had sometimes resulted in public outcry, school strikes, upheavals and disasters (Kenya Times, July 6, 1998; Daily Nation, May 8, 1998 and Daily Nation, April 17, 1998).

The Institute of Economic Affairs pointed out that by 1999, the government was spending Kshs.9,418 per primary school child, Kshs.27,774 per secondary school student and Kshs.115,812 on a university student. Despite this, secondary education allocation, the student/teacher ratio stood at 15:1 far below the ministerial ratio of 35:1. From this, it was clear that secondary education received, a reasonable yet the resources seemed to be inefficiently utilized. Thus, World Bank (1974) pointed out that most developing countries might not be spending too much on education but using their resources inefficiently in their operations. This meant that they may had high unit costs due to either under-enrolment or over enrolment.

Reflecting on the above issue, Marindany (2000) pointed out that five years down the operation line, Embomos Secondary School in Buret District was on the verge of collapse. Despite large sums of money and other resources being invested in the school by stakeholders, it had a total of 80 students only.

Kenya Times, June 10, 1998, revealed that Chebirbeleka Secondary School in Bomet District faced closure when the number of students dropped to

28. The school was forced to discontinue Forms 2 and 4 when their total population of five students dropped out. Moreover, the parents withdrew their children for better equipped schools. A more recent case was the near closure of Garbatulla Secondary School in Isiolo District the only national school in Eastern Province. The school was almost closed due to its dilapidating state especially persistent students' dropout coupled with very low enrolment (Daily Nation, June 12, 2001). High cost or expenditure, persistent closure coupled with wanton strikes of most Kenya's secondary schools might be indicator's of internal inefficiency and could not be overlooked.

There was need to understand the current financial management practices in Kenya secondary schools. There had been policy changes in this area of management which necessitated a re-evaluation of management practices and the resultant issues. The structural adjustment programme required that the government reduced its high commitment to financing education in Kenya. The government required that those who benefited from education should shoulder most of the financial burdens. The parents and the community were then expected to pay more towards education. This meant a revisitation in the evaluation of this area of school management.

Abagi (2000) observed that over the last 38 years, education sector in Kenya had undergone about ten reviews by special commissions and Working Parties. One of the main rationales for these reviews had been to improve efficiency and effectiveness of resource utilization to accommodate the increasing

demand for education. This was with high hopes of solving the big problem facing the education sector of high demand but the resources to accommodate this demand were scarce and were getting exhausted each day.

The nature of curriculum currently being offered had also implications to school financing. The 8:4:4 System of Education had put more emphasis on vocational and technical subjects. The curriculum was expensive since it required extra facilities, equipment and qualified teachers to implement it effectively. There was also an increase of population resulting to more children calling at classroom doors. This required an expansion in admission, again requiring a review of this issue and its implication to financing education. In view of this, there was need to examine the various problems that might have resulted from this trend. The resultant practices and issues were to be evaluated.

1.3 The Objectives of the Study

The purpose of this study was to investigate the various sources of funds, practices and the problems schoolheads encountered in obtaining funds. The study was also to seek to investigate the problems school headteachers met in managing school funds, how these problems affected school administration tasks and how heads solved these problems. Also to find out if there was financial mismanagement.

To this end, the study had following specific objectives:

1. To find out the heads' experience and training in accounting and finance management.
2. To identify various sources of funds for schools.
3. To examine the problems schools encounter in obtaining funds.
4. To find out the results of these problems to the school financial management.
5. To examine the effects of these problems on the school administration.
6. To investigate the strategies used by the school administration to address these problems.

1.4 Research Questions

To achieve its purpose and specific objectives, the study sought to answer the following research questions:

1. What experience and training had headteachers in accounting and finance management?
2. What were the various sources of funds and how were they acquired?
3. What were the problems schools encountered in obtaining funds?
4. What were the results of these problems to the school financial management?

5. What were the effects of these problems on the school administration?
6. What strategies did the school administrators use to address these problems?

1.5 Scope and Limitations of the Study

This study was an attempt to investigate experience and training, sources of school funds, problems in exploiting the sources and how the funds were managed. The problem encountered in the process and possible ways of alleviating them were also studied.

For the purpose of making this study be manageable and from the limitations of the amount of time and money available to the researcher, only few schools were selected for the study. The study was therefore restricted to ten (10) public secondary schools within a division and not private secondary schools.

The study confined itself to financial management as one aspect of school management. This aspect was described and analysed in relation to several factors concerning the problem. The researcher had only indicated the practices found in the schools that formed part of the study. The practices in these schools were also limited to areas specified by the researcher.

The researcher was out to investigate the financial management practices that existed in schools. There was no intention of finding an ideal set of management practices. It was finding out the situation as it was in schools.

Some information from the Audit Section and Inspectorate in the district was not released. The researcher, therefore, was only able to collect general information on accounting procedures from the headteachers and the problems they faced.

1.6 Significance of the Study

The fiscal administration in schools is one of the important administrative tasks that should be carried out effectively and efficiently. However, there were a number of inhibiting problems which made it difficult for efficient and effective fiscal administration in schools. It was hoped that the identification of these problems and consequent findings of potential solutions to these problems would make secondary school headteachers to fulfil their mission of meeting goals of their schools.

The study identified sundry sources of revenue which helped to implement educational programmes. It drew attention of the Ministry of Education and public at large to the state of affairs presently existing in the area of financial management and offered recommendations for effective financing and managing of funds in secondary schools.

It had been noted that the demand for education in Kenya had been rising. Inevitably this had resulted to an increase of secondary schools in the country, with each adopting administration styles that could be different from the other schools. The study intended to point out some fiscal management practices being

carried out in various schools. It was hoped that the findings on the study would help in stimulating efforts in formulating a basis on which plans for upgrading and effecting uniformity in management practices in certain areas could be worked out.

1.7 Assumptions of the Study

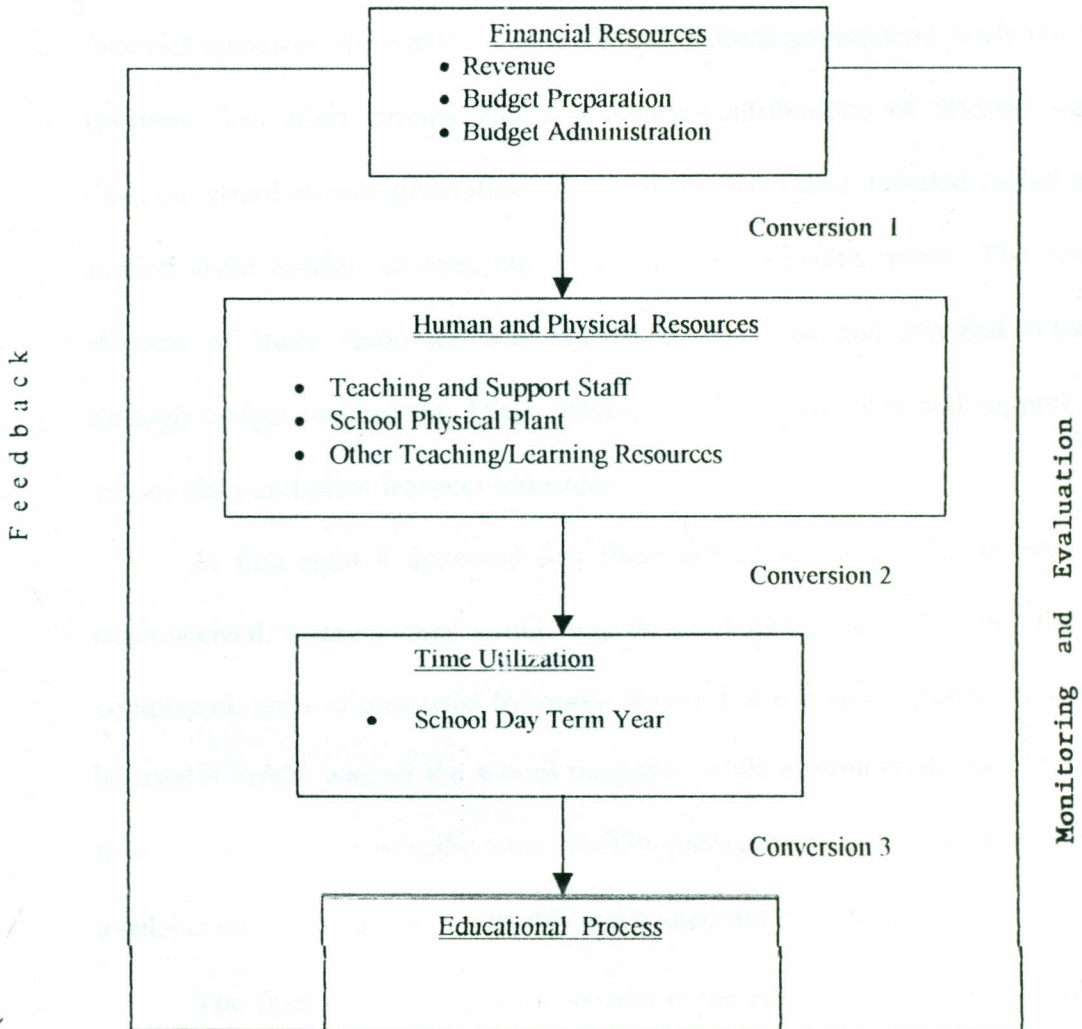
The current study assumed that:

1. The respondents were willing to give a fairly accurate picture about their experiences with finance. It was hoped that the assurance of anonymity enhanced frankness of expression.
2. The sample selected was sufficiently representative if the results were generalised to that target population.
3. There would not be confounding variables interfering with the process of data collection, for example, respondents were not to consult one another when filling in the questionnaires.
4. The respondents gave adequate and objective information.

1.8 Theoretical Framework

The theoretical framework explored some central concepts and principles of school financial management which formed the foundation of this research. It adopted the systems approach to organisational theory and was specifically based on a model for school financial management by Knight (1993).

Fig. 1: A Systems Model for School Financial Management:



(Source: Adapted from Knight, 1993)

The model as in figure 1 above shows and summarises the school as a system of elements (or parts or activities), each contributing to the operation and each being dependent on other aspects of the system for its own requirements. These elements are interdependent and interrelated. Within the school system

finance is one of the major interactive elements. Specifically as shown in figure 1, financial resources form the first important input into the school system. Such financial resources were derived from central or local government funds raised by taxation, fees from parents and community contributions or internal sources through school income generation. Financial resources also included capital assets funded from similar sources but built up over previous years. The revenue element of these resources was converted into man and physical resources through budget mechanism. These resources included teaching and support staff, school plant and other learning resources.

At first sight it appeared that these human and physical resources were misconceived, because they could only be used after conversion into the third component, units of time used (resource hours). For example, a teacher could only be used if he/she was on the school timetable, while a room could only be used if it was allocated for specific time. Skilful management could often expand the available resource hours considerably and sometimes dramatically.

The final component of the system is the education process. The process was affected by three major variables - the resources provided by the three earlier components, the student material on which it worked and regulations, policies, ideas and attitudes formed by the society outside the system.

Emerging from the system are outcomes of the process - both measurable and non-measurable. In the long-term and much less measurable outcomes which

lead to benefits to society and to individuals. This was the final justification for the whole system.

1.9 Conceptual Framework

According to Knight (1993), several features in relation to school financial management emerged out of this model. These are:

- (i) Finance triggered and controlled the system. Any change in the scale of financial resources or conditions on their use had an immediate effect on the rest of the system.
- (ii) Financial resources and even the human and physical resources they bought were only part of the system. The further away from the initial input the more its direct impact was reduced. For example, a ten percent (10%) increase in funding might lead to a ten percent (10%) increase in tangible resources - but not necessarily a ten percent (10%) increase in learning.
- (iii) The whole system was highly susceptible to good management. And effective management of the third and fourth components might be equally as important for good financial management as effectiveness with the first two. Also management possibilities were not clearly confined to the school system. The external environmental so influenced school financial management, for example, through policies, regulations, support services etc.

- (iv) Given the susceptibility of the system to good management, effective preparation and adequate support services and systems were basic pre-requisites. Preparation and support services for headteachers and financial management helped them to understand their roles and responsibilities, enhanced their capacity to make better managerial decisions and improved their performance and productivity.
- (v) Feedback was important to the system and good management information as essential. Financial information must not only record conversion of funds into physical and human resources but must as well be sufficiently designed for planning and evaluation. Financial management has two faces - money and cost management.

1.9.1 Definition of Terms:

1. Accounting - Acting in accordance with the education plan upon which the budget is prepared. The process involves recording, classifying and summarising financial transactions.
2. Auditing - An investigation of the financial transaction and processes laid down in an attempt to certify that the organisations transaction accounts and resulting

financial statements conformed to generally accepted accounting practices.

3. B.o.G.s - Board of Governors, the management body of a secondary school.
4. Budget- - Is a specific plan for implementing organisational objectives, policies and programmes in a given year. It includes the expected total revenue and expenditure for each year.
5. Budgeting - Is a process of preparing a summary of programmes of the school reflecting the expected revenues and expenditures. The process relates to the expenditure of funds in a systematic way for the achievement of the planned mission and objectives of a school.
6. D.E.O. - District Education Officer
7. Estimates - An unapproved revenue and expenditure for a given year. The headteachers have to send to the Ministry of Education as a basis of authenticity their school needs.
8. Grants - Money provided by the government through the Ministry of Education to public maintained schools to meet recurrent expenditure.
9. KESI - Kenya Education Staff Institute.

10. Management - The process of setting and achieving goals through planning, organizing, controlling, directing, evaluating and co-ordinating in an organisation or institution.
11. Private Sec. School - A school wholly financed by the individuals or a group of individuals but not the government.
12. Preparation - Training and other experiences which include induction and delegated responsibilities that give learners relevant knowledge and skills to do particular jobs.
13. P.T.A. - Parents Teachers Association
14. Public Secondary School - A school wholly or partly financed by the public through taxation, fees payable etc. It is a corporate ownership by either the government or by a community.
15. Support - Services and systems that enhance headteachers' performance and productivity in financial management. Support services include in-service training, supervision and inspection, as well as audit service. Support systems on the other hand, include management information systems.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Literature Review took the following stages:

1. The Duty of the Headteachers in Financial Management.
2. Management of school finances as follows:-
 - (a) Preparation of Budget Estimates.
 - (b) Budget Administration
 - (c) Accounting
 - (d) Auditing
3. Needs for Adequacy of Financing Education.
4. Problems in Acquiring Finance in Schools.

2.2 The Duty of the Headteachers in Financial Management

According to the Ministry of Education (1987), the headteacher as a financial controller and accounting officer, is responsible for all revenue collection and expenditure. He is expected to be conversant with school accounting and book-keeping procedures. The role of the headteacher is further reinforced by the Ministry of Education (1991) which outlines the accounting principles and procedures in managing finances. It asserts that heads of institutions are expected to ensure efficient and effective management of school finances to provide and promote educational services. Headteachers are also

supposed to supervise and control bursar/accounts clerks to ensure that they maintain up-to-date finance records. Griffin (1994) also emphasises the need for proper school financial management and urges the headteachers who have no understanding of accounting principles to learn as a matter of urgency.

Lodiaga (1996), observes that there is need for proper management of school finance. According to him, management of school funds involves eleven elements namely, planning and budgeting, organising how to secure finance, staffing schools with qualified finance personnel, delegating financial matters while remaining accountable on financial matters, co-ordinating and evaluating financial matters in terms of cost-effectiveness and cost-benefit indicators. He laments the inability of many heads to play their roles in financial management as expected and argues that the trend should be reversed. It is the view of the researcher that reversing the trend should start by examining the competence or proficiency of headteachers in handling financial management matters which make this study not only important but urgent.

Headteachers of secondary schools, according to Kamau (1990) exhibits inadequate performance in financial management. They lack sufficient skills in budget preparation and administration. Their attitude is that they should provide services regardless of costs. Many headteachers are not versed with accounting procedures. Kamau in his study established that schools lack programme planning, budgeting systems where plans are provided for obtaining educational objectives. According to him, he quoted as follows:

... they (headteachers) just go ahead with the "job" of incomes and expenditures by addition and subtraction so that expenditures would not exceed receipts.

(Kamau 1990:103).

He established that headteachers made no attempt to measure the results of expenditure to determine whether the budget decisions has achieved desired results. He recommended intensive in-service courses to all headteachers in financial management. A similar recommendation is made by Muganda (1986) after observing that financial mismanagement is a common practice in secondary schools. The effects of mismanagement of finances, according to him, included school strikes, poor academic performance, indiscipline and lack of sufficient learning resources among others. Ministry of Education (1998) noted that private secondary schools, in contrast, did not experience as much of financial mismanagement by the headteachers because of their proper identification and available accountability systems.

Karani et al. (1995), observed that under-performance of headteachers in financial management resulted from employing less qualified accounting staff. Most of them has only trained upto Accounts Clerks National Certificate (ACNC) which demonstrated very low level of accounting knowledge. They also observed that there is poor record-keeping and failure to adhere to accounting procedures. Such revelations of under-performance by headteachers in financial management

necessitated this study to focus on the preparation and support services provided to headteachers in financial management, to find out their nature and effects.

2.3 Management of School Finances

Hartley (1968), states that financial and business management are important aspects through which sound educational management can be achieved. It is important for school administrators to realise that business management goes beyond allocating cash to this and that item in school; but has to look at the school as an investment which would eventually pay dividends to the government.

Johns and Morphet (1960), state that education is indeed an industry. It is as much a part of the total economy that contributes to the Gross National Product (GNP) in the same manner as any other industry. On this, Campbell, Edwin, John, Raphael and John (1971) argue that administration tasks included in this area whether they have to do with acquiring revenue or making expenditure are instrumental, in primary character. The authors further state that money is useful only as it is used to purchase resources for teaching and learning in schools.

Reeder (1941) enforces this view and maintains that educational investment should be well-handled to ensure maximum production from it. This is where the education manager comes in. The headteacher has to be aware of what areas need money or rather the educational plan to be financed. On this score, he needs craft therefore in the manner he draws up his budget.

Kocher (1978), asserts that a sound investment requires that the little funds available be well-expended. He further states that funds are always limited but educational budgets have to be prepared in such a way that the quality and quantity of current requirements are accommodated. The preparation of the budget and its execution determined how well the funds an institution raised are spent. Through the budgeting process, the desired educational programme is translated into fiscal terms.

2.3.1 Preparation of Budget Estimates

The school budget has often been defined as a school programme in fiscal terms. Hartley (1968) defines the word programme as related to the activities of an organisation that are based upon desired outcomes. Johns and Morphet (1960), assert that the budget is to be based upon an educational programme and that the educational programme has to be developed to attain educational purposes agreed upon, that is, presenting the quality and quantity of educational services prepared. Dessler (1982), gives a limiting definition of the budget as a formal financial expression of things such as revenues, costs of materials, expenditures etc. This leaves out a major element of what the expenditures should cover. Campbell et al. (1971) states that the proposed educational needs include the expenditure necessary to support such a programme and the anticipated revenues to cover such expenditures.

Campbell et al. (1971), maintain that the people within the school system, who actually operate the programme, should play a big role in preparation of estimates. This means that teachers should have real voice in suggesting what is necessary by way of working conditions, equipment, supplies, books and non-certificate employees, who clean floors and repair roofs. The authors say that all those suggestions may not be accepted but they have to be considered. Miller and Spalding (1958) also state that the preparation of estimates should not be a one-man affair. The authors argue that deriving the estimates and setting up the actual budget document is a technical job for the headteacher. The authors state further that everyone concerned with the operations of school has to have a share in formulating estimates. They state that the cumulative effect of suggestions, requests and complaints of students, staff members, community and other recommendations provide the basis for estimates.

Miller and Spalding (1958), state that in order to fulfil needs of educational programme, they have to be translated into cost estimates so that the funds would be provided to pay for the service materials. The cost-estimates, they state further, are classified in order to provide a form which assures that all pertinent items are considered and permit comparisons which utilize the benefit of past spending experience. Van Dusseldorp (1971) holds the same view that the schoolheads should structure their budgets in relation to goals and programmes and that they can use past data to analyse the cost of the programme.

In the Ministry of Education (1975), it is stated that estimates should be prepared under several headings showing detailed costs of such things as non-teaching staff salaries, tuition, boarding, transport and travelling, maintenance etc. The headteachers to be sincere in their consideration of what demands come from various quarters. They are also not to be driven by rigidity or form when they prepare their estimates in the same form as in past years. Tye and Barry (1975), state that any noticeable lack of openness and fairness by itself is always accepted. Resorting to formulae of some kind in order to achieve "fair" distribution has an inherent danger. The authors give an example where a headteacher might have calculated the proportion of the common funds which ought to have been allocated to each activity and department according to the factors such as the number of children studying a subject, the number of inherent cost of teaching certain subjects such as science and so on. Clearly, these are factors which might have been taken into account, but such formulae if rigidity applied can easily serve to frustrate legitimate enterprise. A pattern of financial distribution which is repeated from year to year, the authors argue, is in danger of leading to a situation in which no department ever has enough money in any one year to undertake a major revision of teaching content or methods.

The authors suggest that it would probably be much fairer in the long run, to ask heads of departments to submit fully documented budget proposals, well in advance of the beginning of each fiscal year and then arrange for each proposal to be carefully scrutinised, unscathed by formulae and unpredicted by adherence to a

customary pattern. In doing this, as Johns and Morphet (1960) assert that the headteacher would be making a study of the services needed. The authors further state that the ability to finance needed services, is neither fixed nor does it have absolute control over the budget. On this, Hartley (1968) says that once the general purpose and objectives are defined, a financial plan is formulated to guide and control the educational programme of the institution used in planning and controlling.

The headteacher has to ensure that an institution does not obligate itself in excess available resources. Johns and Morphet (1960), state that money alone would not assure a satisfactory programme of education. It has to be recognised that resources have to be used wisely and effectively if satisfactory progress is to be made. Miller and Spalding (1958) on the same note state that it is good to look first at what can be purchased. The authors argue that where there is real educational vision the array of possibilities is always beyond the financial means of acquisition. They force choice in terms of what is most needed and wanted. When attention is based on outcomes, there is more of tendency to select services that can be financed adequately rather than going through the motions of doing a little of everything without accomplishing much of anything.

This approach, the authors further argue, always brings up for review all the existing programmes because it turns the financial question ... "... are we staying within the limit?" to ... are we getting the most of our money?" The latter question becomes applicable at all without record to whatever limits might have

been established. This strengthens the assertions that whether one opts to finance few projects with the money at hand or allocates a little to every service, the guide should be the returns one gets from whatever method one goes by. The budget, however, should be well-proportioned, that is, the phase of work of the school system should receive more or less that it deserved. Brookbank (1980), argues that since instructional service is the most important item in the schoolwork, as large a percentage of the school funds as possible has to be given to it without taking money from other services which can result in the crippling of instruction.

Van Dusseldorp (1971) states that the evaluation resources have to be efficiently utilised. This requires the whole budget to be analysed, to compare all the possibility means of carrying out the functions. On the same, Johns and Morphet (1960) state that the popular concept held by most people about balancing the budget is to juggle receipts and expenditures by additions and subtractions so that expenditures cannot exceed receipts. The authors further state that if this is all that is involved in budgeting, any clerk who is competent to add and subtract is able to balance the budget. They parallel this concept of a budget and the other with two pans, one for receipts and the other for expenditures. The authors state as follows:

The only problem is to balance the two pairs by shifting. Those holding these concepts of budgeting frequently do not even move a weight from one pan to the other. They start with the weight in the receipts pan as a fixed quantity and simply remove enough weights from the expenditure pan to balance the scales. The

favourite motto for those following this procedure is ...
cut the suit to fit the cloth. (p. 406).

According to Johns and Morphet (1960), a balanced school budget should be based on the educational plan, the spending plan and the financial plan. According to this concept, plan must be balanced along with receipts and expenditures. If the educational needs are many then the budget will not be balanced even though expenditures may be made mathematically equal.

In its presentation and adoptions, the headteacher should present the budget document to the Board of Governors long before the Board finally adopts it. The Board should be asked to adopt a budget the day it is presented. An oral interpretation of the budget should also be at the beginning of the fiscal year. Miller and Spalding (1958) state that when the budget is approved, it represents an instrument for school operation.

2.3.2 Budget Administration

In the administration of the budget, it should be followed as closely as possible. If this is not so, there should be small purpose of not making it. Reeder (1941), observes that the budget is a financial plan and a plan is made to be followed. However, the author argues that, the budget should not be followed blindly and slavishly irrespective of needs. But he concludes that a budget well-maintained, means funds well-used. Miller and Spalding (1958) state that if the budget is well-made, it will be necessary to follow it in order to achieve the

objectives stated. They conclude that the control of the budget may have seemed to be good business practices. But in that instance, good business procedure is the only sound educational procedure.

2.3.3 Accounting

The last aspect in managing funds falls in the area of accounting. The budget itself and its control is one important part of accounting procedure. Campbell et. al, (1971), state that if the conditions of expenditure and revenue have to be ascertained, proper accounting may make the work of the headteacher and the auditors easy.

2.3.4 Auditing

According to Gauerke and Childress (1967), the accounts or systems of accounting are based on a pattern of record of various financial transactions which are necessary for the prudent fiscal management of schools. Such other records include purchasing forms, financial reports and other instruments important to fiscal management. If the accounts are well-kept, it helps the headteacher during the time of auditing. The Ministry of Education (1970) states that the annual accounts of an institution receiving grants are required to be audited by an approved firm of accountants or the audit unit of the Ministry of Education. It is therefore, vital that original documents like Cash Books, Ledgers, Journals, Bank Statements and Certificates, Cheque Books, Receipt Books and others are well-kept.

2.4. Needs for Adequacy of Financing Education

The area of financial management is one of the important tasks in the realisation of the goals of the school as an organisation. Sound education would be void without element of fiscal administration coupled with other administrative tasks. Johns and Morphet (1960) hold the view that the efficiency of a school be determined largely by the amount of school revenue and the wisdom with which the revenue is expended. Other factors to be considered are the adequacy of the school plant, the type of curriculum, the quality and the amount of textbooks and other materials, the qualifications of school employees. In fact, all phases of the school programmes are affected by the amount of money and the efficiency with which it is expended.

Financial support is found to be necessary for the effective running of the schools. If funds are inadequate or are unwisely expended, the schools would not realise their potentialities. One should not talk of schools and education without talking of how a school or an educational programme is to be funded. Ozigi (1971) states that no organisation can survive or carry out its function without adequate financial resources at its disposal.

One of the basic policies in education should be to develop, provide and support the kind of education that meets the existing needs of the nation and its citizens. The populace is beginning to realise that the extent and quality of education provided is a major factor in determining the entire economic and social trend of the country. Johns and Morphet (1960) state that every citizen should

recognise that if children are to be satisfactorily educated, it would be necessary to provide schools and other appropriate educational institutions. All types of schools and other educational institutions recognise the need for financial support if they are to operate satisfactorily. The authors state further that if the support provided is too limited, the schools will be unsatisfactorily run and the children will be handicapped. In the long run, they argue, the economic and the social ways of life will be jeopardised if the educational opportunities provided are not adequate to meet the needs.

Education managers should realise the gravity and importance of the fiscal elements in their schools' management. Hartley (1968) states that schools have suffered because of problems in designing their programmes, assessing their performance and development, and to allocate strategies or means to determine how best to utilise limited human and non-human resources in the process of learning. The fiscal elements therefore have to be properly interwoven with the other aspects of management for the success of the educational programme. The author further states that school activities can be portrayed as a system which served to integrate curriculum planning and other financial administration.

This view is also expressed by Bennet (1974) when he argues that management can be seen as a process by which a manager organised other tasks in relation to available resources in order to achieve desired goals. The central place given to financial management cannot therefore be over emphasized and hence the availability of funds and their administration determined largely the

success of any school. Orlosky (1984) states that managing finance is paramount since the headteacher cannot control and organise his/her school well without financial support. In complementing this view, Johns and Morphet (1960) state that unless adequate finance and other resources are available and are wisely used, it is not possible to have good schools or to provide satisfactory educational opportunities in any country. Vasey (1958) in a study of the cost of education in UK states that every teacher, council and parent has to be aware and that the grave inadequacies, past and present of the education provision can be ascribed in large part to inadequate expenditure. It is therefore, vital that funds have to be provided to enable schools run smoothly.

2.5 Problems in Acquiring Finance in Schools

The management of funds in schools is not an easy task. As outlined above, the task is quite a technical one and the financial manager might at one time or the other fail to achieve perfection in this task. One of the problems facing the headteachers is lack of funds. The Fifth and the Sixth Educational Development Plans of Kenya state that the government's inability to cope with the ever-increasing cost of education, headteachers have to operate with the financial constraints which are greatly limited than the spending power, since to implement a sound educational programme money is the major driving force. If it is lacking or in short supply it means the partial realisation of goals. Even when the parents

are willing to help, they might not be able to provide all the money a school might need.

Mbugua on "Don't Overburden", (Daily Nation, May 31, 1988 p. 7), argues that already parents cannot even meet fees as little as Kshs.1,000/= only; not because they do not want to pay but because they cannot afford it. Anderson (1972) states that costs are rising and money is proving hard to raise. The World Bank (1980) states that these problems can be alleviated through improvement in the use of staff, using school space more efficiently, improving management through effective programme budgeting and procurement procedures.

The parents' ignorance and indifferences to their schools' plight is also another problem. Migori D.D.C. meeting found that there are many activities in which the headteachers can involve their schools and community relations' programmes. Mbugua (1988), states that this relationship is lacking in many aspects and suggested that the greater efforts are required from both parties to improve this relationship in future. The major problem being posed by the community members to the school is found to include reluctance of parents and other members of the community to contribute to such projects and parents failing to buy necessary school items, such as uniforms and textbooks for their children.

To alleviate these problems, Mbugua further suggests that the government should issue a clear policy on school-community relations. Parents and community members be educated on the importance of good relations with their schools and the need to involve themselves in school affairs irrespective of

whether they have children in those schools or not as schools are meant to be community institutions and not for individual parents.

The other problem is that of the complexity involved in producing a budget document. Since there is need for the prudent financial management and for maximum utilisation of available resources, headteachers need to become conversant with the budgeting processes and keeping procedures. Raju (1973) states that the major purpose of educational administration is to provide the best possible programme of instruction for those to be educated. The author further states that skills and resources have to be organised in such a manner that they contribute to the achievement of programme objectives. The programme of education places a tremendous responsibility on the available administrative practices and resources that has to be improved and designed to meet the major many problems of planning, implementation, educational leadership, supervision and evaluation that are inherent in the rapid expansion of the school and higher educational systems (Raju, 1973).

Knezevich (1975), states that administration helps to assemble and to ensure prudent use of resources. The author considers educators (managers) to be the basic resources, the scarcest in an enterprise. The author further states that there is the illusion that any one with a good general education can become an effective administrator. But the author shows the growth of public education and the increasing complexity of educational institution which nullify the illusion.

Raju (1973), states that the skilful administrator is one who is effective on improving the quality of work in setting goals, making policy, planning, appraising effectiveness, co-ordinating administrative functions and liaising with the community to promote improvement in education. The author further states that the achievement of high quality in this work depends upon the ability to assess the available resources and skills and the organisation of these skills and resources to operate in an integral manner to achieve administrative tasks. The author concludes that education has become a vast undertaking, but administrative bodies remain as they are previously when the volume of education is much smaller- a huge factory being managed as though it is a small workshop.

Campbell et. al. (1971), states that a budget is a major policy statement in any school. They indicate that it is unfortunate that there are many schools where budget is seen only as short-range aspect, where the programme which the budget proposed to buy is meagrely portrayed, and where the format is unattractive. The authors feel that such an important document deserves better treatment.

Inflation is a problem headteachers have to contend with. Miller and Spalding (1958) state that fluctuations of prices and uncertainties with respect to programme and personnel make it difficult to develop an exactly accurate set of expenditure estimates. The authors feel that even when the budget is as sound as possible, reasonable allowance has to be made for fluctuations over which the administrators have no control. Horstman (1967) in an article "Financing Education in England," asserts that some headteachers spend money immediately

in order to get maximum use of the supplies and avoid the possibility of rising costs. Even when this may appear as a solution, the author feels it has its problems especially if the goods to be purchased are of perishable kind.

There are various sources that make the raising of funds to run schools a difficult task. The programme being offered in schools includes vocational training and an emphasis on teaching of science in Kenya's Educational Development Plan (1987-1993), states that the teaching of vocational subjects requires the provision of adequate and appropriate facilities, equipment and qualified teachers. In the Republic of Kenya (1988), similar views are expressed. These latter publications also state that various teaching and learning materials as well as more vocational teachers are a pre-requisite to meeting the demand of vocational education curriculum. With this programme of education, a large amount of money is required to be able to fund an educational programme which has a bias in technical training.

Kenya's Development Plan (1984-1988) indicates and emphasizes further the problem associated with this new programme. The rising cost of services and materials, the rapid increase of population means larger enrolment in schools necessitating increased budget allocation. Population growth is another factor that may inhibit the running of schools. Olembo, J.O. (n.d.) expresses this view that the school headteacher has his job compounded, in that, he has to comprehend the reality of vast numbers of people to be given education. This view is also held by Coombs and Hallade (1974) that the greatest cause of the sharp rise in the overall

education expenditures is the explosive increase in demand for education. Combs and Hallade further state that:

The rising school age population continues at a galloping rate of a two and half to three percent increase per year. This means that before the schools and universities in most African countries can ever begin to raise their participation rates, they must absorb this large annual population growth. They must, in other words, run fast just to stand still. This alone will inevitably absorb a substantial part of their annual budgetary increases. (p. 112).

Raju (1973) argues that it is not the total population that is the problem but the rate at which it is increasing in relation to the rate of economy and educational growth. He states that if the population grows too fast relative to everything else, there would be a decline in per capita real income and also in such things as the ability to feed the growing population and to provide educational facilities. The author maintains that the population growth in Kenya seems likely to continue in the absence of a corresponding rate of economic growth.

According to statistics drawn from the population census in Kenya in 1969, one is able to break down the population by age. Through these statistics, Raju (1973) has shown that the largest sector of the population is of a school-going age (5-19 years group). This group is nearly double the size of the infant population (0-4 years group) and slightly larger than the active population (20-29 years group). The author further states that a larger school-going age population represents a heavy burden upon the school educators. The population growth and

the number of children calling at the doors of the classroom would be a handicapped to school management.

Jolly (1969) states that from the rapid increase in the population and consequent expansion in education it may seem absurd to argue that finance is not a bottleneck to further educational expansion. Whenever education has expanded, expenditure has risen more rapidly and in most cases, has taken a larger share of the total budget.

Cameron and Hurst (1983) state that Kenya provides an explicit example of a country with a very high population growth. They observe that the social, economic and education implications of Kenya's population growth rate are staggering. It is focused that the present population will have to triple by 2015. It is not, however, a mere matter of increase. Socio-economic development is greatly affected by demographic trends, because the more rapid the population increases the more resources have to be devoted to consumption at the expense of savings and investments.

The authors above further state that the pressure for places in primary schools will increase. From statistics, the authors show that in 1977 there were 603, 000 children in standard 1. In 1983, the estimated number of children admitted to standard 1 was 820,000 requiring 40 pupils per class; 5,400 additional classrooms. By 1989, therefore the estimated number of children admitted to standard 1 rose to 1,075,000, required 6,300 more classrooms than the 1983 total. The government was finding it difficult to cope with the rise. The

pressure on secondary school places correspondingly increased and so led to increased pressure on post-secondary places. In response, the government had to direct even more resources to education. The authors further argue that to maintain Universal Primary Education (UPE) in a structure of rapid population growth, means that the burden will increase and that as time goes on, there will be less finance available to improve quality and performance.

The inability of the government to finance education fully is a factor limiting available funds to schools. In comparing problems of education in under-developed and industrialised countries, Debeauvais (1960) indicates that the qualitative and quantitative difference existing are chiefly due to the gap between the immense needs and the very limited available resources in under-developed countries. The author states that there has been rapid increase in population. This meant a large enrolment in schools while available or probable resources are extremely limited. Hartley (1968) expresses the same view when he states that any expansion in terms of the number of schools creates a need for more money. This causes constraints on the part of the headteacher and puts enormous demands on his ingenuity in trying to expand wisely the limited funds available.

Coombs and Hallack (1972) state that in most African countries education is granted a favourable claim on national resources to make education expansion possible and that there has been an impressive rise in the percentage of public revenue going to education. The authors conclude that resources cannot keep pace with rising needs and have therefore become spread thinner and thinner over more

and more students. This can, the authors state, stretch out inputs per student, for example, in overcrowded classrooms, a shorter supply per student of textbooks, instructional materials, laboratory equipment and other learning materials.

Loveridge (1965) states that it is clear that the degree of education a country can afford depends upon the total wealth of that country. Gauerke and Childress (1967), complement that education is but one component among several functions which are pooled by one means or another in the interest of the general welfare. They further state that when the government makes decisions, education is considered in relation to demands of other functions. There are many more other services that need financing and education cannot continue taking a large portion of the budget as previously. In the World Bank (1980), it is stated that the increase in the rate of education spending welcomed in the 1960s is then looked upon with some skepticism, if not opposed.

In the Republic of Kenya (1988), it is stated that the public should view education not as a governmental concern only but as a public function which should be supplied through the participation of every citizen and the government. Another problem, in acquiring revenue for schools stems from the government's policy to scale down spending on education as stated in Kenya's Development Plan (1984-1988).

The government's policy on financing education influences strongly the manner in which schools are financed. Garvue (1969), states that public policy-making centres around the process of acquiring and allocating resources for the

public sector. He further argues that a rational process of public policy-making includes the determination of social objectives and identification of needs, estimation of required resources to meet the needs and effecting revenue programme to implement policy. Coombs and Hallack (1972) maintain that in order to give sound guidance to policy makers, education planners have to be able to make reasonably accurate forecasts of future educational costs as well as resources needed and those likely to be available.

The government expects headteachers to be instrumentals in utilization of this policy and impressed upon the populace the importance of providing funds to operate schools. Oloo Aringo, the then Minister for Education, on cost-sharing which is then to be debated, *Standard*, August 19, 1988 p. 32, stated that, it is upon the parents to determine the quality of education they preferred their children to acquire. The Minister emphasized that it is important for communities to provide physical facilities for schools to enhance the quality of education. For the headteachers, the area of acquiring funds has become an area of priority in educational management. In the Republic of Kenya (1988), it is stated that cost-sharing in the financing of education and training between the government and the community, parents, religions and private organisations is already in practice.

According to Kenya's Educational Development Plan (1984-1988), the government spending on education rose from K£6 million to K£19 million. This reflected a rise of eighteen percent (18%) of the national recurrent budget at independence to around thirty percent (30%) in 1983. The general feeling of the

government is to cut back on this spending so that other sectors of the government did not suffer. The then President Daniel arap Moi on the technical skills, Daily Nation, December 9, 1988, p. 4, observed that the country spent forty percent (40%) of its budget on education and could not continue doing so when there are other ministries with financial problems which the government had to assist.

The Kenya's Educational Development Plan (1989-1993) suggests that covering the overall growth of government expenditure especially in the fields of education and health will be used as a means of attaining the desired levels of the budget deficit. But even when the government lowers the expenditure on education, it does not mean it will not sustain the momentum of education growth so that quality and relevance are not scaring. Raju (1973) states that a sudden expansion in school enrolments may endanger education standards. The government, he states further, is aware of this and has made sure that quality is where the community comes in. This calls for a lot of ingenuity on the part of the headteacher, in his attempt to acquire more funds which, of course, put enormous demands on him/her.

2.6. Summary of the Literature Review

The Literature Review is drawn from the books, periodicals, journals theses, governmental publications and newspapers. In this Literature Review there is an in-depth discussion of the need for the adequate financing of

educational institutions since schools' efficiency is largely determined by the amount of schools' revenue and other resources at their disposal.

There is also an indepth review of the existing sources of funds, for example, government grants and the strains and limitations influencing their acquisition is examined as well. These included the government's policy to limit revenue available to schools, the increase of the population and therefore the subsequent increase of children calling at the classroom - doors and the educational programme being too financial involving among others

The budget is defined, which is the pivot or the basis of the fiscal administration. The Literature Review is extended to encompass and analyse the practices adopted in drawing up budget estimates, presentation and adoption of the budget, budget administration, accounting and auditing of funds. Lastly, it talked of the problems the schools faced with regard to lack of funds in schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter, the procedure used in carrying out this research is described. This section includes the design of the study, the description of the sample, the sampling, the research instruments leading to collection and analysis of data.

3.2 Design of the Study

This was a descriptive research survey. In view of this, the study adopted the field survey method to collect the required data which covered Suba East division, in Migori District. The survey was for the purpose of obtaining data to describe and evaluate the status of financial management in the schools.

Descriptive studies according to Koul (1984) are concerned with gathering facts rather than manipulating of variables. The field study survey implies the process of gaining insight into the general picture of a situation without utilising the entire population (Travers, 1969).

3.3 Description of the Sample

The study focused on the educational division of Suba East in Migori District, Nyanza Province. The division was chosen because of its diversity

categories of schools which was a good representation of all schools relevant to both an urban and rural boys' boarding and day schools, girls boarding and day schools and mixed schools.

The survey was carried out to obtain data that were used to evaluate, establish and describe conditions existed in the schools. The target population for this study was the headteachers, the Education Officers, and the auditors from the D.E.O.'s office.

There are three types of secondary schools in Kenya, public maintained, public assisted and private secondary schools. By the time this study was carried, the number of both public maintained and assisted schools in this division was still ten (10) of which the target population was made up.

The study was restricted to the public maintained and assisted secondary schools. Since public schools do make regular reports to relevant government departments, hence it was easier to get basic information which was essential for this study from the education officers entrusted with the responsibility of supervising and co-ordinating educational programmes.

3.4 The Sampling Procedure

There were ten (10) secondary schools in this division of which all of them were either public maintained or assisted. All of them were utilised for this study. This number enabled the researcher to collect a more detailed data as the researcher was able to administer the research instruments personally. In addition,

the researcher conducted interviews with a number of respondents within the duration of the research.

The sample used in this study comprised three (3) public maintained and seven (7) public assisted secondary schools in Suba East division, a total of ten (10) secondary schools. The sample also included one (1) education officer from the D.E.O.'s office, inspectorate section, one (1) education officer within the division and one (1) officer from the audit unit in the D.E.O.'s office. All the headteachers from ten (10) schools were included in the population.

The ten (10) headteachers were purposively selected as a case study of the schools in the division. The education officer and the auditor from the D.E.O.'s office in the district were also purposively selected. Purposive sampling was used, and this was based on the argument put forward by Miller and Delbert (1976), which stated thus:

When practical considerations preclude the use of probability sampling, the researcher was to seek a representational sample by other means. He looks for a sub-group that is typical of the population as a whole. Observations are then restricted to this sub-group and conclusions from the data obtained are generalised to the total population.

3.5 Research Instruments

The main research instruments used were questionnaires and interview schedules.

(a) The Questionnaire Schedule

A questionnaire was used for this study. Nafukho (1991) advocated that a questionnaire was best suited for a study of this nature because it involved a survey of the data. It was therefore, administered to the headteachers of the sample schools.

The questionnaire was divided into six (6) sections. Section A comprised items that sought general information on the school background, personal data and pre-service preparation of the headteachers. Section B dealt with items on resources that were available in the schools plus financial resources. Section C dealt with the school plant management. Section D dealt with curriculum and instruction. Section E dealt with personnel management and Section F dealt with school community relations.

A questionnaire was selected for this study because, no field staff was required, its costs were relatively low and accessibility was high. The questionnaires were only served to the headteachers. The researcher constructed the questionnaires consisting of forty-three (43) items. The items in the questionnaires were in structured and unstructured forms. The questionnaires were constructed to solicit information from the respondents on various areas such as their personal attributes, ways and means and problems of obtaining funds, financial and resource management.

The questionnaires regarded the following:

- (i) Background information.

- (ii) Their perception and experiences with the financial management.
- (iii) Problems encountered by the schools in the financial management.
- (iv) Strategies being used to address the problems and their effectiveness.
- (v) Suggestions to improve the situation.

(b) The Interview Schedule

The choice of the interview was justified on the grounds that it was uniquely suited for occasions where the questionnaire was not satisfactory (Travers, 1969).

The interview schedule was meant for the headteachers, education officers and the auditor. The interview schedule for the headteachers supplemented information obtained through questionnaires. An interview was necessary since it brought out real experiences which were vital for this research. Also the interview was expected to generate a much higher response as opposed to questionnaire.

The interview guide was employed to help the researcher elicit verbal responses from the headteachers, the education officers and the auditor. The interview helped the researcher probe and therefore get more indepth information. The interview guides were open and were used in this study because unwilling respondents could easily be convinced to answer all the questions.

The interview for auditor and the education officers was centred around the funds provision and the management practices by the headteachers. Interview guides elicited information concerning:

- (i) the general situation of the finance management in the schools;
- (ii) problems experienced by the schools and the stakeholders in relation to the finance management.
- (iii) strategies used by the school to curb these problems and their effectiveness.
- (iv) suggestions on how the problems could be prevented.

3.6 Administration of Instruments

The questionnaires were administered by the researcher to the headteachers in person. The questionnaires were distributed to the respondents to complete. In case where the researcher failed to find the headteacher, a note was left behind together with the questionnaires so that the headteacher would complete the questionnaires for the researcher to collect it later.

The headteachers were given sufficient or enough time to complete the questionnaires while the researcher proceeded to interview other officers in the D.E.O.'s office. The actual interviews were done as follows, the interview sessions for the headteachers took place at the time when the researcher collected the questionnaires from them.

3.7 Data Collection and Analysis

Having got the legal consent and a letter from the University to conduct the research, the researcher personally visited the sample schools to administer the

questionnaires of which no research assistant was required. During the data collection, the researcher visited the schools to collect the completed questionnaires.

At the end of data collection, all completed questionnaires from the field were thoroughly inspected for processing. Data were analysed in terms of discussion and tabulation using methods of descriptive statistics such as means and percentages. Tabulation is the process of summarizing raw data and displaying the same in compact form (i.e. in the form of statistical tables) for further analysis (Kothari, 1985).

Data analysis included examination and organisation of both quantitative and qualitative data collected from both primary i.e. questionnaires and interview data- and secondary sources i.e. documentary analysis. The quantitative data were analysed using descriptive statistics i.e. frequencies and percentages.

Qualitative data analysis on the other hand, was done in two ways. First, analysis commencing simultaneously with the data collection process. Consequently, there was editing of data and making classification on certain specific issues that might arise from the data collection process especially meanings of certain words or phrases etc. as was used by the respondents. This was done at opportune times during or after each day in the field and as a result the researcher made reflective remarks accordingly. This helped the researcher to keep track of analytical insights that occurred during data collection phase. Second a more formal or systematic analysis of data commenced after the entire

CHAPTER FOUR

data collection process. Data were organised and analysed according to content.

This final analysis facilitated the answering of questions generated at the conceptual phase of the study on financial management. Data were then presented in discussion form.

(i) What experience and training had school heads in connection with financial management in schools?

(ii) What were the various sources of funds for the schools and what were they required?

(iii) What were the problems of schools encountered in acquiring funds?

(iv) How were the results of these problems to the school further

(v) What were the views of school heads on the school administration?

(vi) What strategies could be adopted to solve the problems of these schools?

(vii) What were the views of school heads on the study?

The study employed questionnaires and interview schedules to collect data from the respondents. The study

was based on descriptive analysis of data and simple statistical reports to supplement the two

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of the study was to examine headteachers' performance and problems they encountered in school financial management. To achieve this purpose, six research questions were generated at the conceptual phase study. These questions that guided the investigations of study were:-

- (i) What experience and training had headteachers in connection with financial management in schools?
- (ii) What were the various sources of funds for the school and how were they acquired?
- (iii) What were the problems schools encountered in acquiring funds?
- (iv) What were the results of these problems to the school finance management?
- (v) What were the effects of these problems to the school administration?
- (vi) What strategies did the school administrators use to address these problems?

To achieve its purposes and specific objectives, the study employed questionnaires and interview schedules as main data collection instruments. The study also relied on documentary analysis of audit and inspection reports to supplement the two

instruments. Data were collected from three categories of respondents namely headteachers, secondary school inspector and school auditor from the district.

This chapter, therefore, presents and analyses the data collected in the following order; characteristics of schools used in the study, headteachers' personal data, data on sources of income for schools, data on problems on acquiring school funds, data on problems in the management of school funds, data on the adequacy of funds and the implications to school administrative tasks.

There were a total of ten (10) questionnaires sent to the headteachers. A total of ten (10) questionnaires were received back from the schools in the study. This represented a hundred percent (100%) of the total questionnaires received back.

In this section, an attempt had been made to present the analysis of data collected. Financial management, practices, sources and ways of acquiring finances and the problems encountered in the process of this had been examined.

The main method of analysis was descriptive statistics such as percentage (%) and means. Tables were used to supplement the qualitative discussion pertaining to the open-ended questions and oral interviews. In this study, percentage (%) and means were tabulated and thus they formed the basic descriptive statistics which supplemented the qualitative analysis.

Since the study was mainly descriptive, an attempt was made to discuss in detail the various problems and issues under study.

4.2. Schools' Characteristics used in the study

The data based on the type of school and students' enrolment were solicited to enable the researcher to get some background information on schools used in the study. Relevant data were presented in the Table I below.

Table I

Schools' Characteristics used in the study

School Type	Frequency	Percentage (%)	Students Enrolment	Percentage (%)
Boys Boarding	1	10	380	16.55
Girls Boarding	2	20	820	37.71
Mixed Boarding	0	0	0	0
Boys Day	0	0	0	0
Girls Day	1	10	340	14.81
Mixed Day	6	60	756	32.93
Total	10	100	2296	100.00

The data in the table above show that sixty percent (60%) of the schools were Mixed Day. Twenty percent (20%) were Girls Boarding. Both Boys Boarding and Girls Day schools each was ten percent (10%). There were therefore more Mixed Day schools than other categories in the study sample.

The students enrolment in all the study schools was two thousand two hundred and ninety six (2,296). As shown in the Table I above, thirty-five point seven one percent (35.71%) of these were in the Girls Boarding Schools, thirty two point nine three percent (32.93%) were in the Mixed Day schools. Sixteen point five five percent (16.55%) were enrolled in the Boys Boarding schools. While fourteen point eight one percent (14.81%) were enrolled in the Girls Day schools.

4.3 Personal Data of Headteachers in the study

Headteachers' personal data included age, sex, academic and professional qualifications and headship experience. The data provided the background information on the calibre of headteachers used in the study. Tables II, III, IV and V contain the personal data on the headteachers used in the study.

Table II
Headteacher's Age and Gender in the Study

Age in years	Male	Percentage (%)	Female	Percentage (%)	Frequency	Percentage (%)
20-29	0	0	0	0	0	0
30-39	3	30	2	20	5	50
40-49	2	20	2	20	4	40
50 and above	1	10	0	0	1	10
Total	6	60	4	40	10	100

The data in the Table II above indicate that fifty percent (50%) of the headteachers were thirty (30) years old and above. Forty percent (40%) of the headteachers were aged forty (40) years and above and ten percent (10%) of these headteachers were aged fifty (50) years and above.

The Table also shows that sixty percent (60%) of the headteachers were male and forty percent (40%) were female.

Table III

Academic Qualifications of the Headteachers in the Study

Academic Qualification	Frequency	Percentage (%)
M.ED/M.A.	0	0
B.ED.	7	70
B.A./B.SC.	0	0
DIPLOMA	3	30
OTHER	0	0
Total	10	100

Table III above shows that seventy percent (70%) of the headteachers in the study attained academic education standard upto university level and had studied for the Bachelor of Education degrees. Thirty percent (30%) of these headteachers attained academic education upto diploma level.

Table IV**Professional Qualifications of the Headteachers in the Study**

Professional Qualification	Frequency	Percentage (%)
M.ED/M.A.	0	0
B.ED.	7	70
DILOMA IN ED.	2	20
CERTIFICATE IN ED.	0	0
S1	1	10
PI	0	0
OTHERS	0	0
Total	10	100

The Table IV above indicates that seventy percent (70%) of the headteachers in the study had professional qualification of Bachelor of Education and so reached upto University level. Twenty percent (20%) of the headteachers had professional qualification upto Diploma in Education level and only ten percent (10%) of the headteachers had professional qualification upto S1 level.

Table V**Headteachers' Experience**

Experience in Years	Since Appointment		In the Present Stations	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Below 5	6	60	7	70
5-9	2	20	2	20
10-14	0	0	1	10
15-19	2	20	0	0
20 and above	0	0	0	0
Total	10	100	10	100

Table V above indicates that twenty percent (20%) of the headteachers had experience that exceeded fifteen (15) years. Another twenty percent (20%) of the headteachers in the study had experience in that position for five (5) years and above. Sixty percent (60%) of the headteachers had experience of four (4) years and below and they were the majority.

From the same table V, it shows that seventy percent (70%) of the headteachers had served in their capacity for a period of four (4) years and below. Twenty percent (20%) of the headteachers had served in their present stations for a period ranging from five (5) and nine (9) years. Ten percent (20%) of the headteachers had served in their present stations for a period of between ten (10) and fourteen (14) years.

4.4 Data on Experience and Training of the Headteachers in Financial

Management

The researcher investigated the training process of the headteachers in the study sample in financial management. Data obtained helped the researcher to answer the first question which states that what experience and training attained by the headteachers in financial management. The investigation considered the training process before appointment to headship. The study also investigated whether headteachers were inducted upon appointment together with other experiences they were exposed to which prepared them for their roles in financial management of their schools.

Tables VI and VII illustrate the information obtained with regard to the training and preparation in school financial management.

Table VI
Training and Induction in Financial Management of the
Headteachers in the Study

Response	Headteachers Training		Headteachers Induction	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Yes	4	40	3	30
No	6	60	7	70
Total	10	100	10	100

Table VI above indicates that sixty percent (60%) of the headteachers had not received training in financial management, according to the information obtained from the data. Only forty percent (40%) of the headteachers in the study sample indicated having received some form of training in financial management.

According to the data shown in the table above, only thirty percent (30%) of the headteachers indicated having been inducted into their roles in school financial management. And seventy percent (70%) indicated not having received any form of induction in school financial management.

Table VII

Responsibilities Previously held by the Headteachers

that were useful in Financial Management : (N=10)

Responsibility	Frequency	Percentage %
Deputy Headteacher	10	100
Head of Department	5	50
Class Teacher	7	70
Games Teacher	6	60
Staff Welfare	3	30

N/B Percentages do not add up to hundred percent (100%) because of the multiple responses.

Headteachers in the study indicated that certain responsibilities they held before appointment to headship helped them by preparing them for their role in financial management. As shown in the Table VII above, a hundred percent (100%) indicated having served as deputy headteachers, fifty percent (50%) served as heads of department, seventy percent (70%) served as the class teachers, while sixty percent (60%) served previously as the games teachers and lastly thirty percent (30%) were in charge of the staff welfare in their respective schools.

4.4.1 Views of the Headteachers on their Training Process in the School

Financial Management

The researcher through both the questionnaires and interview schedules solicited the views of headteachers in the study regarding their training process. These views enabled the researcher to find out whether or not headteachers felt adequately prepared for the performance of their financial management tasks. Their views are presented here below as follows:-

(a) Pre-Service Training

Constituting a total of sixty percent (60%) of the headteachers in the study indicated having not received training in financial management. Even though seventy percent (70%) of the headteachers indicated having covered the topic on financial management in the Educational Administration course units during their undergraduate course. They gave an opinion that even though it was not very useful in preparing them for their current roles in financial management. The headteachers in the study said that in

spite of covering the topic in financial management under educational administration unit, still they found themselves to be "laymen" in the management of school finances. Considering the enormous difficulties and problems they had faced, they could not certainly count it as having got prepared well in any significant way for school financial management. However, a hundred percent (100%) of the teachers in the study sample expressed their disappointment in the teacher training curriculum for concentrating more on the teaching subjects than school administration and management, particularly in financial management.

Seventy percent (70%) of the headteachers in the study who indicated having been trained through one topic which was part of Educational Administration course unit at the University noted that it was inadequate since:-

- (i) it lacked appropriate teaching methodology and resources including failure to expose learners to real field experiences through research and internship,
- (ii) it was too short since it was only a small part of one unit course in Educational Administration,
- (iii) it was elementary and sketchy such that it failed to equip them with practical management skills in school finance,
- (iv) the course content did not include application of modern information technology in financial management.
- (v) it was general and mainly concentrated on general theories and principles rather than the detailed procedures of financial management,

- (vi) it failed to expose learners to advanced aspects on financial management such as financial accounting and reporting and
- (vii) it was vague on the legal framework governing school financial management.

(b) The Headteachers' Induction in Financial Management

Only thirty percent (30%) of the headteachers in the study indicated having been inducted into their financial management roles and responsibilities. The headteachers constituting seventy percent (70%) had not received any induction. However, all the headteachers, a hundred percent (100%) in the study pointed out that induction was important. The thirty percent (30%) who had been inducted noted that the induction programmes they had gone through had weaknesses. The following were the major weaknesses noted:-

- (i) The time given for most induction programmes was too short and not enough to enable headteachers acquire any meaningful knowledge or skill.
- (ii) Second, the induction programmes came a little bit late. They were offered some years after the appointment. For some headteachers, induction came as late as three (3) years after the appointment.
- (iii) Third, there were neither attainment of standards set nor follow-up to monitor and assess whether what was learnt was being implemented.

When the researcher asked one of the headteachers how the induction programme he went through prepared him for financial management tasks, the headteacher said that

very little since the skills he had gone through were learnt on the job through his own personal zeal.

(c) Responsibilities held prior to the Appointment to Headship that were Useful in Financial Management

The headteachers in the study indicated that certain responsibilities they held before appointment to headteacher were useful in preparing them for financial management tasks. Such responsibilities included deputy headteacher, head of department, class teacher, games teacher and being in charge of staff welfare etc. However, a hundred percent (100%) of the headteachers indicated that even though responsibilities played some useful role, most of their skills in financial management were mainly learnt on the job through trial and error.

4.5 Sources of Funds for Schools in the Study and How they are Acquired

The data below show how the schools in the study acquired funds.

This is shown in Table VIII.

Table VIII**Sources of Funds for the Schools in the Study: (N=10)**

Sources of Funds	Frequency	Percentage (%)
Ministry of Education Grants	0	0
Fees from Students	10	100
PTAs Contribution	7	70
Harambee Funds	8	80
School Farms	5	50
Others	5	50

N/B The percentages (%) do not add up to a hundred percent (100%) due to multiple responses.

The Table VIII above indicates that a hundred percent (100%) of the funds is received from fees collected from the students. Next is eighty percent (80%) is received from harambee collection. While seventy percent (70%) of the funds is received from PTA contribution. And fifty percent (50%) is received from school farms and others respectively.

(a) School Fees from Students

It was therefore evident that the main financier of the schools was the students' school fees. No school was given grants from the Ministry of Education. A hundred percent (100%) of the headteachers in the study indicated that they in fact financed their schools' programmes with the fees collected from students.

(b) PTA's Contribution

The PTA played also vital and formidable role in financing schools. The existence of PTAs in all the schools showed that they had taken the advantage of their existence to get extra funds for their schools. The effectiveness of the PTAs in arranging for extra funds varied from school to school. This information is found in Table IX below.

Table IX**Effectiveness of PTAs in Arranging for Additional Funds**

Effectiveness of PTAs	No. of Respondents	Percentage (%)
Very Effective	1	10
Effective	6	60
Less Effective	2	20
Not Effective	1	10
Total	10	100

The Table IX above shows that ten percent (10%) felt that their PTAs were very effective in arranging for additional funds for their schools. Sixty percent (60%) stated that their PTAs were effective in arranging for additional funds; while twenty percent (20%) stated that their PTAs were less effective in arrangement for extra funds. And ten percent (10%) of the schools in the study showed that the PTAs were not effective at all. One of the headteachers did not give reasons as to why he felt that the PTAs had failed

him in this area. The other headteachers stated that the PTAs executive had not been able to maintain financial accounts satisfactorily.

Ten percent (10%) of the headteachers stated that their PTAs were not effective at all. He blamed this on the school community which he felt was not convinced. Nevertheless, the school needed their active participation. The parents, he felt were pessimistic towards the improvements of their school. This is a negative attitude although these parents take their children to school on an account that they are future assets.

The various PTAs played diversified roles in the schools they existed. In some schools, there were annual contributions made by parents besides their individual contributions. The PTAs financed capital development projects. Such projects included classrooms, laboratories, libraries, workshops, home science rooms and the improvement of the general conditions of the schools.

Besides this, the PTAs financed several miscellaneous activities. These included purchase of a school bus, financing prize-giving day expenses, buying a typewriter, supplementing all vote-heads and financing educational trips, Games/Sports, Music Festivals etc.

The PTAs were also influential in making decisions regarding expenditure of school resources, amount of school fees to be paid and the collection of all development funds as well as organising major harambee functions.

The PTAs in the district schools were less diversified as compared to those of their counterparts in government maintained (i.e. Provincial Schools). These schools were relatively new. As such they lacked many physical facilities and they were therefore

engaged in massive capital development and so their PTAs funds were essentially directed towards meeting this end. It was therefore, not surprising in one of the schools, the PTA directed as much as forty percent (40%) of its resources to the development of its physical facilities.

These Day schools diverted their PTA's funds in the construction of physical facilities, the purchase of stationery and equipment. The other area the PTA's funds went into is the paying salaries of the teachers employed by the B.o.Gs and the non-teaching staff employees. All the schools agreed to put up an initial PTAs kitty which was a pre-requisite to holding fund-raising for their schools.

One of the provincial schools and one of the district schools headteachers expressed appreciation about the ineffectiveness of their PTAs. The headteacher from the former was very apprehensive about the future of his school. He stated that except for the tuition fees which is quite irregularly paid, parents were unwilling to pay any other form of money. He stated that though there was PTA accounts, it absolutely had no money and therefore no meaningful project could be undertaken. In the latter school, the headteacher regretted the financial state of the PTA members as most being peasant farmers and unemployed lot.

(c) Harambee Funds

The importance of harambee funds in the financing schools cannot be underrated or over-emphasized. Table X shows the number of schools and their percentages (%) that subscribed to these funds.

Table X**Response of Parents Subscription to Harambee Funds**

Whether Harambee Source of Fund	No. of Respondents	Percentage (%)
Yes	8	80
No	2	20
Total	10	100

The Table X above shows that eighty percent (80%) of the schools in the study organised harambee funds, and twenty percent (20%) did not make use of harambee. This was due to the different financial needs of these schools. The frequency at which they organised harambee was different as can be seen in Tables XI (a) and XI (b) below.

Table XI(a)**Frequency of Holding Harambee as Indicated by the Headteachers in the Study**

Category of Schools	Once Every Year	Once Every 2 Year	Once Every 3 Year	As is Necessary	None At All	Not in Present Time	Total
Provincial	0	0	0	1	0	1	2
District	6	0	1	1	0	0	8
Total	6	0	1	2	0	1	10

Table XI (b)**Conversion into Percentages (%) of Table XI (a) above**

Category of Schools	Once Every Year	Once Every 2 Years	Once Every 3 Years	As is Necessary	None At All	Not in Present Time	Total
Provincial	0	0	0	10	0	10	20
District	60	0	10	10	0	0	80
Total	60	0	10	20	0	10	100

Table XI (b) above indicates that ten percent (10%) of the headteachers whose response was to the effect that no harambee had been held in their schools in recent times did not imply its total absence. Ten percent (10%) of the schools in the category that held harambee when necessary, were constantly using the method as an on-going process for raising money for various projects, for example, construction of staff houses, buying school bus, putting up dormitories etc.

Another ten percent (10%) of the schools in the same category did not get involved in a major harambee scheme but collected money that would have been raised through harambee with the students' fees or the parents paid directly to the school once the PTAs had agreed on a particular project which they found easier instead of waiting to a particular day to raise the money. Sixty percent (60%) of the schools organised harambee once in a year if necessary.

The absence of harambee in some schools was attributed to the negative attitude of the communities. In some cases, leaders in those communities had shown indifferences, and lack of support despite parents' effort to raise funds.

(d) School Farms

The scale of produce from school farms formed another source of income. The income however, was limited or negligible owing to the fact that these schools are in peri-urban and urban areas where land shortage for the schools or subsequent high prices hinder large scale farming by the schools in the study sample. Due to these factors, only thirty percent (30%) of the schools managed to raise funds from farm produce, after supplementing the schools food supplies.

(e) Development (Building) Fund

This was an additional source of income for schools. This fund was meant for capital development and the Day Schools engaged in construction of some kind and made use of it seriously. Table XII shows how headteachers made use of this fund.

Table XII

Subscription to Development (Building) Fund

Whether Headteachers' Subscribing to Building Fund	No. of Respondants	Percentage (%)
Yes	7	70
No	3	30
Total	10	100

Table XII shows that seventy percent (70%) of the schools in the study sample made use of building fund. And thirty percent (30%) of the schools did not make the use of building fund. Some of them currently operated from the primary school facilities, although twenty percent (20%) of those schools had put up a few of their own buildings but the majority of the activities were conducted by using primary school facilities. The headteachers, therefore, relied mostly on building fund for the construction of necessary facilities and completion of the on-going ones. All schools, a hundred percent (100%) indicated that they subscribed to this fund.

(f) Old Students Association

In response, the Old Students' organisations, twenty percent (20%) of the schools had an old students' organizations, but used only a few of these students to help raise funds for the schools. The remaining eighty percent (80%) of the schools in the sample study had not mobilised the old students for various reasons put forward. These reasons included indifferences amongst the old students, the organisations being new and therefore needed to settle before they could embark on projects.

The headteachers also had their reasons for having not established or contacted the old students to form old students association or organisations. These included lack of pride in their schools emanating from poor academic performance and subsequent lack of well-paying jobs for most of them. Financial and time constraints also hindered the old students to participate in the organisation. Another reason is that most of these schools

are still young and had not produced many students of substance that could form and arrange such association.

(g) Other Miscellaneous Sources

Schools solicited for money from other sources like donor organisations and well-wishers. Such organisations included, National Christian Council of Kenya (NCCCK), Young Men Christian Association (YMCA), Young Women Christian Association (YWCA), Churches, CARE-Kenya, Action Group-Kenya, B.A.T., British Small Grants, Partnership School with Austria in Europe, Friends and Companies etc. There were also sponsored walks by students who looked for sponsors and collected money from the mentioned sponsors. Schools that housed teachers raised rent and money charged from electricity, water and furniture.

4.6. Problems in the Acquisition of School Funds for the Schools

(a) Lateness in Paying School Fees

The delay in the payment of school fees had been a problem experienced by the headteachers. In response to fee payment, ten percent (10%) of the headteachers indicated not having problems with the fee payment by the students. The majority of the headteachers, eighty percent (80%) did not receive fees from students on time. Some of the very needy students were put on a bursary scheme. This did not help much since bursaries covered a very small portion of the total fees paid by students. The bursaries

were also never enough since there were more needy students e.g. HIV/AIDS orphans that the bursaries could cater for.

One of the headteachers from district schools indicated that some students did not even pay school fees completely and therefore were compelled to leave schools. Therefore, this made the headteacher concerned to contact donor organisations and agents to solicit for funds in order to meet the expenses of the needy children. In fact, sixty percent (60%) approached donor organisations while forty percent (40%) never attempted to do so. Table XIII shows how far the headteachers made requests for funds from donors/agencies.

Table XIII

Requests for Funds from Donors/Agencies

Whether Headteachers' Solicited for Donor/Agencies Funds	No. of Respondants	Percentage (%)
Yes	6	60
No	4	40
Total	10	100

Along with the aids provided, donor organisations had very strict conditions which limited the use of such aids. One such a case was the Catholic Secretariat whose beneficiaries were Catholic adherent students only and similarly, Islamic Bursary Fund which catered only for Muslim students. In some of the cases, the official procedure for

Table XIV

acquisition of such aids were questionable and unfair as mentioned by some headteachers in the study.

(b) Harambee and Associated Problems

There were several factors that hindered headteachers in their attempt to raise funds through harambee. These included lack of money by the community, community indifference, ignorance of the community, organisational problems and political factors. This information is tabulated in the Table XIV below.

	Limiting Factors			
	CM	CI	OP	PT
1	1	3	3	3
2	5	3	4	3
3	1	4	3	3
Mean	1.8	3.2	2.6	2.6

Scale: 1 as most limiting to 5 as least limiting.

Legend:

- CM - Lack of money by school community
- CI - Community indifference
- OP - Organisational problems
- PT - Political factors

The mean score of 1.8 for CM indicates that lack of money by the school community was the most limiting factor in the use of harambee. Table XIV indicates its mean as less than 2.5. This is because

Table XIV

Ratings of Factors Limiting the Use of Harambee in Schools in the Study

No. of Schools	Limiting Factors				
	LSC	CIN	CIG	OP	PF
1	1	4	2	3	5
2	1	5	2	4	3
3	1	5	2	4	3
4	1	4	2	5	3
5	1	2	3	5	4
6	3	2	1	4	5
7	3	1	2	5	4
8	1	2	3	3	5
9	5	3	4	1	2
10	1	4	3	5	2
Mean	1.8	3.2	2.6	3.9	3.6

Rating ranged from 1 as most limiting to 5 as least limiting. Abbreviations for limiting factors are as follows:

- LCS - Lack of money by school community
- CIN - Community Indifference
- CIG - Community Ignorance
- OP - Organisation Problems
- PF - Political Factors

The lack of money by the school community was the most limiting factor in the use of harambee as Table XIV indicates its mean as one point eight (1.8). Then next came

community ignorance with mean of two point six (2.6), then followed by community indifference with the mean of three point two (3.2). The political factor was rated in the fourth (4th) position with the mean of three point six (3.6). The least limiting factor which was rated in the fifth (5th) position as table XIV indicates above is the organisation problems with the mean of three point nine (3.9).

(c) Development (Building) Funds and Problems Associated with it

It was noted that a hundred percent (100%) of the schools subscribed to development fund. But the willingness of the parents to contribute was a matter of concern to individual schools as is tabulated in the Table XV below.

Table XV

Willingness of Parents to Subscribe to Development (Building) Fund

Willingness to contribute	No. of Respondents	Percentage (%)
Very Willing	1	10
Willing	3	30
Somewhat Willing	5	50
Unwilling	1	10
Total	10	100

Table XV above shows that fifty percent (50%) parents were somewhat willing to contribute to this fund. Thirty percent (30%) of the parents were willing to contribute

while ten percent (10%) of the parents were very willing to contribute and another ten percent (10%) of parents were unwilling to contribute to this fund. Therefore, the smaller number of parents or community in schools could be said to be rather indifferent when it came to contributing towards this fund.

(d) How Reliable was Other Sources of Income

It was noted earlier that from the unavailability of grants, there had to be sundry sources of funds such as sponsored walks by students, donor organisations, churches, NGOs, CARE-Kenya etc. the reliability of such funds was very important in facilitating prudent management and budget administration. Table XVI below presents the reliability of funds from other sources.

Table XVI

Reliability of Projected Income from Other Sources

Reliability	No. of Respondants	Percentage (%)
Very Reliable	0	0
Reliable	0	0
Fairly Reliable	6	60
Unreliable	4	40
Total	10	100

Table XVI above indicates that sixty percent (60%) of the headteachers noted that funds from other sources were fairly reliable. Forty percent (40%) of the headteachers indicated that other sources were unreliable. Therefore, inadequacy of funds from other sources compounded headteachers' financial problems.

(e) The District Development Fund

Another source of income was the DDC development funds. This committee provides funds mainly to the district schools. Some headteachers in the study when asked about this fund, however complained of having never received this fund. Most of the headteachers, eighty percent (80%) complained of the red tape involved. Only twenty percent (20%) of the headteachers received such a fund.

(f) School Financial Management

The procurement of funds is a vital aspect of the school financial management. The government through the Ministry of Education does not provide funds to schools in the form of grants. But the headteachers have to submit their financial estimates to the Ministry as a policy.

All schools were expected to draw up budgets so as to be effectively giving a financial expression of the qualitative and quantitative educational service proposed. From sources obtained, the headteachers indicated lack of seriousness in submission of budget estimates. Of the schools the researcher visited, twenty percent (20%) did not

Table XVII

submit estimates at all. Seventy percent (70%) submitted estimates once a year and ten percent (10%) submitted their estimates twice a year.

Nevertheless, all the headteachers in the study prepared the budget estimates. There were many factors to consider when preparing budget estimates. Headteachers were asked to rate the importance of these factors when arriving at their annual estimates. This information is tabulated in Table XVII below.

Factor	1	2	3	4	5
1	1	1	1	1	1
2	1	1	1	1	1
3	1	1	1	1	1
4	1	1	1	1	1
5	1	1	1	1	1
6	1	1	1	1	1
7	1	1	1	1	1
8	1	1	1	1	1
9	1	1	1	1	1
10	1	1	1	1	1
Mean	1.1	2.6	3.7		

... information on the budget estimates...
 employees... Rating ranged from 1 as most important...
 as the least important... considered when arriving at the annual estimates.

Abbreviations for the factors in Table XVII is as follows:

- AB: Administrative Expenses
- FB: Fixed Expenses
- HCH: Heads of the school/colleges
- HCI: Heads of the school/colleges consultation
- TC: Terms and Conditions/Goals

Table XVII

Rating of Factors Considered When Arriving at the Annual Estimates

No. of Schools	Factors Considered				
	AB	PB	HOD	HOI	NOG
1	2	3	4	5	1
2	5	2	3	4	1
3	3	2	1	5	4
4	1	3	4	5	2
5	4	3	5	1	2
6	3	2	1	5	4
7	4	2	3	5	1
8	2	1	3	5	4
9	4	3	1	5	2
10	3	5	2	1	4
Mean	3.1	2.6	2.7	4.1	2.5

The Table XVII provides information on the budget estimation procedures as employed by the headteachers in the study. Rating ranged from 1 as most important to 5 as the least important factors to be considered when arriving at the annual estimates.

Abbreviations for the factors considered as used in Table XVII is as follows:

- AR - Availability of Resources
- PB - Previous Budget
- HOD - Heads of Department's Forecast
- HOI - Heads of other Institutions consultation
- NOG - Needs and Objectives /Goals

It can be concluded here that most of the headteachers lacked a standardised and clearly defined system for determining the budget estimates.

From the Table XVII above, it is shown that most of the headteachers with a rating mean of two point five (2.5) indicated needs, objectives/goals of the school as the most important factor to be considered when the budget estimates were prepared. Here their attitude is to provide the service regardless of the cost. This approach in budgeting involves provision of a plan for attaining the purpose of an institution. The purpose of educational programmes are identified and this gives a basis for determining the educational services and facilities.

Next came the previous budget as a factor to be considered with a mean of two point six (2.6). The headteachers who did not record this factor were new in their job so they naturally had nothing to go by. However, another reason for this rating was based on the changing needs of schools from year to year and therefore the headteachers had to refer to the previous budget to help them arrive at the annual estimate. The rating factor which had a mean of two point seven (2.7) was the departmental heads' forecasts which came third. This called for an amount of delegation where responsibility was given to the heads of department who in turn worked and consulted with the teachers in charge of subjects. Even though some headteachers did not respond as favouring the use of head of departments to help to decide what should go into the budget. Some headteachers when asked to give reasons over this issue of delegating budget estimates to the HODs, they reacted by saying that "individual HoDs made unreasonable requests which could not be met when considering available income. The fourth (4th) factor in the rating was the

availability of resources with a mean of three point one (3.1). This factor did not appeal to most of the headteachers in the study. Here the headteachers were needed to look at the available resources first before making budget estimate. This meant that they tried to fit the programme into the money available. It also meant that other services could not be provided for in connection with the amount of revenue available, since there was a common consensus from the responses that money available, to their schools was not enough to finance required educational services. Lastly came the heads of other institutions consultation factor with a mean of four point one (4.1) which did not feature much as the important factor to be considered when arriving at the annual budget estimates.

4.7 The Problems in Administration of School Finances

(a) (i) The School Budget Administration

The administration of the budget forms an important aspect of managing funds. It is assumed that the headteachers go by the budget estimates which form the basis of their spending plan. They discuss their budgets with the B.o.Gs who ratify expenditure. However, one of the headteachers in the study called this "formal initiation of spending plan." This was an indication that most of the headteachers consulted the B.o.Gs out of formality but not to have their expenditure necessarily authorised.

There were other factors influencing the headteachers' expenditures. The Ministry of Education expected that there should be expenditure control and therefore certain forms of expending revenue became automatic since there were vote-heads.

Some headteachers indicated that in case of emergencies and acquisition of necessities, then they should be given an amount of extra time to decide whether to spend for such unforeseen circumstances. Headteachers expressed different opinions about being able to manage their finances better if there was no external influence. Table XVIII indicates headteachers' views on whether given a free hand they would be able to manage their school funds better.

Table XVIII
Headteachers' Opinion on the Management of School Funds with regards to their amount of Financial Control

The Will of Headteachers to Manage Funds and Control	No. of Respondants	Percentage (%)
Strongly Agree	3	30
Agree	4	40
Undecided	0	0
Disagree	2	20
Strongly Disagree	1	10
Total	10	100

Table XVIII shows that thirty percent (30%) of the headteachers strongly agreed that if given free hand, they would manage their funds better. Forty percent (40%) of the headteachers just agree that in the absence of external influences they would manage their finances better. Twenty percent (20%) of them disagreed. Ten percent (10%) of the headteachers in the study strongly disagreed with the issues stating that when one knew what was to be done; an effective system of expending revenue could then be established.

(ii) Problems encountered in the Budget Administration

The headteachers in the study pointed out that they had problems in the administration of the budget. They were various factors expected to hinder headteachers in their attempt to complement budget. They were asked to rate those problems depending on how much they construed them. The scale rate on a continuum ranging from 1 as the most limiting factor to 6 as the least limiting factor in the budget administration. Table XIX below shows these factors and the responses from the headteachers indicating how much limited they were.

Table XIX

Rating of Factors Limiting the Budget Administration in Schools

Schools	Factors Limiting					
	IR	USB	UEE	OSF	LSS	HIF
1	3	5	1	6	2	4
2	1	5	6	3	4	2
3	2	1	4	5	6	3
4	1	4	5	6	2	3
5	4	2	3	1	5	6
6	4	3	1	2	6	5
7	4	1	6	3	2	5
8	1	3	4	2	5	6
9	4	2	3	1	6	5
10	3	2	1	4	5	6
Total	2.7	2.8	3.4	3.3	4.3	4.5

Table XIX above provides the information on the rating of factors limiting proper budget administration. Abbreviations for the limiting factors is as follows:

IR	-	Inflationary Reasons
USB	-	Urgent Services not Budgeted for
UEE	-	Having under-estimated Some Expenditures
OSF	-	One Service ending up taking most funds
LSS	-	Lack of Support Staff
HIF	-	Having Little Financial Control Over Expenditure

Table XIX above, indicates that inflationary reason is the most limiting factor with a mean of two point seven (2.7). This is a reflection of their complaints of not being given any help from the government in the form of grants; also their apprehension over how they would manage given the limited funds; and the ever increasing prices of equipment and services needed to run their schools. Forty percent (40%) of the headteachers gave this factor a rating of either 1 or 2, an indication that it was very difficult to forecast expenditure or increase income as per the estimates prior to the preparation. The next limiting factor was the urgent services not budgeted for with a mean of two point eight (2.8). Fifty percent (50%) of the headteachers gave this factor a rating of 1 or 2. This limiting factor depended on how much time was accorded the headteachers in making decisions about expenditure. One service ending up taking most funds was the third limiting factor with a mean of three point three (3.3). This was followed by having under-estimated some expenditures with a mean of three point four (3.4) as a fourth (4th) limiting factor.

Lack of support staff was rated the fifth (5th) in order of limitation with a mean of four point three (4.3). Sixty percent (60%) of the schools in the study had accounts clerks. This made financial management simpler or easier. There was more efficiency in having an officer dealing with financial matters. Therefore, lack of support staff was not much of a limiting factor. Only thirty percent (30%) gave this factor a rating of 5, an indication that lack of accounts staff could not deter headteachers in matters of expending income. The remaining headteachers who had no accounts staff rated this factor as the most limiting. They complained of lack of time to attend financial matters. This took much of their time and they had little time to do any other services in the school. Lastly, the limiting factor which was given a rating in the position of sixth (6th) was having little financial control with a mean of four point five (4.5). To most of the headteachers this was not a serious limiting factor. The headteachers need to have much control in the finances for the prudent administration of the budget. Therefore, this did not rate strongly as a limitation factor. The issue of how much financial control the headteachers had over expenditure is tabulated in Table XX below.

Table XX

The Degree of Financial Control Headteachers have Over-Expenditures

Degree of Financial Control	No. of Respondants	Percentage (%)
Much Control	8	80
Not so much control	0	0
Fair Control	2	20
Little Control	0	0
Total	10	100

From Table XX above, it shows that eighty percent (80%) of the headteachers indicated that they had much control over the expenditure. Only twenty percent (20%) of the headteachers indicated that they had fair control over expenditure. Therefore, it could be concluded that most of the headteachers had much financial control over expenditure and so showing this factor as a weak limitation.

When the researcher asked the headteachers to state other problems they encountered in administering budget; a variety of problems were mentioned. Some of these problems were that the Ministry of Education not giving any subsidies in the form of grants and therefore being, unable to cope up with sudden and frequent changes of prices of commodities and services, lack of prompt payment of school fees by students, and not being able to sense in advance bulk purchases.

(iii) Problems in Funds Management with Regard to Estimates of Budget

The budget as discussed earlier is an important document which assists headteachers in the proper management of funds. There were various problems which hindered the prudent preparation of the budget. Headteachers were asked to give a rating to some factors considered as likely to hit them when preparing budget. Table XXI shows the rating of the headteachers as per the limitations of each factor in the budget preparations. Rating ranged from 1 as the most limiting and 5 as the least limiting factor.

Table XXI

Rating of Problems Experienced when Preparing Budget Estimates

Schools	Limiting Factors				
	LSS	LT	EBJ	FSR	BMF
1	2	3	4	5	1
2	5	1	2	3	4
3	4	5	2	1	3
4	3	4	5	2	1
5	1	5	4	3	2
6	5	4	2	3	1
7	1	2	4	3	5
8	5	2	3	4	1
9	4	5	1	3	2
10	3	1	4	2	5
Mean	3.3	3.2	3.1	2.7	2.5

Abbreviations for the limiting problems:

- LSS - Lack of Support Staff
 LT - Lack of time
 EBJ - Estimation being to technical a job
 FSR - Failure of Staff to forward Requisitions
 BMP - Being unaware of market price

Table XXI above shows that being unaware of the market price is the leading factor as the most limiting factor in preparing budget estimates with a mean of two point five (2.5). This is followed by failure of staff to forward requisitions with a mean of two point seven (2.7). The third rating factor is the estimates being too technical a job with a mean of three point one (3.1). The next limiting factor which is rated in the fourth position is lack of time with a mean of three point two (3.2). Lack of support staff came fifth in the rating scale with a mean of three point three (3.3).

In most of the district schools, the lack of support staff was the greatest problem. This was because the schools were relatively new and therefore they had not organised themselves financially to recruit accounts staff. Some of the headteachers did not put into consideration employing qualified personnel in financial management as a priority. And so the financial management remained as part of the responsibility of the headteachers.

A general overview of ratings showed that problems took almost equal weight in the limitation of the preparation of the budget estimates. These problems hindered them seriously in the attempt to come up with competent and accurate drawn-up budget estimates.

(iv) Problems Encountered by the Headteachers in Accounting

All the income and the expenditure are done by both the headteachers and the accounts officers if employed. However, headteachers are the final accounting officers in their schools. The headteachers are expected to put financial control in force and maintain all accounting books as stipulated by the Ministry of Education.

The headteachers were faced with problems in accounting. This was a stiff task that faced them and most of them found it difficult as they were not well-versed and conversant with accounting procedures. This was an area where the headteachers were untrained and failed to show competence or exhibit enough skills in handling it.

Most of the headteachers in the study had been promoted on the basis of seniority either after having taught for a long time or on how long they had been deputy headteachers. Many incompetent teachers had been placed in the position of headteachers. Even if the experience and length of service was important to be considered for the promotion to headship, most emphasis should be based on inculcating necessary skills and making headteachers or aspiring ones competent in financial matters. Table XXII shows the relationship between the years of service as a teacher and consequent promotions to the position of headship.

From the data presented in Table XXII, it can be seen that headteachers in the study served for varying periods before getting promotion to headship. Most of them had received work experience before being promoted to headship. However, a few had not. It would therefore be assumed that headteachers who were promoted to headship were mostly from the experienced category. This is in line with the findings of other studies which have shown that the majority of headteachers are promoted from the experienced category.

Of the seventy (70%) of the headteachers who were interviewed, they had a total of 100 years of experience. This was the total number of years of experience of the headteachers who were interviewed.

Table XXII

Relationship between Years served as a Teacher and Promotion to Headteachers

Schools	No. of Years served as Headteacher	No. of Schools Headed	Years of Service as a Teacher	Received any other Training
1	19	1	23	Yes
2	5	1	12	Yes
3	2	1	7	Yes
4	2	1	9	No
5	19	1	26	Yes
6	2	1	8	No
7	2	1	10	No
8	1	1	28	Yes
9	9	1	12	Yes
10	4	1	17	Yes

From Table XXII above, it can be seen that headteachers in the study served for quite sometime or for a long time before getting promotion to headship. Most of them had received some in-service training but a few had not. It would therefore be assumed that headteachers would most be fitting in those positions from the experience acquired over time as classroom teachers. But classroom teaching itself does not bring one into contact with financial administration.

Seventy percent (70%) of the headteachers indicated that the in-service courses they had attended were organised by the Kenya Educational Staff Institute (KESI). These

in-service courses had not been intensive in the area of financial management. When the researcher asked them to indicate what those courses entailed, there was a wide spectrum of topics covered. These included school organisation, books of accounts, students' motivation, and curriculum development, sociology of education, office management, staff relations, development and legal aspects.

The headteachers complained of loading themselves with numerous aspects of administrative tasks. And most of the topics were incomprehensively covered during the in-service courses. One of the headteachers described such courses as "an ineffective crash programme." The headteachers also pointed out that tutors did not exactly know what to cover. They felt that all aspects of administration should not share equal time, but more time should be spent on financial management since headteachers were not exposed to it. Financial management, they felt was a complicated and important aspect of administration which deserved more attention than just a day or two as it normally happens during the courses. Given the enormity and diversity of aspects in financial management, this was not enough to fully and effectively orientate and make headteachers well-versed as they were quite "laymen" in financial matters.

Accounting is a difficult task. The accounting manual was released in 1978, however, from that time to date much had changed, for example, source of funds being in different accounts. The PTAs were also created in 1978 and had much influence on school funding and management. The headteachers felt that policy should be changed in view of the changing circumstances. For example, the cost-sharing policy was instituted and there had not been any consultation between parties to resolve what parents and the

Ministry of Education should finance. The headteachers were left with all these problems since parents wanted to finance some programmes only and not others, yet the Ministry of Education expected the PTAs to finance such programmes.

Accounting is therefore one area where headteachers had most problems. Most of the headteachers were not conversant with accounting procedures where the control system was developed so that the conditions of income and expenditure was ascertained.

To give a good picture of the state of accounting in the schools, the researcher visited the District Audit Unit in the D.E.O.'s office to gather information on the nature and scope of accounts in the schools.

4.8 Audit Unit Accounting Report

There is the audit inspection which scrutinises the books of accounts with intention of checking whether the institution is maintaining accounts books as stipulated by the Ministry of Education's regulations and control. In this area it involves also the maintaining of a number of books of different departments such as the finance department which deals with the maintenance of Cash Books. Secondly there is the stores department which is also subdivided into the Central Stores, Science Laboratory Stores and Kitchen Stores. Thirdly, there is the Farm department. Thirty percent (30%) of the schools in the study had farms and were therefore supposed to have books on agriculture, livestock and poultry.

To have a sound system of finance control, all the books of accounts should be cross-checked. There are three kinds of books for all stores namely permanent stores

ledger for such materials like text-books, machines and others which have long duration. Secondly, there is a book for expendable items that have three years of existence like dusters. Lastly there is a book for consumable like chalks, chemicals, stationery and kitchen provisions.

Coming second after the audit inspection, are the audit officers who are engaged in the task of auditing of books. This involves vetting and vouching of books of original entry like Cash Books and Ledgers. After that they extract the trial balance and then prepare the final accounts. Vetting and vouching involve close examination of the initial entries of transactions made, if the transaction involves buying. Here they try to find whether there was any tender given, whether invoices had been recorded, whether it was put in the correct vote-heads and lastly whether payments were authorised. If transaction involves receiving money or any income, there would be evidence of the source of that income, finding out whether a receipt was issued and whether it was put in the correct vote-head and banked.

Accounting error are also checked. These include omissions, commission, compensating and errors of principle of accounts. When one is doing vouching may discover excess money or money paid out was more than had been received. This is an error of omission. Commission involves an error whereby a wrong vote-head had been used. Compensating is an error where a particular amount of money is received by the amount that is put down is in excess. When an error of over-casting (putting something in excess) can be compensated by another error of under-casting of the same amount; the

books will balance but the error still exists. Until an investigation of each transaction is undertaken then such an error cannot be found out. Such errors are purely accidental.

Errors of principle accounts occur when proper procedures of accounts are not followed. From the district audit unit office, there was evidence which stated that there were lots of these errors being committed. An inquiry was carried out where the headteacher as the accounting officer, together with his accounts staff were summoned to answer accusations if there were such errors and other problems with the accounts.

If there were shortage of fund and the auditors felt that someone should account for the money, they advised the Permanent Secretary in the Ministry of Education to recover the amount from the accounting officer through a check-off system. If the amount was alarming, a stern action was taken which varied according to the amount. This could involve interdiction, stopping one's salary pending investigation or demotion. Here an example was given to the researcher by the District Inspector, that in the year 2001 some headteachers were interdicted and demoted by the TSC.

If a headteacher misappropriated, for instance, a quarter a million or commits a school to credit of a tune of two (2) million shillings, which is quite a large sum, the Ministry of Education interdicts or demotes the officer concerned. If the school was in such a big problem, the Permanent Secretary have special powers to offset the debt. The audit officer, who was the researcher's respondent pointed out that there were many of such cases.

There are also cases of virement where the headteachers transferred money from one vote-head to another. Some of the votes kept in schools as an example included:

- (i) Electricity, water and contingencies (EWC).
- (ii) Repair, Maintenance and Improvement (RMI).
- (iii) Local Travelling and Transport (LT & T)
- (iv) Schools Equipment and Stores (SES).
- (v) Boarding, Equipment and Stores (BES) etc.

The authority to transfer money from one vote-head to another should be obtained from the Ministry of Education. But most of the headteachers did not do that. However, they were asked to explain and most of them could not give reasons which were satisfactory; since to them this did not pose a problem. One of the headteachers pointed out that unless the Ministry of Education subsidised the amount allocated to each vote-head he could not help this kind of transfer. The respondents stated that when vote overspent or not spent according to vote-heads, this related to headteachers not being competent with the accounting procedures. The respondent pointed out that if the amount involved was alarming, normal steps were taken, for example, being demoted since this amounted to total mismanagement.

Thirdly the auditors were involved in carrying out the field work which involved conducting audit seminars and audit office was expected to carry out audit exercises which involved all the staff dealing with finance, that is from finance officers to accounts clerks.

The accounts staff whose books of accounts lagged behind were called upon, put in a group and made to write the books to the current date. In some schools, books lagged for four to five months behind, while they were supposed to be entered daily. The cash

book was entered on a daily basis, the trial balance on a monthly basis. A trial balance was then extracted from this. This could not be done until cash Books were balanced, postings done to the Ledgers and getting the net balances of different vote-heads. Most schools lagged behind in this regard and therefore could not extract a trial balance.

The respondent felt that one of the reasons for the delay was that the headteachers did not check the books of accounts or oversaw what the accounts clerks did on daily basis. He felt that most of the headteachers were not conversant with accounting procedures and therefore found it difficult or irrelevant. Audit seminars for bursars, accounts clerks and headteachers were therefore important, even though the headteachers, benefited from an exposition of elementary introductions into accounts and implementation of financial control and internal checks.

There was a problem with the above programmes too. At the district office, the total number of audit staff was five (5). There were two (2) audit clerks, two (2) audit examiners and one (1) audit officer I. This was quite an inadequate number of staff given the amount of audit work they had to attend to in the whole district schools and colleges.

Every auditor was expected to audit fifty (50) accounts per year. This was not possible since some schools had four (4) accounts which would take an entire a year to audit. This involved only routine work since there were audit inspections to be made and audit seminars and exercises to be conducted in addition. This limited the staff's movement outside, resulting to arrears in auditing books. In some schools, arrears were up to three (3) years, a situation that could cause laxity in financial control.

4.9 Inadequacy of Funds and the Implications to School Administration Tasks

(a) School Plant Management

Seventy percent (70%) of the schools in the study lacked adequate physical facilities. Twenty percent (20%) reported having adequate facilities. However, ten percent (10%) of these schools had facilities that were old and in need of repair. Table XXIII shows the various types of school facilities that were reported as lacking by the headteachers.

Table XXIII

Physical Facilities Lacking in Schools as reported by the Headteachers (N=10)

Types of Physical Facilities Lacking	No. of Respondents	Percentage (%)
Classrooms	6	60
Laboratories	7	70
Library	6	60
Workshop	7	70
Home Science Rooms	6	60
Administration Block	7	70
Dining Hall and Kitchen	6	60
Drawing/Fine Art Room	7	70
Teachers' Houses	9	90
Dormitories	7	70
Games Fields	6	60
Fence and Gate	1	10
Space for Expansion	6	60
Heads of Department Offices	7	70

N/B The percentages (%) do not add up to a hundred percent (100%) because of the multiple responses.

When the researcher asked the respondents to react on the lack of these physical facilities, eighty percent (80%) of the headteachers indicated that they intended to put up or install the facilities they lacked in their schools. The period they promised to do this with the availability and anticipation of funds ranged from one and half (1½) to fifteen (15) years on the availability of financial resources. There were several consequences of inadequate physical facilities. These included ineffective teaching of science subjects arising from lack of laboratories. Consequently, this led to poor examination performance in science subjects. Headteachers in these schools questioned the fairness of 8:4:4 curriculum when such students were evaluated alongside their counterparts in well established schools.

Lack of dormitories and other accommodation within the schools forced the students to commute to and from schools on daily basis. Since the students did not board at school, the administration was not effective in supervision of the students and their participation in co-curricular activities was also ineffective. In some cases, the existing dormitories were overcrowded.

The inadequate provision of staff houses within the school compounds resulted in lateness among teachers and thus interfering with their teaching duties. Alternatively, the provision of transport for teachers proved to be quite expensive. The curriculum provided by the schools was also influenced by the existing physical facilities. The absence of agricultural workshops coupled with inadequate land in many schools had for instance, hampered the introduction and teaching of agricultural subjects in the affected schools.

In an attempt to alleviate some of these problems, some schools resorted to sharing arrangements with primary schools they are neighbouring, making it difficult for these schools to plan for their own operations or have an entirely independent programmes of their own. Schools that needed to put up buildings asked parents to contribute towards their construction. Besides putting up temporary structures, some schools sought donations from NGOs and other able donors. Existing physical facilities had also been renovated in some schools to be used as laboratories and dining halls. Where a large number of students was involved, activities were conducted in shift basis to avoid overcrowding.

(b) Curriculum and Instruction

The curriculum and instruction provided in the schools to a certain extent was dependent on the availability of funds. The implementation of the curriculum required materials such as textbooks, stationery, laboratory equipment, chemicals and teaching/learning resources. Most of the schools in this study reported inadequacies of these facilities. Table XXIV shows the extent to which these facilities were available in schools.

Table XXIV**Adequacy of Teaching Facilities as reported by the Headteachers**

Adequacy of Teaching Facilities	No. of Respondents	Percentage (%)
Quite Adequate	0	0
Adequate	0	0
Fairly Adequate	5	50
Not Adequate	5	50
Total	10	100

Table XXIV above indicates that fifty percent (50%) of the schools had fairly adequate teaching facilities and another fifty percent (50%) of the schools indicated that the teaching facilities existing was not adequate. From the table XXIV, it can therefore be seen that a big percentage of schools experienced an acute shortage of textbooks and other teaching facilities for the implementation of the curriculum.

The sharing of textbooks among the students had been resorted to in an attempt to ease the problem. However this practice hindered the completion of assignments on time and was not therefore a long-term solution to the problem. Among the teaching facilities most headteachers laid emphasis towards were the acquisition of textbooks. In some schools a text-book subsidy fund or text book fund project was organised to provide students with class text books and library books, for example, when students were asked to contribute some amount for stores and stationery as well as buying their own items like rulers, pencils, rubbers, geometrical set etc.

Besides being expensive, chemicals and equipment required constant replenishing. Some schools tried to alleviate this problem by carrying out experiments in groups, reducing the number of practical in laboratories or charging a laboratory fee to facilitate the provision of facilities required. Sharing between departments that use common equipment was also encouraged. Alternatively, the number of students accepted for practical subjects such as physics, home economics etc. was kept low since these were expensive subjects to offer.

(c) Personnel Management

There were varying responses from headteachers regarding the adequacy of personnel and the effect this had on the running of the institutions. Table XXV shows the responses of the headteachers on this aspect of administration.

Table XXV

Degree of Adequacy of Support Personnel as reported by the Headteachers

Degree of Adequacy of Support Personnel	No. of Respondents	Percentage (%)
Quite Adequate	0	0
Adequate	2	20
Fairly Adequate	5	50
Inadequate	3	30
Total	10	100

From Table XXV above, twenty percent (20%) of the headteachers indicated having adequate support personnel. Fifty percent (50%) of the headteachers indicated as having fairly adequate support staff. Thirty percent (30%) of the headteachers felt that the support personnel in their schools was inadequate.

Eight (8) respondents which is eighty percent (80%) singled out that lack of finance was the main reason limiting their acquisition of subordinate personnel. Seventy percent (70%) out of ten (10) respondents stated that finance limited them from upgrading their support staff. The number of positions affected by this ranged from one (1) in one (1) school to ten (10) in another school. Some of these positions included laboratory assistant, groundsmen, storemen, copy-typists, bursars/accounts clerks, nurses, cooks, watchmen, matrons, secretaries and office messengers.

Thirty percent (30%) of the headteachers pointed out that finance was not the only reason for not upgrading their subordinate staff. Some headteachers indicated lack of qualified subordinate staff and other bureaucratic problems involved at the Ministry of Education when it came to creating establishments.

Schools faced with lack of adequate subordinate staff, however tried to alleviate these problems. Some of the solutions resorted to were hiring casual workers, asking parents who can't afford paying school fees to assist in any area and be paid money so that to be able to pay school fees for his child or children; one person to perform two or three jobs (i.e. double or triple duties of the employed person). In some schools, they hired the support staff for the most essential services when the situation demanded.

Since problems emanated from the Ministry's failure to employ support personnel in schools, the headteachers requested the authorities or approached the B.o.Gs to intervene on their behalf and have the Ministry employ support personnel in certain positions. As regards student personnel service, some schools could not employ a nurse. And other schools provided medical services at First Aid level only. All Day schools did not provide for these services and referred sick students to local Health Centres or dispensaries. Some headteachers complained of the lack of establishments for the medical personnel. One of the headteachers stated that the PTAs did not set aside fund to employ a nurse and could not afford drugs since their cost was high.

(d) School Community Relations

One area where schools did not register a financial handicap was in the school community relations. The headteachers were able to organise functions and activities related to this. All the schools held at least one or two community related occasions in their schools. These were mainly Speech and Parents' Days. Other community related occasions which some schools organised included; Open days, Sports days, Price giving day, consultative meetings, calling leaders meetings, engaging youth club from village to play with students, organise church related activities e.g. Carol Service and Church Music festivals etc.

Some community related activities were mainly organised by school in conjunction with the PTA. Eighty percent (80%) of the schools reported being financially constrained as a result of holding these activities. Twenty percent (20%) of the schools

failed to hold other occasions in the school due to the unavailability of funds. When the researcher asked them as to how they promoted relations between the school and the community, the headteachers reported that they are being engaged in other activities to further promotion of relations. Such activities included sending letters to parents/guardians every end term and any other occasion when the situation demanded and inviting parents occasionally to attend meetings. However, one of the headteachers in the study expressed skepticism at the effectiveness of newsletters as yet large number of parents and community was uneducated and illiterate and the newsletters were normally written in English.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary of the findings, conclusions and recommendations of the study based on the analysis of the research data presented in Chapter Four.

Data were collected using questionnaires, interview schedules and documentary analysis. It is from these data this summary and discussion was derived.

5.2 Summary

The purpose of this study was to explore the various sources of funds and the practices headteachers employed in acquiring and managing funds as well as the problems encountered in the process of doing this. This study also sought to explore the problems involved in their acquisition of funds.

The first phase of the study dealt with the necessity of prudent fiscal management practices. The statement of the problem which was highlighted and clarified by posing six (6) basic research questions. The researcher was concerned with several areas and aspects of financial management in which data were harnessed. These included:

- (i) The experience and training of the headteachers with regard to financial management in schools.
- (ii) The various sources of funds for running schools.
- (iii) The problems encountered in harnessing these funds.
- (iv) Management of funds and the problems involved.
- (v) The implication of these problems to schools.
- (vi) The means and ways of alleviating these problems.

The significance of the study and assumptions were stated. The scope and limitation of the study were also presented. The design and questions raised in the study closed that chapter.

The next phase involved literature review which was essentially important in throwing more light and reviewing information and how it was to be moulded later to aid the researcher gather appropriate data that accrued directly to the study. Literature was reviewed from consulting various sources like textbooks, journals, newspapers, theses, government publications, periodicals and magazines. In this phase, an indepth review of the existing sources of funds, the strains and limitations influencing their acquisition was examined. The budget was defined which was pivotal for the basis of fiscal administration. Under funds management, the literature review was extended to analyzing the practices effected in preparing budget estimation, presentation and adoption of the budget, budget administration, accounting and auditing of funds.

The third phase covered the analysis of data and its interpretation. This involved gathering all the completed questionnaires and making a thorough inspection. The questionnaires were meant for the headteachers only and sought to solicit information on their job performance, financial and resources management. The interview schedules for education officer and the auditor centred around funds provision and management, practices by headteachers. The method used in analyzing the data involved descriptive statistics. These included percentages, means and tabulation of data for clarity.

The analysed data were further used to generate the findings and made conclusions and recommendations. The researcher was able to extract the following findings, once both the oral and written answers from the audit officer, education officer and headteachers, were received. Their findings served as summary of the financial management practice and the constraints limited finances on school management.

5.2.1 Personal Data on Headteachers in the Study

The majority of the headteachers in the study were mature, aged thirty (30) years and above and also had studied education up to university level. A few of them had reasonable headship experience ranging from five (5) to nineteen (19) years.

5.2.2 Training Process in Financial Management

Headteachers in the study sample had been exposed to certain experiences before appointment to headship which they felt eventually prepared them for their role in school financial management. Such experiences included deputy headship, head of department, class teacher, games teacher, boarding teacher, senior teacher etc.

Though all headteachers had done financial management unit in the Educational Administration course during their pre-service training at the University, or Diploma Colleges not all of them considered that as having prepared them for school financial management tasks. In fact, all of them considered the topic to be inadequate in terms of not only teaching methodology and content but coverage. It concentrated on theories and general principles rather than the detailed procedures of financial management to headship. Whereas all the headteachers indicated that induction was very important, those who had been inducted and constituted thirty percent (30%) observed some weaknesses in the induction programmes they went through. The induction programmes gave them some insight into financial management but the programmes came too late. For some it came even as late as three (3) years after appointment. The programmes concentrated mainly on other areas of school management and were largely sketchy on financial management. Their duration was very short and the programmes not continuous.

All the respondents indicated that before to the appointment as heads of the institutions, they had not done any courses in financial management from any

other institutions apart from the little they had learnt at the University and Diploma Colleges.

5.2.3 Financing Secondary Schools

- (a) All the schools in the study were not receiving grants from the Ministry of Education to meet their recurrent costs.
- (b) Most of the schools in the study were developing, and so required a large amount of money to effectively finance their capital development programmes. These schools did not receive development fund from the government and so they met their recurrent expenditure mainly from school fees and harambee which was unreliable. However, most of their teaching staff were employees of the Teachers Service Commission.
- (c) Schools solicited for extra funds from the various sources. The major contribution to schools were from school fees paid by students, the PTA, harambee fund and building fund. There were various agencies or organizations that were also consulted. These included NGOs, CARE, Churches, Action Group Charity Sweepstake, B.A.T., NCKK, YMCA, Friends and Companies etc.

5.2.4 Problems of Funds Acquisition and Management

- (i) The headteachers from all schools in the study prepared budget estimates. However, this was a technical job that required skills which made financial management difficult for the headteachers. Inadequate understanding of this job made many headteachers take the preparation of budget for granted. They did not reflect serious attitude towards the preparation of budget estimates and forwarding them to the Ministry of Education in time as this was a requirement.
- (ii) The headteachers considered various factors when arriving at their annual estimates. These included the availability of resources, the previous budgets, heads of department, forecasts, consulting with headteachers of other institutions and the needs or objectives/goals of the schools. The availability of resources was considered the most important factor when budgets were prepared.
- (iii) The programme, planning and budgeting system where plans were provided for attaining the purpose of an institution was not adopted by many of the headteachers in the study. They just got ahead with the job of incomes and expenditure which could not exceed the receipts.
- (iv) The headteachers were handicapped by various problems when preparing budget estimates. These included lack of support staff

and time, estimates being too technical job, failure of staff to forward requisitions and lastly being unaware of market prices.

- (v) The headteachers were limited by various factors in their proper administration of the budget. These included inflationary reasons, urgent services not budgeted for having under-estimated some expenditures, one service ending up taking most funds, having little financial control over expenditure. Inflationary reason posed the greatest problem.
- (vi) Besides the ministry's stipulation that there should not be borrowing from vote-heads for other purposes other than the intended one, headteachers had a lot of leeway in financial control especially when expenditure involved emergencies and acquisition of necessities.
- (vii) The headteachers were promoted to positions of headship by virtue of having served as teachers or deputy headteachers for a long time. This had not put them into contact with fiscal management and their performance in financial management was essentially weak.
- (viii) Accounting was a difficult area of financial management, in which the headteachers faced most problems. However in some few schools in the study which employed the bursars/accounts clerks,

- they were left to do most of the book-keeping but headteachers remained the final accounting officers in their respective schools.
- (ix) As there was no money from the Ministry of Education in the form of grants to schools, the schools in the study had the biggest problem. School fees alone and parents' harambee contributions could not make them meet the obligations satisfactorily. The Ministry of Education appeared reluctant to review the grants and so these schools could not arrest the frequent increases of prices of materials and equipment.
- (x) Most schools in the study did not make use of the old students who could otherwise have come into ease the financial strains and constraints they experienced.
- (xi) As a result of inadequate funds, schools administrative tasks were affected. These included school plant management, curriculum and instruction, personnel management and school community relations.
- (xii) The district audit unit had just a nucleus staff. This hampered their movement out to schools which tended to lead to weaknesses of headteachers in financial control.

5.3 Conclusions

(i) Based on the findings of the study, several conclusions had been made. The main conclusion of the study was that the existing headteachers training and support system in financial management was basically weak. The weaknesses of the current system of training process and support were negatively affecting the performance of headteachers in school financial management. As a result, the majority of headteachers in the study depended largely on-the-job training of which was basically trial and error system which contributed significantly to lack of efficiency and ineffectiveness in management of school finances. More specifically, the study concluded that the current preparation process particularly training, management and development programmes for headteachers in financial management were not adequate. Major inadequacies noted in this regard were that:-

- (a) even though the pre-service curriculum at the university level aimed at providing introductory elements in school finance; it lacked sufficient content, methodology and resources to develop required skills in financial management.
- (b) although an attempt had been made to provide in-service courses particularly by K.E.S.I. and K.S.S.H.A. (Kenya Secondary School Heads Association), they were unsystematic, inadequate in terms of content and coverage

and lacked any follow-up to monitor and evaluate their effectiveness in enhancing the aspired financial management competencies.

- (c) induction programmes were not timely because they came several years after appointment when headteachers had already made many mistakes. There were also headteachers who had not received any induction since appointment.

The support system for headteachers in financial management though vital had some major weaknesses that affected the capacity to strengthen headteachers' performance in financial management. The researcher, therefore concluded that:-

1. low professional qualifications of bursars/accounts clerks and lack of modern information systems affected headteachers' performance in financial management. Lack of financial management competency among B.o.G.s members also affected the performance of headteachers in financial management.
2. inadequate capacity of the inspectorate to monitor and evaluate the performance of headteachers and provide professional support was a major bottleneck in enhancing their managerial capacity.
3. lack of sufficient personnel and modern information systems affected efficiency and effectiveness of the audit unit in the

provision of vital professional support in financial management to headteachers.

In order to enhance the capacity of headteachers so that they could understand their financial management roles and responsibilities, make better managerial decisions and improve their performance, there was need for a comprehensive and well-integrated preparation and support system.

(ii) Financial resources were the pre-requisite to effecting an adequate programme of education. Good possibilities of schools existed where sufficient funds were available each year to assure that adequate, and well-rounded education opportunities could be provided for children.

In Kenya, financing of education is not either simple or straight forward. The government is not a real force in contributing money to schools and as yet influences how and when money collected by the schools would be spent.

As there was a problem of schools not being given grants by the government through the Ministry of Education, schools revenue remained stagnant in the time of changes in the educational needs and perception, social and economic. In Kenya schools were expected to react towards the strains imposed on them especially on how to continue to provide quality education in times of declining revenue.

In reaction to the need for sundry sources of funds, headteachers understood some of the technical aspects of sources of income for the support of

their institutions. The revenue raising objectives became a direct concern to education.

The resource management was affected by expenses. Headteachers made budget estimates supposedly as guides to their transactions, but the Ministry of Education made controls of expenditure through particular vote-heads. Even then headteachers assumed leeway in effecting their individual management styles. At each level much autonomy and attitude existed in which individual budget decisions could be made. At a time when the teaching staff made budget decision, there was no effort to measure the results of expenditure to determine if the budget decision had the desired results.

Lack of grants from the Ministry of Education made it difficult for headteachers to effectively administer their budgets. Unnecessary adjustments had to be made to the spending plan commensurate to the resources available to the time.

The headteachers were especially handicapped in financial management. The district audit unit in the D.E.O.'s office expressed great discontent and misgiving matters and their administrative practices in financial matters and their effectiveness in this area. The researcher was doubtful in apportioning blame for this eventuality, where he felt that the audit unit left some bits to be desired in their failure to enhance the headteachers' management capability despite the odds against them, irrespective of the methods they used.

Schools administrative tasks were affected by the unpredictable flow or the limited flowing in of the revenue from the various sources. The headteachers made more efforts to isolate these problems through their individual unique practices. Where this failed, the school was at the mercy of these stinging strains which made it difficult for the time to rise beyond their present performance levels.

5.4 Recommendations of the Study

Based on the findings of the study, the following recommendations were made:-

- (a) There should be a comprehensive training and management development programme for headteachers in financial management. Such a training and development programme should be geared towards enhancing headteachers' knowledge and skills in financial management.
- (b) Universities in this country should revise their pre-service curriculum to make the course covering financial management more detailed with appropriate content, teaching methodology and resources. On top of theory and general principles, the course should also include modern concepts such as computer based information systems and introduce learners to advanced areas such as financial accounting and reporting.

- (c) With the policy of cost-sharing, schools have to fund more for themselves. But there should be a more co-ordinated policy, involving a stronger state concern reviewing, and overseeing the harnessing of finances from all sources and correcting or easing obstructions that might hamper this endeavour.
- (d) As there had been more students calling at school doors, all chasing after curriculum that had gone through many changes which as a result requires new materials to implement, making it initially expensive for schools, the Ministry of Education after consulting with headteachers and the K.I.E. should reconsider to give grants to schools so that they could be able to meet their needs.
- (e) The Ministry of Education should find ways and means to ensure a controlled and more efficient system of bringing together the financing and spending plan which outlines the educational purposes that need to be met.
- (f) There should be better co-ordination instituted between all parties involved in financing schools. Since cost-sharing became official policy, much has changed in school's financing. PTAs have become instrumental in devising policy. The policy should change in view of changing trends and circumstances. There should be a resolution between the Ministry of Education and the PTA as to

what programmes each ought to finance. This will solve conflicts usually arising where the PTA was expected to finance particular projects yet it was the Ministry's concern.

- (g) There should be intense courses in financial management and administrative offered to all headteachers. The headteachers should not be left to seek for themselves in order to accomplish educational purposes. There is need to put them at the front-line in today's massive educational demands. The increasing volume of education and the dwindling resources suggests a major importance of fiscal management in schools today. The scarcer the resources, the more important it is to manage resources efficiently since schools lack an exhaustible supply of resources and unlimited access to them.

Therefore, inservice courses in financial management should be made mandatory, longer in duration and be organized in manageable units, involve well-informed resource persons and should be more frequent and systematic. The courses should also involve follow-up to monitor and evaluate their effectiveness. To achieve this objective, the government must seriously consider increasing the current levels of funding to KESI. The Ministry of

Education should provide bursars/accounts clerks or establish positions to enable schools acquire these personnel easily.

- (h) The Ministry of Education should deploy sufficiently trained personnel, with requisite knowledge and skills in financial management in the inspectorate section in the district to monitor and evaluate financial matters in schools and enhance the managerial capacity of headteachers in this important area of school management.
- (i) The audit unit in the district should also be staffed with adequate personnel and should be well-equipped with modern information systems to enhance its efficiency in providing the required support services for headteachers.
- (j) The Ministry of Education should consider providing a postgraduate diploma and bachelor degree in school management and provide more incentives for headteachers or aspiring ones to undertake a postgraduate degree in school administration and management that is Master of Education. These courses should have strong emphasis on school financial management.
- (k) There should be development and dissemination to school user-friendly resource materials such as journals, books etc. in financial management. In the same vein, there should be establishment of

well equipped management Advisory Resource Centres at district level with adequate personnel and resource materials in financial management.

- (l) The Education Act (cap. 211 of the Laws of Kenya, 1980) should be revised to provide and promote legal framework that provides clear controls, guidelines and procedures for school financial operations and management.
- (m) The Ministry of Education should upgrade its literature on accounting procedures to furnish headteachers with relevant information. The last accounting manual for headteachers was released in 1976. The KESI and the district audit office need to improve on the headteachers' financial management skills, as proper machinery for staff development and training still remains in rudimentary phase.

5.5 Recommendations for Further Research

- (i) There should be further research done to cover a wider category and sample schools in Migori District as a whole. The private schools adopt different forms of funding and expending which could serve as an interesting area of research. A comparison of the fiscal management styles could then be done for all categories of schools in the district.

- (ii) The study was restricted to the public secondary schools in Suba East division in Migori District, Nyanza Province. Suba East division could not be a true representative of all the Kenya's divisions. The socio-economic, the locality and the nature of each place has an influence of the management pattern practices on each individual school. Therefore, other studies of the same nature should be carried out in other rural and urban areas in different parts of Kenya.
- (iii) A study should be carried out with a thorough analysis into the acquisition of funds, their management and examination of books of record in the selected schools to give a finer and indepth picture of management styles, practices, problems and shortcomings.
- (iv) Cost-sharing as an official policy has changed the nature of funding the schools and probably brought about changes in the fiscal management might have been influenced by this policy. Therefore, more research is called for with regard to cost-sharing in Kenya secondary schools.
- (v) The training, induction and experience of both headteahers and support staff is raising doubt on the competency of these officers in the financial administration and control, and therefore this calls for further research.

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I. APPENDIX A: LETTER OF INTRODUCTION TO HEADTEACHERS

Kenyatta University,
Institute For Continuing Education,
P.O. Box 43844,
Nairobi.

Date: -----200---

Dear Headteacher,

RE: RESEARCH INFORMATION

I am currently a student at Kenyatta University, Institute for Continuing Education, pursuing a Master of Education degree in Educational Administration. I am conducting a Research on the factors influencing financial management in secondary schools. I would be extremely grateful if you and your Bursar/Accounts Clerk respond to my questionnaires the soonest possible. I would also like to interview you on the same.

I would like to assure you that information gathered will be used for the purpose of this research only and will be treated with strict confidence.

Thanks in advance for your co-operation.

Yours faithfully,

(ALOMBA SAMUEL KIBOYE)

APPENDIX B: LETTER OF INTRODUCTION TO EDUCATION OFFICERS

Kenyatta University,
Institute For Continuing Education,
P.O. Box 43844,
Nairobi.

Date: -----200---

The District Education Office,
Migori District,
P.O. Box 376,
SUNA.

Dear Sir,

RE: RESEARCH INFORMATION

I am currently a student at Kenyatta University, Institute For Continuing Education, pursuing a Master of Education degree in Educational Administration. I am conducting a Research on the factors influencing financial management in secondary schools. I would be extremely grateful if you and your other officers in your office respond to my interview positively.

I would like to assure you that information gathered will be used for the purpose of this research only and will be treated with strict confidence.

Thanks in advance for your co-operation.

Yours faithfully,

(ALOMBA SAMUEL KIBOYE)

APPENDIX C: A LETTER FROM KENYATTA UNIVERSITY

KENYATTA UNIVERSITY
 OFFICE OF THE DIRECTOR
 INSTITUTE FOR CONTINUING
 EDUCATION(ICE),
 P.O. BOX 43844,
 NAIROBI.

Date: 30/12/2002

Our Ref.....

Your Ref.....

To

1. THE D.E.O. - MIGORI DISTRICT
2. HEADTEACHERS OF
 SECONDARY SCHOOLS

Dear Sir/Madam,

SUBJECT: INFORMATION FOR THE PROJECT

ALOMBA SAMUEL KIBOYE Reg. No.E54/0027/2000

is a bonafide student of the Institute for Continuing Education, doing his/her M.Ed. in (Administration) . For his/her Project (Mini Research) he/she will need some data from your office. Please help him/her to get some of it if possible. Data will be strictly used for research work only.

Thank you.

PROF. M.M. PATEL
DEPUTY DIRECTOR, INSTITUTE FOR CONTINUING EDUCATION

APPENDIX D: QUESTIONNAIRES FOR SECONDARY HEADTEACHERS

Kindly answer the following questions. The researcher would like to assure you that the information gathered will be kept confidential and used strictly for the purpose of this research only. However, the usefulness of the information to the researcher will solely depend on your honesty. Thank you in advance.

SECTION A: BACKGROUND INFORMATION

Please tick (✓) where appropriate or fill in information as necessary.

1. Name of school-----
2. Type of school:

Boys Boarding	[]	Girls Boarding	[]
Mixed Boarding	[]	Mixed Day	[]
Boys Day	[]	Girls Day	[]
3. Students Enrolment by sex:

Male	-----
Female	-----
Total	-----

Personal Data

4. Your age: 20-29 []
 30-39 []
 40-49 []
 50 and above []
5. Sex: Male []
 Female []

Pre-Service Preparation

6. Indicate clearly your professional and academic qualifications.

(a) Indicate your highest academic qualifications:

M.Ed./M.A. []

B.Ed. []

B.A./B.Sc. []

Diploma []

Other (Specify) []

(b) Indicate the level of your professional training.

M.Ed./M.A. []

B.Ed. []

Diploma in Ed. []

Certificate in Ed. []

SI []

PI

Others (Specify)

- 7. (a) Number of years served as Headteacher ----- years.
- (b) Years served as Headteacher in the present station ----- years

- 8. (a) Are there other responsibilities that you held before your appointment to headship that prepared you for your role in financial management?
Yes No

(b) If Yes, indicate the responsibility/responsibilities.

(b) If Yes, explain briefly the induction programme you used through

- 9. (a) Prior to your appointment as a headteacher had you done any course(s) in financial management?
Yes No

(b) If Yes, indicate the course(s)

10. What is your opinion about the adequacy of the course(s) with respect to your current role in financial management?

11. (a) Did you go through any induction upon your appointment as a headteacher?

Yes [] No []

- (b) If Yes, explain briefly the induction programme you went through.

12. (a) Have you attended any in-service course(s) in financial management?

Yes [] No []

- (b) If Yes, comment for each course below:

Date-----

Organiser of the course-----

Venue-----

Duration-----

Content-----

Follow up-----

13. How often have you attended in-service courses in financial management for the last five years?

<u>Year</u>	<u>No. of courses</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

14. (a) Do your professional colleagues play any supportive role in school financial management?

Yes [] No []

- (b) If Yes, explain the nature of the supportive role they play.

15. (a) Does the inspectorate provide any professional and administrative support in financial management?

Yes [] No []

Yes [] No []

- (b) Explain the support received from inspectors with regard to your role in financial management.

16. (a) How regularly are your school accounts audited?

- (b) By who?

- (c) What support does the Audit Unit of the Ministry of Education provide in financial management?

17. (a) Does your school have record keeping procedures for maintaining effective financial information?

Yes [] No []

(b) Please explain

18. (a) Does your school's accounts department process financial data into information (e.g. Trial Balance, Balance Sheet, Income and Expenditure Statements) for use in decision-making?

Yes [] No []

(b) Explain the financial data processing procedures

19. (a) Is the BoGs supportive of your role in financial management?

Yes [] No []

(b) What factors contribute to their support or lack of it?

20. (a) Do you delegate management of school finances to any other person(s) in your school?

Yes [] No []

(b) If there is delegating *and in order to improve your skills in financial*

(i) What aspects of financial management are delegated?

(ii) To whom are they delegated?

(iii) What aspects are not delegated?

21. What are the most difficult tasks in financial management of your school?

22. Suggest ways you can be helped in order to improve your skills in financial management.

23. Sources of income for this school are -

(1)	Name of the source	Grants	[]
			[]
			[]
			[]
			[]
(2)	Name of the source	Others	[]
			[]

24. How reliable is projected revenue from other sources for the next year?

(1)	Very reliable	[]
(2)	Reliable	[]
(3)	Not reliable	[]
(4)	Very not reliable	[]

25. (a) Does the school have a budget for the next year?

(1)	Yes	[]
(2)	No	[]

SECTION B: FINANCIAL ACQUISITION

23. Sources of Income for this school are:-

- (i) Ministry of Education Grants []
- (ii) Fees from students []
- (iii) PTA Contribution []
- (iv) Harambee Funds []
- (v) School Farm []
- (vi) Name
others _____

24. How reliable is projected revenue from other sources besides government grants? (Tick one) :-

- (i) Very reliable []
- (ii) Reliable []
- (iii) Fairly reliable []
- (iv) Unreliable []

25. (a) Does the Ministry of Education respond to your financial requests on time?

Yes [] No []

(b) If not what problems does this cause your school? Explain briefly.

26. Is money allocated to your school each year-----?

(i) More than your estimates Yes [] No []

(ii) Less than your estimates Yes [] No []

(iii) Equal to our estimates Yes [] No []

(iv) Sometimes more and sometimes less Yes [] No []

27. Do all students pay up their fees on good time?

Yes [] No []

28. (a) How do you ensure that all pay up on good time? Explain briefly

(b) What happens if a student does not pay? Explain briefly.

29. (a) Are bursaries enough to cater for all needy children? Explain briefly?

(b) What other resources of finance (e.g. Agents or Organisations) do you contact to cater for these children? Explain briefly.

30. (a) What role does the PTA play in funding your school? Explain briefly.

(b) Does the PTA restrict its money to financing only specific projects/programmes? Yes No

(c) If Yes, what programmes/projects do they recommend? Explain briefly.

(d) How effective has the PTA been in arranging for additional funds for your school? (Tick one)

(i) Very effective [] (iii) Less effective []

(ii) Effective [] (iv) Not effective at all []

31. (a) How often do you have fund raising (Harambee) scheme in your school? Explain briefly.

(b) Please rate the following problems in order of limitation. 1 as the most limiting problem and 5 as the least limiting. The most limiting factors in the use of Harambee in raising funds are:

(i) Lack of money by school community []

(ii) Community indifference []

(iii) Community ignorance []

(iv) Organisational problems []

(v) Political factors []

32. (a) Does parents in your school subscribe to development (Building) fund or other contributions?

Yes [] No []

(b) How much willing are parents to contributing towards development (Building) fund or other contributions? (Tick one)

(i) Very Willing [] Somewhat willing []

(ii) Willing [] Unwilling []

33. (a) Do you have an Old Boys/Girls Students Association in your school?

Yes [] No []

(b) If Yes, have you attempted to use them as an organisation that can help you raise funds for the school?

Yes [] No []

(c) If not, what factors would hinder you from not approaching them?

Explain briefly.

34. How do you think the financial problems your school is facing can be minimised? Explain briefly.

35. Do you have a bursar/accounts clerk in the school? (Tick one)

(a) Yes [] No []

(b) If not, do you feel constraint by the amount of financial matters you have to attend to? Yes [] No []

(c) Briefly explain how this affects your administrative responsibilities.

36. (a) Please rate the following suggestions in order of importance. 1 as the most important and 5 as the least important. The school headteacher arrives at the annual estimates by

- (i) looking at available resources []
- (ii) previous budget []
- (iii) asking individual HODs to make forecasts []
- (iv) consulting with Heads of other institutions []
- (v) needs (objectives/goals) of the school []

(c) Please rate the following factors in ranking order of limitations. 1 as the most limiting and 5 as the least limiting. The school headteacher experiences problems in preparing the budget estimates from

- (i) lack of Support staff (bursar/accounts clerk) []
- (ii) lack of time []
- (iii) estimation being too technical job []
- (iv) failure of staff to send/forward requisitions []
- (v) being unaware of the market prices []

(c) How often do you send estimates to the Ministry of Education?

(iii) Always under estimated some expenditure

(iv) Always over estimated ending up taking more funds

(v) Just about right off (approximately)

37. How much financial control do you have over the expenditure?

(Tick one)

(i) Much control

(ii) Not so much control

(iii) Fair control

(iv) Little control

38. A Headteacher who is not limited or influenced on his manner of spending manages his finances better. (Tick one)

(i) Strongly agree

(ii) Agree

(iii) Undecided

(iv) Disagree

(v) Strongly disagree

39. (a) Please rate the following factors in ranking order of limitation. 1 as the most limiting and 6 as the least limiting. The school headteacher experiences problems in administering the budget from-

(i) inflationary reasons

- (ii) urgent services not budgeted for []
- (iii) having under estimated some expenditure []
- (iv) one service ending up taking most funds []
- (v) lack of support staff (bursar/accounts clerk) []
- (vi) having little financial control over expenditure []

(b) What other problems hinder the prudent administration of the budget? Explain briefly.

(c) Have you tried to solve these problems? Explain briefly.

SECTION D: CURRICULUM AND INSTRUCTION

SECTION C: SCHOOL PLANT MANAGEMENT

40. (a) What physical facilities in your school is lacking? Explain briefly.

- (b) Have you or do you intend to put up these facilities in the near future?

(Tick one). Yes No

- (c) With the anticipated and available funds, how long do you think such buildings will take to be completed? Explain briefly.

- (d) What problems is your school facing as a result of the lack of these facilities? Explain briefly.

- (e) Have you tried to alleviate these problems? Explain briefly.

SECTION D: CURRICULUM AND INSTRUCTION

41. (a) Does your school have enough facilities like textbooks, exercise books etc? (Tick one).
- (i) Quite adequate [] (iii) Fairly adequate []
- (ii) Adequate [] (iv) Not adequate []
- (b) What problems (like books being used stretched out among students) do you experience in managing this area due to lack of funds? Explain briefly.
-
-
-
- (c) Do you share out the amount of money available equally to all departments? (Tick one) Yes [] No []
- (d) If not, which departments get more and why? Explain briefly.
-
-
-
- (e) Have you tried to alleviate this problem? (Like sharing of material among students). Explain briefly.
-
-
-

SECTION E: PERSONNEL MANAGEMENT

42. (a) Do you consider the support personnel in your school adequate? (Tick one)

(i) Quite adequate []

(iii) Adequate []

(iv) Fairly adequate []

(v) Inadequate []

(b) Is finance a main reason limiting your acquisition of subordinate staff?

(Tick one) Yes [] No []

(c) Does finance limit you in upgrading your staff? (For example from accounts clerk to bursar). (Tick one) Yes [] No []

(d) If Yes, how many positions have been affected by this?

(e) How do you try to alleviate the problem of inadequate staff? Explain briefly.

(f) Are you able to cater for student personnel services (like medical services?) (Tick one). Yes [] No []

- (g) If No, please explain briefly how finance hampers you in this area if you have problems.

Who are the parents or the school that finance these occasions?

- (h) If the school finances these occasions, does it get constrained financially? (Tick one) Yes No

Have you failed to hold such occasions in the school due to

- unavailability of funds? (Tick one) Yes No

If you do not hold such occasions how do you promote

them in your school and the community? (if the releasing

of funds is not the reason, please state other reasons)

Explain briefly

SECTION F: SCHOOL COMMUNITY RELATIONS

43. (a) How often do you hold parents/Speech Days in your school?

(b) What other community related occasions do you hold?

(c) Is it the parents or the school that finance these occasions?

(d) If the school finances these occasions, does it get constraints

financially? (Tick one) Yes [] No []

(e) Have you failed to hold such occasions in the school due to

unavailability of funds? (Tick one) Yes [] No []

(f) If the school does not hold such occasions how do you promote relations between your school and the community? (Like releasing Newsletter about school which students take home on vocations).

Explain briefly.

APPENDIX E: INTERVIEW SCHEDULE FOR HEADTEACHERS**Oral Interview**

1. How often is your school visited by inspectors from the Ministry of Education per year?

2. What do you do to close the deficit created by lack of enough funds?

3. What limitations do you face in raising money through harambee?

4. How do you arrive at your annual estimates and what problems do you encounter in their preparation?

5. How does limited funds affect the following administrative tasks in school management?

(a) Curriculum and Instructions.

(a) School Plant Management

(c) Personnel Management

(d) School Community Relations

6. How are these problems alleviated or overcome?

7. What other problems do you encounter in acquiring and managing funds in your school?

8. (a) Is there internal auditing in your school?

Yes [] No []

(b) If Yes, who does it?

(b) How often is it done?

9. (a) In your opinion, would regular visits to your school by auditors enhance your performance as the school's finance officer?

Yes [] No []

(b) If Yes, explain briefly.

(c) How would audit queries in audit reports help you in your performance?

APPENDIX F: INTERVIEW SCHEDULE FOR EDUCATION OFFICER-INSPECTOR IN THE D.E.O.'s OFFICE

- 1. (a) For how long have you been a school inspector?
Years _____ Months _____
- (b) Years in the present station
Years _____ Months _____
- 2. (a) Highest academic qualification _____
- (b) Highest professional qualification _____
- 3. Explain briefly the role of the inspectorate in secondary school financial management.

- 4. (a) How regularly do you visit a secondary school for this purpose?

- (b) Do you make follow-up visits to schools? Please elaborate

- 5. What action do you take on audit queries raised in school audit report?

- 6 (a) In your opinion, do headteachers face problems in financial management?

Yes [] No []

Please elaborate?

- (b) What should be done to improve their performance in the financial management?

7. What is the working relationship between school inspector and auditors?

8. (a) Do all headteachers send in their annual budget estimates to the Ministry of Education?

(b) How often do you require budget estimates from headteachers?

(c) Is there any set format in which the budget estimates should take?

(d) If Yes, what are the regulations on format you expect from headteachers?

9. (a) What contravention of the format or regulations do you find with budget estimates?

(b) What items or programmes do most Headteachers give priority to?

10. (a) In how many quotas are grants given to schools?

(b) Which are the votes for which you provide money to schools?

11. (a) Is money provided to schools equal to the requisitions forwarded by the headteachers? Yes [] No []

(b) If Not, what criteria do you go by in allocating money to every school?

12. Do you liaise with K.I.E. or consult with the headteachers on the approximate expenditure they incur to run schools when considering grants to be given?

Yes [] No []

13. What differences are there in your allocations to Boarding and Day schools?

14. (a) Do you allocate adequate money to schools under taking capital development?

Yes [] No []

(b) If there is shortfall in the money allocated to finance these projects

what do you do to ensure their completion?

15. Now that prices of things have gone up and running schools have become it more expensive, do you adjust your amount of grants accordingly?

Yes [] No []

16. Headteachers in assisted schools feel that the financial burden they face can be minimised the schools being taken over by the Ministry. What is the procedure of taking over such schools and what implications could it have in the general funding of schools' in the country?

How severe are the headteachers in the requisitions they send to the Ministry?

17. (a) Do you transact with the treasury to ensure that money is made available to give to schools on time?

Yes [] No []

- (b) What problems do you experience in the event of such transactions?

18. Do you think headteachers are competent in drawing up budget estimates?

(Tick one)

(i) Very competent []

(ii) Competent []

(iii) Fairly competent []

(iv) Incompetent []

19. How sincere are the headteachers in the requisitions they send to the Ministry of Education? (Tick one)

(i) Very sincere []

(ii) Sincere []

(iii) Fairly sincere []

(iv) Not sincere []

(v) Not very since []

APPENDIX G: INTERVIEW SCHEDULE FOR AUDIT OFFICIALS

20. In case of suspicion of insincerity. What choice are you left with in considering how much money you give to a school?

21. What problems do you think hinder headteachers in their attempt to prepare budget estimates?

22. How do you think headteachers can be helped to be more technically versed in drawing estimates?

**APPENDIX G: INTERVIEW SCHEDULE FOR AUDIT OFFICIAL
IN THE D.E.O.'s OFFICE**

- (a) How often do headteachers approach you when they have problems?
1. (a) For how long have you been a school's auditor?
 Years _____ Months _____
- (b) Years in the present station?
 Years _____ Months _____
2. (a) What is your highest academic qualification?

- (b) What is your highest professional qualifications?

3. (a) How many schools have you audited since last year? _____
- (b) From your observation, do you think that headteachers are competent enough in budgeting and accounting processes?

- (c) what areas do they have most problems in?

4. (a) How often do headteachers approach you when they have problems in their attempt to manage school finance?

- (b) What are the main problems they come to you about?

5. (a) Do you receive school financial records for auditing on time?

- (b) When financial records are received are they audited in time?

6. (a) What are the common examples of queries that you raise in audit reports?

- (b) What action is taken on those queries? Please elaborate.

7. Do you think the bursars/accounts clerks are competent enough in keeping school books? (Tick one)

Yes [] No []

8. (a) What areas if any have you identified misappropriation of school funds?

- (b) What do you do when such misappropriation occurs?

9. What do you think are some of the ways in which financial management in schools can be improved?

10. What is the working relationship between school inspectors and auditors?
