

**INFLUENCE OF SCHOOL GOVERNANCE PRACTICES ON FINANCIAL  
MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN KERICHO COUNTY,  
KENYA**

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Fulfilment of the Requirements for the Conferment of the Degree of Doctor of  
Philosophy in Leadership and Education Management of  
Kenya Methodist University**

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**DECLARATION AND RECOMMENDATION**

**Declaration**

This thesis is my original work and has not been presented for the award of a degree or any other award in any other university.

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EDU-4-0529-1/2019

**Recommendation**

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## **DEDICATION**

This thesis is dedicated to my dear wife Nancy, our children Walkins Dr. Caroline, Lucy and Master Owen Murithi, my parents Jackson, and my late mother Agnes Jackson.

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## ABSTRACT

The Government of Kenya allocates money to school and provides guidelines on how it should be utilized and managed. Nevertheless, public secondary schools auditors have continued to report imprudence in financial management, school underdevelopment, financial crisis, inadequate infrastructures and learning materials; weak auditing practices, poor budgeting practices, poor record keeping, and inconsistencies in the procurement practices. The aim of this research was to examine the influence of school governance practices on financial management and determine if the interaction between these factors is moderated by the internal capacity of the Board of Management (BOM) in public secondary schools located in Kericho County, Kenya. The particular objectives were to evaluate the influence of financial control, financial reporting, participatory decision-making, and governance documentation on financial management in government high schools within Kericho County. The internal capacity of BOM was also assessed to determine its moderating influence between governance practices and financial management. The study was informed by systems theory, the school-based management model, the financial control theory, and participative leadership theory. The study adopted concurrent nested design and utilized mixed methods research approach. The target schools in the study were 239 out of which 30% were sampled results to a sample size of 72 schools. The units of observation included all the 72 principals and 72 Bursars and 72 student presidents from the sampled schools; one County School Auditor, 24 chairpersons of BOM. A combination of stratified, purposive, and simple random sampling techniques were employed in the study. The research used questionnaire, interview guide. Validity of the instruments was established through contents and construct validity, and additionally, the Cronbach's alpha coefficient was employed to determine the consistency and dependability of the instruments used in the study. The quantitative data from questionnaires were analyzed using mean, standard deviation, while, Spearman correlation and ordinal linear regression were used in testing relationship. The qualitative data was analyzed by employing thematic coding technique. Information was presented using tables and figures. Results show that financial management in public secondary schools was significantly influenced by the school governance practices. The internal capacities of BOMs was found insignificant moderator between school governance practices and financial management. It was noted that effective financial management required adequate governance documentation, implementation of clear financial policies, participative decision-making process, employee training and professional development; good financial record keeping practices, educated and exposed BOM members, and sound financial control measures. Deficiency in accounting capabilities, weak implementation of financial management policies, weak involvement of stakeholders, inadequate adoption of ICT, and inadequate qualified staff were common drawback noted in several schools, while, effective financial management require concerted effort of all stakeholders. The study recommended the need for retooling of finance staff, adherence to public procurement regulations, adoption of financial reporting systems, improved staff remuneration, collaborative decision-making and proper governance documentations. Results have implications on staff professional development, policy frameworks, motivation of finance staff, stakeholders' involvement in decision-making and effective governance practices.

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## ABBREVIATIONS AND ACRONYMS

ACC	-	Assistant County Commissioner
ANOVA	-	Analysis of Variance
APA	-	American Psychological Association
BOG	-	Board of Governors
BOM	-	Board of Management
CC	-	County Commission
CDE	-	County Director of Education.
CDF	-	Constituency Development Fund.
CEO	-	Chief Executive Officer
DCC	-	Deputy County Commissioner
FASAB	-	Finance Account Standard Board
FISH	-	Financial Information for Students Handbook
GOK	-	Government of Kenya
GST	-	General System Theory
HIS	-	Health Information System
HOD	-	Head of Department
ICT	-	Information Communication Technology
IPSAS	-	International Public Sector Accounting Standards
KeMU	-	Kenya Methodist University
KMO	-	Kaiser-Meyer-Oklin
MOE	-	Ministry of Education
N	-	Total Number
NACOSTI	-	National Commission for Science Technology and Innovation
NGO	-	Non Governmental Organization
OECD	-	Organization for Economic Cooperation and Development
P	-	Coefficient
PLT	-	Participative Leadership Theory
PPADA	-	Public Procurement and Asset Disposal Regulations
PPFM	-	Public Procurement and Financial Management
PTA	-	Parent Teachers Association.
PTC	-	Parent Teacher Council

SACCO	-	Saving and credit cooperative organisation
SCDE	-	Sub County Director of Education
SPSS	-	Statistical Package for Social Services
STD	-	Standard Deviation
TSC	-	Teachers Service Commission
TSCD	-	Teacher Service County Director
UK	-	United Kingdom
UNESCO	-	United Nations Education Science and Cultural Organisation
USA	-	United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The chapter provides background of the study, a description of the problem under investigation. It also provides purpose, objectives, research questions, justification and significance of the study. Also provided is scope, limitations and assumptions of the study. The chapter closes by providing definition of terms as used in this study.

Financial management is very significant in the education sector. It is the backbone through which education quality, operational effectiveness, infrastructural development, effective implementation of educational policies and student academic performance thrive (UNESCO, 2017; Yunus, 2014; Myende et al., 2018; Myende et al., 2020). National governments are vastly concerned about education quality that students acquire in high schools and for this reason, a huge financial allocation from the national government treasuries is usually availed to cater for instructors' remunerations, infrastructure, physical resources, instructional resources and general finances for taking care of school daily operational costs (UNESCO, 2017; Mohamad & Ibrahim, 2017; Myende et al., 2018; Myende et al., 2020).

Effective financial management encompasses the appropriate strategizing, allocation, coordination, supervision, guidance, evaluation, and regulation of the existing financial assets within an organization. (Yizengaw & Agegnehu, 2021). It involves the rightful utilization of financial information, financial skills, tactics and methodologies to

maximally exploit the organizational resources, hence add value (Yizengaw & Agegnehu, 2021; Kahavizakiriza, 2015). It also covers the systems by which an organizations' operational resources are well utilized through clear direction and authorization with an aim of meeting the organizational mission, vision, goals and objectives (Myende et al., 2020). In the context of the study, the adopted definition of financial management incorporate financial planning and budgeting, accounting, analysis, decision-making, action, reviewing, forecasting and financial monitoring processes.

Elaborate financial management systems in secondary school educational systems are significant in underpinning institutional accountability, financial stewardship and quality service delivery (Yizengaw & Agegnehu, 2021; Mohamad & Ibrahim, 2017). Prudent financial management among secondary schools is also necessitated by a huge disbursement of funds from the Ministry of Education in all nations. This is in addition to the school fees charged and the internal income generated by the school projects (Yizengaw & Agegnehu, 2021; Mohamad & Ibrahim, 2017), to which also require to be managed prudently to achieve the identified objectives.

Proper planning, monitoring and controlling systems are therefore essential in ensuring efficient utilization of organizations financial resources. To do this effectively, a committee is expected to be established which takes charge of managing finances. For public high schools, the committee is referred to as the Board of Management (BOM) (Messy & Monticone, 2016; Kahavizakiriza, 2015). The BOM is expected to establish control systems to deter squandering and mismanagement of institutional finances. This is usually achieved by instituting financial controls, budgetary management measures, financial

reporting systems, proper documentation systems and auditing practices (Messy & Monticone, 2016; Kahavizakiriza, 2015; Xiao, 2020).

Other financial management strategies adopted in secondary school institutions are the presence of clear and consistent financial records and control systems and clear accountability systems (Wango & Gatere, 2016; Xiao, 2020). Apart from these, enactment of legal and financial control frameworks and establishment of a school management finance governing body and mechanisms also encompass financial management strategies (Messy & Monticone, 2016; Mpolokeng, 2011).

When mechanisms such as the ones mentioned above have been established, evidential features realized range from operational efficiency and effectiveness in the school (Munge et al., 2016; Onger, 2015; Xiao, 2020). Furthermore, physical resources development, infrastructural development, motivation of employees and academic achievement of students and education quality are also realized (Messy & Monticone, 2016; Wango & Gatere, 2016). The mechanisms also fathom financial literacy among the school stakeholders which eventually leads to achievement of standardization and quality education in secondary schools. It also enhances financial stewardship and financial accountability among principals of secondary schools (Xiao, 2020; Messy & Monticone, 2016).

Globally, funds for government owned high schools is generated from students fines, admission fees, certificate fees, government allocation through the national treasuries and government grants to support purchasing of learning and teaching materials, infrastructure development and maintenance of facilities (Verger, 2019; Yunus, 2014; Lang, 2021). Other

financial sources in secondary schools include sales of services, rental of facilities, charitable organizations funds, employer donations and parental fee (OECD, 2017; Rupavijetra et al., 2019).

Many countries such as US, Germany, Malaysia, UK and others have put up measures to promote financial accountability. Some noticeable measures include establishment of the immediate school community hence Parent-Teacher Councils (PTC), school administrative committees and the school management boards (BOM). These bodies (stakeholders) are expected to collaboratively form the main policy agencies which takes responsibility for the management, expenditure control, disbursement and financial reporting (Fan, 2015; Rupavijetra et al., 2019). The body is expected to demonstrate accountability, transparency and integrity through availing financial management reports to the federal education regulatory policies at each state (Lang, 2021; Yunus, 2014; OECD, 2017).

Clear appointment procedures for these bodies are also evident where the government authorities appoint specialized, authoritative and well trained members who will advise the principal on financial prudence matters (Fan, 2015; Manu et al., 2020). Notwithstanding, clear procedures for dissolving the managerial board are articulated with parents of the institutions in the frontline in spearheading dissolution and reformation of competent board members (Fan, 2015; Manu et al., 2020).

The established bodies are further expected to mobilize funds, allocate vote heads and ensure effective utilization of funds to achieve educational goals (Ebong, 2013). The bodies are therefore expected to embrace financial governance practices that are aimed at promoting effective delivery of education services (UNESCO, 2016, OECD, 2017). Good

governance practices involve full acknowledgement and observance of human rights and stakeholder involvement in decision-making (Cassano, 2017). It is also associated with evidence of operational transparency, efficiency and effectiveness. Comprehensively, accountability system, human, fiscal and physical resource management, non-bias and authoritative access and disclosure to financial information also encompass good governance (Abdullabi & Jibola, 2019).

Funding policies form the main governance strategy through which guides the school management in raising and spending school funds (OECD, 2019). Policies also provide direction on the distribution, planning education budgets, regular monitoring, evaluation and financial reporting on finance usage (OECD, 2017; UNESCO, 2016). In Germany, financial prudence has been achieved through the investment in financial literacy training of the financial controller management (Bruhl, 2019; Bruhn et al., 2016). This practice was also dominant in Malaysia, India and Pakistan where the accountability and integrity of school finances is best ensured through well ground knowledge among financial stewards and strengthening of the school's internal control systems (Mohamad & Ibrahim, 2017; Yoshino et al., 2015; Yunus, 2014; Espinosa, 2017).

In the United Kingdom, public sector finances are effectively managed through the establishment of internal control, leadership practices and integrity systems. The established systems encompass punishment mechanisms for any malevolent principal, democratic participation mechanisms and continuous government organized trainings for the governance structures (Abd-Aziz et al., 2015; Fatima et al., 2019). Despite these measures and mechanism, the financial management in secondary schools still face challenges. Some of the challenges experienced in the endeavour to achieve sound fiscal

management in Philippines, India, Malaysia and Pakistan nations include inadequacy reach out of financial education (Yoshima et al., 2015).

In Africa, it is undisputable that secondary schools face difficulties in implementing fiscal management practices evidenced in South Africa, Uganda, Lesotho, Zimbabwe and Malawi (Boma, 2018; Yizengwa et al., 2021; Myende et al., 2020; Myende et al., 2018; Ephrahem & Bhoke-Africanus, 2021; Amos & Africanus, 2021). Nevertheless, nations in Africa have great appreciation for prudent financial management practices. This is attributed to amicable benefits streaming from the practice. Some of them are such as education and service quality, improved productivity and general economic growth (Boma, 2018; Yizengwa et al., 2021). Others are, national development, standardization, earn of competitive advantage, effective and efficient operation, accountability and transparency (Myende et al., 2020; Amos & Africanus, 2021; Quak, 2020).

Prudent fiscal management in secondary schools in most African nations is hampered by limited money handling professionalism among the principals and BOM members (Rangongo et al., 2016; Myende et al., 2018). It is also hindered by financial negligence and unclear training frameworks for appointed stewards on the job (Tshabalala, 2017; Kunene, 2018; Myende et al., 2020). Other impediments are the infancy and incomprehensiveness of financial management norms, standards, obligations and policies in secondary schools (Mestry, 2019; Quak, 2020).

Good governance in fiscal management is ensured through investing in BOM training and development (Robert et al., 2021). Also, principal's leadership, investing in monetary accountability systems, strategic planning and budgeting and supervisory role by the

Ministry of Education ensure financial prudence (Lumadi, 2020). Other notable practices embraced in financial management are technological systems consisting of fiscal management information systems which ensure accurate record keeping for accountability (Robert et al., 2021; Quak, 2020).

In Kenya, efforts have been made ranging from introducing regulations from the Ministry of Education on qualifications of BOM, their appointment and termination (Munge et al., 2016). The Ministry of Education also regulates budgetary reporting practices, enactment of policies regarding financial reporting and auditing with a view to streamlining and mitigating foul financial practices in secondary schools (Buchini et al., 2018). Both school administrators and the BOM play fundamental roles in ensuring standards conformance and execution, balanced expenditure and quality. However, the sole role of financial management puts the principal at the frontline apart from the BOM and school administration (Munge et al., 2016; Wanjala et al., 2020; Phyliters et al., 2018).

Undoubtedly, elaborate regulations such as credit management policy, inventory management and financial management policies are in place (Munge et al., 2016; Omollo et al., 2016). These ones are expected to guide and foster prudent management, financial auditing, infrastructure management to achieve school development, compliance and good performance (Munge et al., 2016; Omollo et al., 2016). The government has also intervened in the school asset management by conducting auditing of secondary schools (Boma, 2018). Despite the elaborate mechanisms, mismanagement, squandering and misappropriation of education funds are still evident. They are characterized by deficiencies in communication, project management skills, budget analysis and systems for

monitoring expenditure (Buchini et al., 2018; Alio et al., 2019; Said, 2016; Kahavizakiriza et al., 2015).

The factors that influence management of finances in high schools in Kenya relate to budgetary management and financial controls (Wanjala et al., 2020). Moreover, others link up on the lack of training by the Ministry of Education and failing roles of school heads (Phyliters et al., 2018). Furthermore, lack of prudence in financial management is likened to appointment of unqualified financial managers and lack of proper follow up and financial supervision (Kahavizakiriza et al., 2015).

There exist some empirical studies noting the aforementioned deficiency. While some have explored financial management with respect to BOM academic qualifications (Buchini et al., 2018; Alio et al., 2019; Kokwekwa et al., 2020). Others have majored on budget reporting practices, students' academic performance, internal control systems, quality assurance (Atieno & Kiganda, 2020; Omondi, 2021; Baaru, 2019; Wanjala et al., 2020; Phyliters et al., 2018; Kahavizakiriza et al., 2015). However, in Kericho County, there is no study that has been conducted to probe the subject under investigation in this study. Existing one address the academic performance of learners (Bett & Bett, 2021).

There is no doubt that financial management in public secondary school is paramount. However, despite the laid mechanisms, challenges continue to be encountered in schools, which raises the question on the role of school governance practices on financial management. Just like other counties, some public secondary schools in Kericho County auditors have observed some financial imprudence, hence, delayed development and advancement (MOE-Kericho County, 2019). In this view of financial control, participatory

decision-making, governance documentation and financial reporting was investigated to ascertain the degree to which these practices influence financial management. in government high schools. The study at the same time assessed whether internal capacity of BOM moderates the correlation between governance strategies and financial administration within public high schools located in Kericho County.

## **1.2 Statement of the Problem**

Prudence in monetary management is paramount towards achieving quality education, infrastructural development and fiscal accountability in secondary schools (Gomes et al., 2014; Munge et al., 2016; Kijiba, 2018). The Kenya's Basic Education Act of 2013 clearly stipulates the role principals, Board of Directors and other stakeholders play in fostering prudent financial administration in secondary schools. The Ministry of Education has also provided clear policies and guidelines on how the school funds ought to be utilized, accounted and managed by prescribed officers (The Basic Education Act, 2013; Munge et al., 2016; Kijiba, 2018). In addition, other austerities mechanisms such as legal framework have been established to deter the financial malpractices.

Despite the presence of the above elaborate measures, studies such as Munge et al. (2016), Kijiba (2018), Ajwang (2017), Mwaura (2017), and Ann (2018) have reported imprudence in financial management, school underdevelopment, inconsistencies in financial accounting, financial malpractice incidences, poor infrastructural development, inadequate learning materials, irregular auditing practices, weak budgeting practices, weak record keeping, and inconsistencies in the procurement practices among others. These issues threaten public trust and derail the delivery of free secondary school envisaged by the government of Kenya.

Different scholars including Munge et al. (2016), Kijiba (2018), Ajwang (2017), Mwaura (2017), Ann (2018) and Midialo (2017) have examined the poor financial performance in secondary schools relating their cases to poor corporate governance. However, there are noticeable research gaps regarding governance practices, where, the interplay of financial control, financial reporting, participatory decision-making and governance documentation, and financial management practices have not been investigated. Moreover, previous studies are silent on the moderating role of internal capacity of BOM between these two constructs. The above mentioned gaps informed this study.

### **1.3 Purpose of the Study**

The study aimed to evaluate the influence of school governance practices on the financial management and further assessed whether the relationship between the two constructs was moderated by internal capacity of BOM in public secondary schools in Kericho County, Kenya.

### **1.4 Research Objectives**

The study was guided by the following objectives, to:

- i) Assess the influence of school financial control on the financial management of public high schools in Kericho County.
- ii) Examine the influence of school financial reporting on the financial management in public high schools in Kericho County.
- iii) Determine the influence of school participatory decision-making on the financial management of public high schools in Kericho County.
- iv) Examine the influence of school governance documentation on the financial management of public high schools in Kericho County.

- v) Assess whether the internal capacity of BOM moderates the school governance practices and monetary management in public high schools in Kericho County.

### **1.5 Research Questions**

The study was set out to answer the following research questions:

- i) How do school financial control measures influence the financial management in public secondary schools in Kericho County?
- ii) How does school financial reporting practice influence the school financial management in public secondary schools in Kericho County?
- iii) To what degree does school participatory decision-making influence the school monetary management in public high schools in Kericho County?
- iv) How does school governance documentation practice influence the school financial management in public secondary schools in Kericho County?
- v) Does the internal capacity of BOM moderate the relationship between the school governance practices and financial management in public high schools in Kericho County?

### **1.6 Justification of the study**

It is paramount to interrogate the governance practices that influence financial management among public secondary schools. This gave an opportunity to provide a grounded evidence for suggested solutions needed to be adopted to effectively address financial needs of student in public high schools in Kenya. The Ministry of Education is interested to know what to add and revitalise in terms of financial management statutory acts and directives. The study will play a critical informative role to the educational policy makers, developers

and implementers. This is because, through stakeholders and parental representatives participation and involvement, the financial deficiencies were interrogated hence influence the implementation of policies as directed by the Ministry of Education.

### **1.7 Significance of the Study**

The research's findings were most significant in adding understanding of financial administration in government high schools. The importance of the results will be useful to researchers exploring in the subject area of education good governance practices for school development. The school management comprising of principals and BOMs will gain exposure and knowledge on financial prudence for public secondary schools. This will be achieved through the provided informative ways of identifying existing loopholes indicating financial misappropriation of school funds which through them actionable strategies including financial control, participatory decision-making, governance documentation and financial reporting for addressing management of finances of government high schools in Kericho County.

By evaluating the influence of school governance practices (fiscal control, participatory decision-making, governance documentation and financial reporting) on the financial management of government high schools in Kericho County, the Ministry of Education (MOE), the department that approves the allocation of funds for secondary schools from the national government treasury will gain very important insights on how they will come up with water tight measures and procedures that ensure accountability in financial reporting and financial control and financial management appraisal documentation.

In the education domain, the Teacher Service Commission (TSC) will also find value from the research findings. Inferences arrived from the drawn inferences will inform important changes in the working directives, circulars, guidelines, policies and procedures for secondary head teachers so as to realize prudence among these institutions. For principals, and other school BOMs responsible for managing the school financial resources, TSC may incorporate these aspects to inform their teacher department and behaviour and appointment and deployment of school principals.

The study's findings will also be very valuable to secondary school parents. Assessing the moderating role of internal capacity of BOM between school governance practices and management of finances of government high schools exposed the fundamental role parent's representative voice play in influencing financial decisions. This was specifically achieved through elaborative findings underlining the influence of BOM representatives in the high school financial decision-making issues. Such noble role exposed the need for having elaborate requirements and qualifications for BOM representatives followed by articulate job description.

Policy makers in public secondary schools educational sector would as well benefit from the generalizations that will be reiterated by the current study. Implications on policy that were arrived at from the findings will reinstate change, modification, improvement, revision and enactment of comprehensive policies guiding financial management of secondary schools. This will enable schools to seek and solve problems on misuse of finances within the institution level to enable development of the institution.

### **1.8 Scope of the Study**

The aim of the research investigation was on interrogating the influence of governance strategies on the handling of financial resources in public secondary schools in Kericho County. However, the findings of the study can be generalized in other county because public secondary schools operate under standard guidelines from the Ministry of Education. The study was limited to the management part among public secondary schools where the principal/ deputy principals, bursars, BOM chairpersons, presidents of the school council, and County school auditor participated in the study and provided the required data on management of finances in public high schools.

The study focused on financial management and school governance practices, mainly; financial control, financial reporting, participatory decision-making, governance documentation and internal capacity of BOMs. The study did not include private secondary schools because they apply different practices and approaches in managing their finances.

The study did not also address other governance practices influencing management of finances in government high schools in Kericho County.

### **1.9 Limitations of the Study**

The research heavily depended on original data, which was furnished by the selected participants, hence a complete reliance on their experiences concerning pertinent information on secondary school financial management. Such responses were likely to be subjective to biasness in comparison the real situation in Kericho public secondary schools. However, the researcher encouraged the potential respondents to be honest and sincere in answering the questionnaire tools while a variety of research instruments were employed

to compare responses. Moreover, pretesting of instruments also laid a big responsibility of ironing reliability and validity of the collected data.

The respondents also faced some limitations in terms of what and how respondents they responded during the data collection exercise. This was due to inadequacy in experience in handling their dockets arising as a result of being newly appointed as principals, bursars, and chairpersons of BOM and student's president. However, the adequate sample population was helpful enough in overcoming this particular limitation.

Moreover, some school governance practices (financial control, participatory decision-making, governance documentation and financial reporting) were not well established in some rural secondary schools. This limitation however, had no effect on the findings of the research, which unveiled the factual state of affairs in secondary schools within Kericho County. This calls for the ministry of education interventions for enactment of corrective measures.

#### **1.10 Assumptions of the Study**

The research on school governance practices and financial management assumed that:

- i. The internal capacity of BOM were in a position to influence the financial management of government high schools in Kericho County, Kenya.
- ii. The stakeholders in position of managing school finances were well trained on financial control, participatory decision-making, governance documentation and financial reporting which would enable them dispense school funds prudently.

### **1.11 Definition of Terms**

<b>Accountability</b>	Refer to taking responsibility and being answerable
<b>County School Auditor</b>	An officer deployed by the Ministry of Education to County to audit secondary schools and supported by other auditors.
<b>Exposed BOMs</b>	Knowledgeable school managers.
<b>Governance practices</b>	Is about putting in place control's, frameworks, capacities, regulatory and standards and processes in secondary institutions with the aim of attaining fiscal accountability and transparency
<b>Government high schools</b>	Is a term used interchangeably with public secondary schools
<b>Management</b>	Refers to being able to deal with or control of materials and human resources.
<b>Monthly Report</b>	School monthly trial balances
<b>Motivational practices</b>	Refer to the manager's ability to provide effective rewarding system to all staff
<b>Novice Principals</b>	Refers to new promoted and appointed/deployed heads of secondary schools
<b>Participatory decision making</b>	refers to a creative process that gives ownership of decision to the whole group through consensus.
<b>Principals</b>	These are heads of secondary schools appointed by Teacher Service Commission.

<b>Public secondary schools</b>	These are government secondary schools receiving capitation from Ministry of Education
<b>Rural schools</b>	These are newly established schools that are in the interior, not near town centres.
<b>Transparency</b>	Refers to having a character that can easily be seen through

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

This chapter consists of a discussion on similar literature reviewed regarding governance practises of financial resources of public secondary schools, financial control, financial reporting, participatory decision making, governance documentation, and internal capacity of BOM. The chapter concludes by discussing theoretical and conceptual basis.

#### **2.2 Financial Management in Public Secondary Schools**

Financial management in education is the main focal from which the academic performance, achievement of educational outcomes, infrastructure development, employee motivation and conformance to educational set standards thrive. Financial management in secondary schools comprise of control systems which ensures readily available resources are optimally utilized with the aim of realizing maximum benefits from them (Manu et al., 2020; Ramdani, 2021). It entails the enactment of accounting techniques with the goal of providing financial communication so that the body in-charge of the mandate conducts planning, organizing, resource allocation and controlling the activities of the organization (Henager & Cude, 2019; García-Santillán et al., 2021). Yizengaw and Agegnehu (2021) and Denis (2018) illustrate fiscal management to organizing, planning, monitoring directing and controlling the financial obligations of an organization.

Financial prudence among secondary school entails that all the respective stakeholders take responsibility in carrying out their mandate (Sundarasan et al., 2016; Sundarasan & Rahman, 2017). These include; the education officers who undertake control and audit,

financial evaluation and monitoring, decision-making role of board of governors/directors, government interventions in fixing audit control and monitoring mechanisms and the central duty of the school principal in budget preparation, fiscal monitoring resource allocation endeavors (Sundarassen et al., 2016; Sundarassen & Rahman, 2017).

The role of proper record keeping among secondary stakeholders also contributes to transparency, enhanced evidential decision-making, accountability and justified prudence. This record keeping requires the investment in stakeholders training and development on financial control systems, financial reporting and effective documentation (Manu et al., 2020; Yizengaw & Agegnehu, 2021). Water tight control mechanisms that guarantee fiscal management among academic institutions comprise of the nature of deployed programs to spearhead the achievement of the goals and upgrading skills and abilities of the steward's in-charge of that particular mandate (Henager & Cude, 2019; Yizengaw & Agegnehu, 2021).

The necessitating needs of fiscal management of schools from the huge amounts of funds leveraged to these institutions through the national treasury allocations, in-house school financial generating projects, school fees imposed and development funds allocated (Ramdani, 2021). The quest for standardization, quality education and financial accountability also contributes to the embrace of fiscal riddance among schools (Kahavizakiriza et al., 2015; Osuji & Queen, 2021).

School funds management is evidenced by health accounting and bookkeeping capabilities, budgeting, evidences of auditing reports, liquid cash management, inventory control, on financial health of (Yizengaw & Agegnehu, 2021; Munyalo & Njoka, 2022; Myende et al.

2018; Ehrlic & Guilbault, 2017). Financial accountability among secondary schools may as well be achieved by ensuring well maintained fiscal knowledge management and workable internal control systems (Ehrlic & Guilbault, 2017). Moreover, the concept of school governance is also a central endeavor towards realizing management of school resources through the enactment of policies and decisions (Barry, 2018; Meek & Davies, 2016; Ahmed et al., 2018).

However, mismanagement of school funds is indicated by the delay in funds disbursement to schools, misallocation of school funds to other sectors of the economy, inadequate training or inadequate training of stakeholder institutional personnel financial negligence among school clerks and other related issues (Theresa & Okorji, 2021; Yogendrarajah et al., 2017).

The place of legal framework compliance in financial management also counts. This enables clear description of stakeholder's role undertaking financial steering roles in secondary academic institutions (Diamond, 2015; Nantunda & Ddungu, 2018). Other important benefits coming with embracing legal legislatives in school financial management is the ability to regulate financial expenditure, savings and revenues as well as inform on record keeping. Some of the frameworks include the promulgation of the public financial management acts, constitutional acts reinforcing financial stewardship among schools (Biseko, 2020; Mwinjuma et al., 2016).

Globally, the place of financial high school management is taken very seriously despite the few studies existing with majority of them which underpin the study' construct very old. García-Santillán et al. (2021) and Rupavijetra et al. (2019) illustrated how money is

managed among United Nations educational systems in the aim to reach financial education. Focusing on student perceptions, it was reported that difficulties existed among learners as they had little knowledge in calculating the financial statements, budgets, books of accounts among other financial records. Recommendations echoed the investment in training learners through inculcating financial management courses in the curriculum. The study differed with the outgone ones in focus where the population engaged will be the individuals undertaking financial remittance, expenditure, budgeting, recording, control and management facets in public secondary schools unlike García-Santillán et al. (2021) and Rupavijetra et al. (2019) who were student centered.

Financial literacy was accorded as the main road map towards achieving fiscal management, behavior, earn of competitive advantage and stock market participation in Asia. Xiao (2020), Kim et al. (2017), Son and Park (2019) and Salleh and Baha (2020) stressed this by proposing the enactment of financial literacy programs and opportunities. Specific sentiments of the same were informed by enacting and implementing literacy policies and legislative compatible endeavors in Israel China, Pakistan, India, Turkey, Afghastan, Egypt and Russia. Other featuring aspects were the implementation of financial literacy as a common unit in primary, secondary and college levels of education. The study focused on governance practices of finances among government high schools in Kericho County.

The role of implementing control systems was found to add value by ensuring financial accountability and integrity among Malaysian public sectors (Espinosa, 2017; Abd Aziz et al., 2015). Strong governance practices were investigated with the aim of alleviating fraud, inefficiency, corruption, and poor internal control systems. Specific sentiments probed

were the role of internal governance practices ranging from leadership support, integrity systems and financial control parameters. Findings derived from the reviewed literature informed the existence of connection among all the constructs that were investigated. Recommendations prioritized the professional development of leaders in charge, and validation of working policies addressing financial accountability in the government sector. The research investigated the school governance practices on financial management in secondary schools other than the public administration sector.

Financial competencies were viewed to be key in steering better fiscal management. The comparative demographic comparisons by Fatima et al. (2019), Riinawati (2021) and Ezeugbor et al. (2018) alluded that financial stewards in Pakistan were aware of the financial obligations they were expected to conduct in order to realize better management although they lacked confidence and vigor to carry out their roles. Training on financial education was deemed necessary in order to equip the stakeholders with confidence to do their jobs. The study was scoped in investigating the school financial governance practices on reaching better financial management.

Regionally, financial management among schools is much emphasized due to the extensive quest for accountability, quality education service delivery, integrity, reporting and compliance to adopted policies. Yizengaw and Agegnehu (2021) and Ochada and Gempes (2018) reported the situation in Ethiopia through comparative studies between the practice and challenges experienced between public and private high schools. The descriptive research design study opined that public schools were in a better position in terms of financial management compared to the private sector that lacked stakeholders training on financial control, reporting and management matters. Both financial control and reporting

systems were evidenced to be highly unstructured and in other schools not in place at all. Irrespective of that common challenges of financial accountability were common to both the private and public sector. Stakeholder participation, implementation of full amount of fiscal management systems and training were the stipulated recommendations to cater for the observed shortfalls. The study took a different perspective by utilizing a mixed methodology to interrogate school management on governance practices in public secondary schools other than a comparative one.

In South Africa, financial management practices were investigated by Dwangu and Mahlangu (2021), Myende et al. (2018) and Rangongo et al. (2016) through their qualitative approaches. Thorough probe of the role of school board of management in impacting financial accountability, efficiency and integrity revealed that the school principal was not held responsible for any fund misappropriation apart from the school board which liaised with the principals to undertake school funds for their own gain. This practice was viewed weak in enabling curb financial flaws among schools hence policymakers were recommended to improve and change their policies to seal the loopholes. The research investigation was mixed design in nature gathering both quantitative and descriptive data so as to enable describe the actual real situation at hand and exposed the existing linkage between school governance practices and financial management of government high schools.

The reasons for financial mismanagement among South African high schools were probed by Rangongo et al. (2016) and Aina and Bipath (2021). The qualitative data solicited through the semi-structured interviews with finance officers, principals and other departmental official revealed illiteracy of financial legislation, poor financial control

system, and inadequacy of financial skills and lack of ethical and professional code of conduct among the entrusted stakeholders. Remedies towards the poor financial management directed the deployment of control systems to enable undertake monitoring, evaluation, detection and control concomitant punitive responses among the entrusted financial administrators. The outgone study investigated the issue of financial management with respect to school governance practices unlike Rangongo et al. and Aina and Bipath who investigated the reasons for featuring of finance mismanagement in schools.

Similar malpractices were experienced in Nigeria as noted by Ololube (2016), Mabagala (2016), Kola et al. (2017) and Kadir (2019) who noted that irrespective of laid structures to curb misappropriation of educational funds, efforts had proved futile as preceded by the numerous lost funds which could not be accounted for. Additionally, Kadir and Kola et al. noted the potential of participatory decision-making among educational stakeholders with the aim of ensuring appropriate management of secondary schools. Tight procedures towards clearing a culture of integrity, prudence and accountability were deemed necessary practices towards addressing financial malpractices among schools.

The effectiveness of school heads in realizing overall school management was interrogated by Edmund and Lyamtane (2018) and Amos et al. (2021) in Tanzania. The cross sectional design studies which relied on questionnaires and interviews to collect data underscored that school management did not adhere to the government guidelines on managing school human and fiscal resources. This was particularly evidenced by the poor financial documentation by the stewards in charge. Other evident shortcomings were limited monitoring, evaluation, and auditing of school finances. Recommendations posed government intervention through inculcating training and skills development to the heads

in charge. The study also incorporated questionnaires, interview schedules and document analysis to collect data from stratified sample of government high schools in Kericho County.

Financial control as a major strategy of achieving financial performance among Zimbabweans public education sector was achieved through auditing mechanisms. This was clearly illustrated in the studies carried out by Zhuwau and Shumba (2018) and Mokoena and Machaisa (2018) who found out that auditing possessed significant positive outcomes in ensuring better financial performance among educational institutions. However, mechanisms for ensuring regular inspectional and institutional audits were missing. Recommendation hiccupped the need of embracing mechanisms such as impacting knowhow on control mechanisms so as to ensure their adoption. The study interrogated more governance practices which are financial reporting, governance documentation and participatory decision-making apart from financial control.

Locally, the government of Kenya has imposed great influence on secondary schools financial prudence. This is supported by the imposed regularities in terms of finance regulatory policies that guide school imprest, financial control auditing and budgetary management (Munge et al. 2016). Empirical studies report magnitudes of financial management challenges among Kenyan secondary school institutions (Wasiche et al., 2018; Munge et al., 2016; Nyaga, 2016). Poor money management is evidenced by the poor accountability, limited transparency, leaking financial control systems, audit systems and limited budgets (Wango & Gatere, 2016).

Munge et al. (2016) Wasiche et al. (2018) and Nyaga (2016) investigated on the shortfalls of financial misappropriation among government high schools in Nakuru and Embu respectively. The descriptive survey studies that relied on primary data collection methods focused on principals and board of management competencies. Major weaknesses noted were the election and appointment of financial incompetent school stakeholders in charge of the financial management tasks. Other challenges reported by the findings agreed with the situation among developing nations which were on poor and irregular institutional audit sessions. Procedures for boosting institutional audits and developing professionalism of in charge bodies in secondary schools were the most probable recommendations informed after the findings. The study probed the construct further by incorporating full package of school governance practices so as to see if they have influence in solving financial management constraints among secondary schools.

In order to achieve fiscal prudence among schools, the place of accountability and integrity should take its course. Wango and Gatere (2016) and Baaru et al. (2019) featured this aspect in their studies with specific emphasis on implementing policies, legislatives and constitutional promulgation of integrity and accountability perspectives. Financial accountability was siphoned to be a key subject if integrity was to be achieved among financial managers in secondary schools. For Baaru et al., the noble role of school BOM was also found dismal in implanting better accountability of school finances due to Lack of expertise and training. Despite this, the studies failed to clarify the specific ways of achieving integrity and accountability systems among the area of concern. The current study deeply interrogated the role of governance practices on management of finances among government high schools.

Another authoritative way of reaching fiscal management among schools is the investing in corporate governance tenets. Nyongesa and Omondi (2016), Kijiba (2018) and Omondi and Nyenyi (2016) investigated the potency of corporate governance through employing appropriate leadership, institutional communication, clear definition of leaders roles and financial accountability in public secondary schools. These corporate governance tenets were presumed to be dismally employed as informed by the studies' findings. Strategies towards boosting investment in corporate governance aspects were encouraged through the outlaid recommendations of the study. The studies were however limited due to the fact of missing to expose the possible causes of dismal embrace of corporate governance practices with respect to the obstacles hindering their adoption. The study endeavored to interrogate the influence governance strategies have in fostering secondary school institution financial management.

The place of budget reporting practice in establishing financial resources management was investigated by Ali et al. (2019) and Wasiche et al. (2018). Mandera and Siaya county schools were found not to utilize any budget practice in fostering finance management leave alone the reported significance in impacting better reporting and management presented by the effective data collected through adequate data collection tools and triangulation methods. Both qualitative and quantitative data informed though the inferential and descriptive statistics the need to embrace continuous evaluation and monitoring ensure continuous adherence to budget formulation. Although the studies rhyme with the current study methodologies and collection tools, differences in construct exist where currently governance practices (documentation governance, financial reporting financial control, participatory decision-making) were investigated with respect

to financial management while establishing the moderating role of BOM internal capacity between them.

Internal control systems were deemed to possess amicable strengths of evacuating financial management flaws hence realize financial transparency and accountability among national secondary schools. This was well illustrated by Omondi (2021), Atieno and Kiganda (2020) and Moraa (2015) who focused on communications, environment, risk and systems controls in national high schools. A lot of anomalies in financial records in the schools were noted and these were accrued to the poor utilization of the set internal control systems at hand. The inferential statistics carried out informed the existence of a relationship between internal control systems and school fiscal accountabilities. Descriptive data analyzed from the school principal bursas and BOM informed inconsistencies in financial knowledge management. Training of BOM was stressed to be the major vindicating tools for vindicating the poor financial behavior. However, the recommendations were selective to the BOM and hence the principals and bursas were silent. The current study bridged this existing gap. Other differences between the outgone studies and the current one was the differences in construct where school governance practices will be investigated.

Notwithstanding, the linkage between the school governance practices and financial management has not been established, hence, the birth of this study. The current study argued that so as to have effective management of finances in Kericho County, high schools should address the governance practices (financial control, financial reporting, and participatory decision-making and governance documentation) and also understand the interplay role of BOM internal capacity between the governance practices and financial performance.

### **2.3 Financial Control and Financial Management of Public Secondary Schools**

Financial controls refer to a regular process of comparison between the actual expenditure of educational institution finance besides the set budget in order to achieve timely corrective actions in case of misbalance coming with overspending (De Villiers et al., 2020; Nyaga, 2016). Financial control may be achieved by undertaking accountable practices of budgeting, internal control and auditing financial management practices (De Villiers et al., 2020; Wang et al., 2020). Financial control also connotes to the stipulate and adopted procedures, policies, through which an organization oversees and regulates the management, distribution, and utilization of its monetary assets, which generally inform authorization, segregation of duties, record keeping, safeguarding and reconciliation of financial statements (Glover & Levacic, 2020).

Fiscal control can easily be implemented through the utilization of tools ranging from budgets, ratio analysis, accounting systems, cash flow documents, bank statements, reviewing credit and debit cards, inventory control systems and petty cash books (Wang et al., 2020; Lai & Stacchezzini, 2021). The major role of financial control systems is to ensure policies and procedures guiding requests for financial assistance, finance withdrawal and accounts for awarded funds payments, purchase, bank and currency and monitoring, reporting and assessment is efficiently conducted (Lai & Stacchezzini, 2021).

Financial control is evidenced by characteristics including risk assessment, controlling environment activities, communication and finance monitoring (Oneshko & Ilchenko, 2017; Munge et al., 2016; Wang et al., 2020). In the administrative realm, control of school finances is evidenced by managing the employee's payroll, presence of well-maintained

petty cash books, insurance issues, evidence of purchases made and banking of funds details (Glover & Levacic, 2020). Additionally, the proper authorization of access to financial records so that only the authorized personnel have access to read, manipulate, save and delete fiscal records also achieves control.

However, control among the organizations may be affected by factors ranging from our variable influencing financial regulation (Glover & Levacic, 2020). Ability of a school to be in control of their finances enable them experience numerous benefits of proper operational financial management, clear recordings tracking how finances were utilized, accounted, implementation of spending plans, promotion of standardization, simplifies and streamlines financial reporting activities and administrative practice (Oneshko & Ilchenko, 2017).

Academic administrators employ different methodologies so as to achieve financial control in secondary schools, among them include virement which inculcates making it difficult to change the amount spent in the course of the year in each of the premised budget, maximizing audit controls, central processing of orders and making payments, creating a hierarchy of authorizing who administers petty cash payments, reconcile it for better accountability (Oneshko & Ilchenko, 2017).

In the developed nations financial control measures undertaken are achieved by the utilization of budgets, cash flows, invoices, regulatory and legislative frameworks (Hou, 2017; Xia & Song, 2021; Maa, 2020). Moreover, better control is achieved by implementing sound auditing, reporting, record keeping techniques, compliance to financial legislative frameworks and internal control systems (Hou, 2017).

Hou (2017), Maa (2017) and Xia and Song (2021) investigated the hindrances to prudent fiscal management among universities and colleges with concentration on internal financial control mechanisms in China. The scholar's findings from two colleges where a dismal sample population was engaged opined dismal embrace of sound accounting controls, audit controls, dismal budget implementation controls and poor standardization of financial analysis reports. In order to evaluate the faults resulting from loose control systems, recommendations on strengthening budget management was stressed as a major tool of achieving college fiscal controls. Other intent was in the investment in training and development for fiscal personnel in charge of the tasks. The studies were however based on colleges and universities. The study probed the efficacy of financial control on achieving management of finances among government high schools. Other differences constitute the aspect of engaged population sample, where a reasonable and relatively large sample was engaged for better generalizations.

Glover and Levacic (2020) and Paul and Xue (2017) focused on the importance of achieving financial control among educational premises. Specific sentiments of achieving control that were discussed were; budget, audit and financial reporting monitoring mechanisms. It was noted through the findings that control mechanisms possessed the potency to secure value for money for the educational setting, high educational improvement and achievement, standardized, simplified and streamlined fiscal reporting. Other recorded benefits were the achievement of accountability, transparency, better decision-making by overseers and fair allocation of school resources. However, the reports exposed weaknesses in the audit trails, budgetary and monitoring mechanisms just as noted in China by Maa (2017) and Xia and Song (2021). These shortfalls were deduced to be

overcome by implementing training, forecasting and implementation of abominable legislatives. The studies premised in exploring the pros of investing in financial control to achieve value for money, accountability and learner achievement. The current study reviewed how fiscal control among public secondary schools enable achieve financial management.

School audit report (FISH, 2020) emphasized on the importance of compliance in achieving financial governance among academic institutions. Focusing on human resources, budgeting, reporting and insurance, FISH report presented an echo that compliance in regularity, framework, legislatives and policies was necessary in guiding important decisions on training human resources, abiding by budget allocation, reporting of finance expenditure inventory and savings. These drivers were meant to control; accountability, evidence-based accounting, standardization and transparency. Despite the potential strategies of achieving accountability and transparency, specific guidelines for full compliance of the organizations were not mentioned. The current study is endeavoured to bridge this existing gap.

Another tool for achieving financial control is through the utilization of a budget tool. Ivanova et al. (2017), Vovchenko et al. (2015) and Karepina et al. (2019) in Europe assessed the role of budget tool in achieving transparency and efficiency. Despite this phenomenon under probe, it was observed that constraints relating to incomprehensiveness of policies and limited fund allocation derailed the execution of the set budgets among states' projects as availed by the probed quasi reviews. The introduction of annual statutory and federation policies was viewed an applicable necessity for addressing the budgetary

constraints among the Europe government state projects. This study utilized primary data collected through interview guides, document analysis and questionnaires to draw inferences. Moreover, budget, an element of financial control was investigated with respect to achieving financial management among public secondary schools other than government state projects.

In Dubai, Mohammad and Ibrahim (2017), Galazova et al. (2019) and Shanasirova (2020) interrogated the role of internal financial control systems in attaining integrity and accountability among the federal municipal institutions. The studies which utilized methodologies of comparative analysis, systematization, classification, analogy and comparison substantiated that internal fiscal legislative controls possessed overwhelm major shortcomings which impacted the state integrity and accountability attainment. Focusing on standards, goals, objectives and vision of the municipalities were among the recorded accorded reforms towards attaining the deprived integrity. Other recommendations drawn from the studies were the strengthening the roles of compliance bodies so as to carry out their mandate responsibly. This study utilized a mixed methods methodology comprising of correlations and descriptive designs to probe the underlying situation and existing relationship as far as financial control and its management is concerned.

A comparative and comparison analysis of Untied States, Australia, Mexico, Iran and England conducted by Moradi et al. (2016) and Zahiri et al. (2015) on school-based management historical perspective directed extensive investments in empowerment of respective appointed stakeholders in carrying out school managerial process. Moreover,

other evident aspects of monetary management among the educational settings was the decentralization and division of power, labor and responsibilities in manning different managerial roles pertaining the schools. These two applications were reported to enable realize better fiscal management among the schools where reporting, control, budgeting, record keeping and inventory control activities were undertaken by authorized, trained personnel. This study differed drastically with the outgone ones that utilized a historical perspective since primary data was collected to inform the current real situation pertaining the study' constructs. Moreover, other dominant differences are methodological; the current study utilized a mixed methods exploratory analysis other than comparative comparison analysis adopted by the outgone scholars.

For developing nations in Africa, financial control among secondary schools is recognized (Adebayo & Ilesanmi, 2020; Okon & Akpan, 2011; Khumalo et al., 2018; Rangongo et al., 2016). Financial control measures have been studied in the vestment of accountability, administrative effectiveness, exposition of financial management challenges and students' academic performance (Nwosu & Ozioko, 2020; Maulid, 2017; Cebekhulu, 2016; Robbert et al., 2021; Myende et al., 2020).

Adebayo and Ilesanmi (2020), Okon and Akpan (2011) and Chang et al. (2018) illustrated how financial regulation measures guided the achievement of efficiency of administration among secondary schools in Nigeria. The sampled respondents obtained by stratified sampling technique informed through the questionnaires returned that the process of developing a budget, executing it, and conducting internal audit checks mechanisms were not utilized to ensure better fiscal controls. Interventions through the ministry of education to steer heads of institution to implement budget and segregation of auditing duties to

education officers were termed relevant and adequate ways of attaining administrative effectiveness. The current study projectile focussed on financial control and financial management among public secondary schools.

Tactics and investments in Africa have been leveraged to counter financial mismanagement which come with lack of controls. Myende et al. (2020), Cebekhulu (2016) studies unveiled how South African educational practitioners invested in financial training for the financial overseers in order to enrich them with reputable financial advancing, reporting, controlling and management skills and competencies. Specifically, for Myende et al., a financial management program was developed to implement the purpose of their study. Illustrative concepts incorporated in the training program inferred a call for equipping novice principals and BOM skills on how to achieve optimum rightful use of public funds and particularly achieve accountability through financial record keeping. The current study diverged in bearing where its reasonable agenda was to interrogate the influence of financial control on management of finances in government high schools.

Among the critical roles financial control achieves is ensuring the realization of accountability in financial management. The illustration of Dwangu and Mahlangu (2021), Maulid (2017), Nwosu and Ozioko (2020) and studies featured this role towards realizing efficient use of school resources. Common featuring attributes under probe were the practices of budget management, audit procedures, adherence to financial regulations, and maintenance of financial records to ensure fiscal accountability. Emphasis is placed on transparency, obstacles, strategies, and efforts aimed at enhancing accountability in the management of financial resources. Findings informed from the structured interviews highlighted continued weaknesses and failure in terms of accountability of school's

finances as evidenced by poor auditing, record-keeping, fiscal reporting and regulatory compliance. These responses guided the aforementioned reconditions towards strengthening legislative and operational frameworks. The current study utilized multiple data collection tools such as document analysis, interview guides and questionnaires, which enabled to get generalizable results.

In Ghana, financial control was assessed with respect to curbing fiscal irregularities (Komlagamli-Dovene, 2016; Acquah, 2017). The correlational survey design studies which discussion a line of thought in relation to policies, procedures, practices and organizational structures. Unusual situations of non-compliance to regulations deterred the effectiveness of school financial controls. Recommendations arrived at gave a roadmap for fostering compliance to regulations and legalities. The current study not only addressed the legal and policy parcel of financial control but also included the human resources competencies, financial record keeping, budgeting and auditing constructs.

Another key facet of arriving at financial control is internal or institutional auditing. The illustrations of Zhuwau and Shumba (2018) and Mzenzi and Gaspar (2015) underpinned this piece of financial control by offering a deep internalization of how auditing relates to financial performance of private educational institutions. The reports informed the existence of positive relationship between auditing frequencies and achieved perceived performance. Complements derived from the study inferred that financial audit was hardly conducted. Procedures towards materializing good audit trails were among the recommendable strides that were deemed most wanted. The current study gauged financial control practices and management of finances among government high schools.

In Kenya, the area of financial controls in public high schools is dismally addressed. Existing literature link fiscal controls to utilization of public funds, efficiency, challenges encountered in financial management among the church, county governments, pipeline industries, SACCOs and a few old literature covering schools scope (Kinuthia, 2012; Mwangi, 2019; Wasiche et al., 2018; Otieno & Nyangechi, 2013; Tanui et al., 2016; Osioru et al., 2017; Kipruto & Minja, 2020).

Iterative studies by Tanui et al. (2016), Kinuthia (2012) and Otieno and Nyangechi (2013) on financial control focused on budget, auditing, training, supervision and internal control systems in achieving financial efficiency among church and school institutions. A noteworthy correlation was observed between the internal financial regulation mechanisms and achieved financial efficiency and transparency. However, mismanagement of funds was found thriving immensely among the church and the primary schools due to the public funds channeled to the institutions. The descriptive studies recommended the strengthening of financial control systems because they proved helpful in curbing funds misappropriation. The current research investigated the variable of financial regulation in achieving management of finances among government high schools while utilizing a mixed methods methodological approach.

One of the aspect of achieving financial control is the utilization of internal or external auditing of the secondary schools. Mwangi (2019), Osioru et al. (2017) and Kipruto and Minja (2020) investigated this phenomenon in schools, government ministries and pipeline industries respectively. The descriptive survey studies collected data using questionnaires from designated areas which unanimously opined the significant role auditors played in

ensuring transparency and accountability among the financial docket. Despite, the significant relationship auditors were few compared to the institutional needs that were in the counties. Recommendations directed the increase in the number of auditors through government officials in charge of the respective ministries. The studies were however more focused on the role of auditors and the role they performed although they did not constitute the targeted respondent's. The current study holistically investigated the financial control facet in achieving finance management among public secondary schools.

The situation in Kenyan secondary is not in any way different to what African nations are experiencing in the endeavor to eradicate financial misappropriations among high schools. Wasiche et al. (2018), Munge et al. (2016), Tanui et al. (2016), Njenga and Jagongo (2019) and Cheruiyot et al. (2017) explored the financial accounting challenges experiences among high school management, the church and in county governments and noted that poor record keeping, lack of books of accounting, theft, fraud, irregular auditing and lack of financial competencies were common detailers of funds appropriation. It was sensitized that training for novice financial managers was appropriate to do away with the poor record keeping habits. Moreover, further recommendations informed the ministry of education and the body in charge of ministries to intervene by providing financial infrastructure and human resource personnel to steer auditing procedures among the institutions. The current study' scope was not on the challenges but investigates the effect of financial control in achieving management of finances among government high schools.

Given the deplorable situation above, the correlation between financial control and management of finances among high schools has not been done yet. Moreover, control

mechanisms have not been fully exploited. It is with respect to these gaps that the current study investigates the role of financial regulation on financial management among government high schools in Kericho County.

#### **2.4 Financial Reporting and Financial Management in public Secondary Schools**

Financial reporting confer to quality accepted standard practices employed towards informing relevant stakeholders on the situation of the organizations' financial status, of their revenues, expenses, profits, capital and cash flow presented in form of formal records (Palepu et al., 2020). It is a standard accounting practice which tells how an organization is doing financial, discloses the sources of funds, how remittance is conducted over a period of time such as annually, semi-annually, quarterly through the use of financial statements (Bachmid, 2016).

Financial performance among secondary schools may be disclosed through the utilization of financial statements (Fraser et al., 2016). In this study, financial reporting among public secondary schools will adopt the definitions as propagated above to illustrate the communication through documentation of secondary school financial performance in terms of liabilities, debts, cash flows, expenditures and stakeholder equity (Fraser et al., 2016).

Prudent reporting ought to be grounded in the best financial accounting and reporting principles, abide by the international financial reporting standards, accounting frameworks, standard rules and on the ground firm policies (Brown, 2011; Oliver, 2021; Palepu et al., 2020). Such standards include the International Accounting Standard Board (IASB), (Tawiah & Gyapong, 2021).

Reporting bears schools much significance. Without financial reporting, stakeholders and shareholders will not be informed on how the school is performing financially (Tawiah & Gyapong, 2021; Bananuka et al., 2019). Moreover, good and adequate reporting exposes if the school abides by the stated and adopted accounting standards, conforms and compliance to the policy and legal frameworks, enable undertake better decision-making, achieve financial transparency and also accountability (Oliver, 2021; Bachmid, 2016; Bananuka et al., 2019).

Reporting among schools may be indicated by evidence of annual financial reports, communication of fiscal financial statements, avalanche of audit reports to the public and posting of financial reports on the institution websites (Mungai & Muturi, 2019). Moreover, the quality of financial reports is indicated by the auditing committee size, diversity, spearheaded expertise and independence among the reporters (Mungai & Muturi, 2019).

Globally, financial reporting among schools has been emphasized to comply with auditing, regulatory and reporting standards. Deis and Shroff (2020) and Quosigk and Forgione (2018) presented reports for non-profit organization who had been issued by a revised draft for Financial Accounting Standards Board (FASB) in US. Feedback from the organizations were analyzed using ANOVA and they reflected that disclosure of financial statements among organizations was highly supported and that the standards reporting boards sought feedback from the citizens before incorporating any reporting changes. Despite this it was noted that the reporting mechanisms were unclear specifically the procedures of disclosing organization' financial wellbeing. The outgone studies were based on hospitals, colleges NGOs and other non-profit organizations; the current study reviews the construct of

financial reporting among government high schools. Moreover, the current study reported based on primary collected data from constructed tools unlike the outgone ones which relied on organization' feedback.

The role of plausible reporting in attaining financial stability was exposed in the US by Acharya and Ryan (2016) and Bushman and Williams (2015). The scholars contemplated that in order for banks to be financial stable, it was key for them to monitor debts, risk overhangs and market discipline. Findings reported the existence of statistical substantial link between quality financial reporting and the attendance of financial stability. Amenable recommendation's directed to policy makers and standards setters were provided so as to ensure the attainment of financial stability among the banks. The outgone studies were interrogating the situation among the banking sectors; the current one investigated the construct on management of finances among government high schools.

The factors that influenced successful adoption of financial reporting standards were analysed in New Zealand and Saudi Arabia. Alzeban (2016) and Nguyen and Truong (2017) subjected questionnaire and interview guides to the university's faculty members who in return, filled questionnaires alluded that management support, familiarity with reporting standards, training and staff attitudes influenced adequate reporting to a greater extent. Standards were deemed appropriate tolls for enabling achieve better reporting hence the laid recommendations had implications on training and seeking management support to ensure successful implementation. This study not only investigated the challenges experienced in financial reporting but also its components, standard part of it, mechanisms of achieving reporting in public secondary schools.

Adequate and reliable financial reporting requires a lot of transparency. This aspect appeared in the reports presented by Aliabadi and Shahri (2016), Paknezhad (2017) and Nguyen and Pham (2020) in Iran and Vietnam respectively. Specific sentiments under probe were the utilization of international financial reporting and accounting standards, institutional structure and corporation motivation practices. Findings opined reaping of numerous benefits coming with embracing both practices ranging from transparency, comparability and enhanced reporting quality. In order to enhance financial reporting, it was recommended that the transparency mechanisms (international financial reporting standards, motivation and organization of the institutional structure) be strengthened through implementation procedures for quality truthful regular reporting among the banking sector. The current study probed this construct in the educational escort.

The role of financial reporting in attaining management of finances of public sector assets featured in the deliberations of Roje and Redmayne (2021) and Redmayne and Roje (2018). Comparative analyses between a novice financial reporting country and a mature one were engaged. That was between New Zealand and Croatia. Findings reinstated that New Zealand was far much ahead in terms of compliance to reporting standard's compared to novice Croatia. Moreover, adequate reporting possessed positive implications on the management of the public assets in both countries. Croatia was challenged to invest more in compliance measures so as to up their game in reporting public assets performance. The current study focuses on reports among secondary schools and not the ministries public sectors. Moreover unlike Roje and Redmayne (2021) and Redmayne and Roje (2018) who did comparative studies, the current study was exploratory in nature which utilized a mixed methods methodology.

Good financial reporting requires adherence to timeliness. In support were the interrogations of Al-Muzaiqer et al. (2016) and Yasser et al. (2016) who probed and found that reporting among the Arab Emirates took 57, 60 to 75 days to disclose their audited financial statements within the prescribed timeframe mandated by the regulators. However, this plausible trend was based on just few companies but for the majority they underperformed. This implied that most organizations had not complied with the financial reporting requirements as stipulated by the reported inferences. Effective investments in regulatory and reporting frameworks compliance was recommended in order to attain timeliness reporting.

Another appearing feature in financial reporting is the utilization of information systems and ICT technologies in developed nations in order to achieve quality, timely and accurate reporting. Bachmid (2016) and Lausa (2016) found that quality information systems enabled the production of quality information and quality reporting hence making organizations arrive at better decisions regarding financial resources. Investment in ICT was found paramount derived from the numeracy of the advantages rendered by utilizing financial reporting information systems. The current study explored on the governance practices on management of finances among government high schools.

Regionally, the role of international financial reporting standards has been much emphasized (Tawiah & Gyapong, 2021). Tawiah and Gyapong (2021) presentation which relied on quasi studies conducted between 2000 and 2017 among African nations banking sectors revealed that the adoption of standards boosts credit management to a large extent. Concerning reporting, the embrace of best practices and financial reporting guidelines in

the global public sector, timeliness of reporting statements on finances. Reporting was potential tool for effective credit management among the banks since the financial communication guided the organization through decision-making, financial management and prevention of insolvency. This study was concerned about financial management among public secondary schools other than banks although it borrowed much from other sectors due to lack of research conducted among educational sectors.

In Ghana, Acquah (2017) and Alnabsha (2016) established the correlation between governance financial reporting and irregularities among Ghanaian junior school institutions. The correlations design studies which utilized census technique to get respondents outlined that reporting was influenced by skills and competencies of the delegated officers, application of governance standard among other irregularities. Recommendations directed the development of the professionals so they could comply with control and reporting legalities. However, the specific irregularities drawn from staff were not mentioned. This study investigated financial reporting with respect to financial management among secondary schools.

The good practices for quality financial reporting were interrogated by Wynne and Mear (2016) and Brown (2019) codified data from empirical results from Burkina Faso, South Africa, Namibia and Tanzania were analysed and among the good practices of financial statements communications timeliness, understand ability, openness, consistency and adherence to reporting legislative were among the good practices advocated for in the enhancement of better reporting. However, the current situation at hand among the countries pertaining financial reporting was not unearthed. This study investigated the

underlying and actual situation on financial reporting among public secondary school so as to deliberate amicable generalizations and recommendations.

Financial management practices were examined and the causes of mismanagement exposed. Aliyu (2018), Rangongo et al. (2016), Ojekudo (2019) and Boniphase (2016) examined these aspects and reported that the factors which militated financial management were insufficient ICT education and disregard for internal audit practices, the untimely disbursement of funds limited accountability, transparency and timely reporting. The descriptive survey design studies moreover indicated the existence of significant relationships among the variables under investigation to financial management. This study examined the relation between financial reporting and financial management among government high schools.

Locally, studies underscoring the aspect of financial reporting in Kenya high schools are missing. The area is deplorable just as the African nations are. Existing scholarly works illuminate on budgeting practices, effects of reporting of finances and general performance of government high schools (Machuki 2015; Otieno et al., 2016; Alio et al., 2019). Otieno et al. (2016) and Machuki (2015) investigated financial reporting practices focusing on budgetary reporting, financial disclosure, book keeping practices and interim financial statement projections. Findings reiterated the existence of significant relationships between all the financial practices and performance of the schools. Among the practices, budgetary control was found to be the most effective among them followed by book keeping practices. As prescribed by Michuki (2015), addressing financial reporting among schools insists the undertaking of crucial role of policy makers who improve on policies guiding financial

reporting by government high schools in Kenya. The strengthening of budgetary reporting was termed crucially through the informed recommendations outlaid. The current study illustrates the relationship between financial reporting and financial management other than school performance.

The factors influencing financial reporting were explored by Ochung (2017) and Abang'a (2017) among the ministry of environment and natural resources and the government ministries. It was reported through the descriptive survey studies that internal regulatory measures, implementation of International Public Sector Accounting Standards, and presence of an audit committee within an organization were among the best practices that evacuated faulty reporting along the ministries. The management staff who, were, the main respondents in the study identified all the constructs as potential enough in ensuring quality fiscal reporting. Recommendations directed the strengthening of both adherences to accounting standards, internal controls systems and auditing committees. The current study addressed fiscal control among public secondary school's stakeholders. It is with no doubt that financial reporting among secondary schools has partially been exploited. This study bridged this gap.

## **2.5 Participatory Decision-making and the Financial Management in Public Secondary Schools**

Decision-making is the procedure through which an individual, collective, or entity makes determinations regarding forthcoming actions based on a predefined set of goals and constraints on accessible resources. Decision-making entails recognizing and selecting alternative paths of action that align with the requirements of the given circumstances. Russo (2014). Participation is a word showing democratic practice Therefore; Participatory

Decision Making is a creative method that allows the entire group to take ownership of decisions by identifying effective options that everyone can live with. (Peoples Planet n.d). Participatory decision according Crafton Hills College (2018) is characterized by inclusiveness and having rigorous dialogues and coming up with a final decision that involve all the constituents.

It has long been acknowledged that participatory decision-making is an important element in the drive for better organizational management, particularly in schools Russo (2014). Managing public secondary schools involves a wide range of stakeholders, including the government's education officer, principals, members of the Board of Management (BOM), teachers and parents, bursars, and heads of departments (Kahavizakiriza, Walela & kukobo, 2015). As a result, it is critical to include all key stakeholders in decision-making for effective management. Participatory decision-making, according to Harrison and Soyogo (2014), brings openness, accountability, equality, and efficiency to any organization

Globally, various studies have been conducted investigating on the significance of participatory decision making on management of finances in government high schools. Studies investigating participatory decision-making effects on financial management in government high schools are scanty as many results have focused on participatory decision making and how it affects the teacher's performance of school. The current research intends to look at the moderating influence of participatory decision making on the link between governance practices and management of finances in government high schools. As long as there is management, there will always be a desire to manage better, and hence quality decision making is the only treatment for excellent management (Bondo 2017). A

quality choice is made by incorporating all stakeholders and allowing them to submit their ideas in order to come up with the greatest option (Abdi, 2017).

Watson (2013) investigated how financial decisions were made in four Auckland secondary schools in New Zealand. According to the study's findings, financial decision making is a collective responsibility shared by the Board of Trustees, principal and middle managers, with each participant having a specific function to perform. Watson (2013) indicated that the strategic plan of schools, which was approved by the ministry of education, influenced financial decision making. The strategic plan served as guidance for making financial decisions. In his study, Watson (2013) demonstrated that financial decision making was a devolved role, and that the closer the decision was made to the student, the more the different demands of the students were accommodated. The principals contacted for this study stated that all financial choices at their school were made as a team effort. Good financial decisions were critical to the school's success (Watson, 2013). The study found that making financial decisions was limited due to a lack of funds in secondary school, and students' requirements were increasing, necessitating effective management of the finances available through making effective financial decisions by involving all stakeholders. The Watson 2013 study only included principals and middle management as participants, allowing for a similar study to be conducted with other stakeholders such as the Board of Trustees, Educational officers, teachers, bursars, and parents. The study also relied on data collected from respondents rather than reviewing papers such as school policies, charters, and budget records, which could have been useful in the study.

Nowlin (2017) did a study to evaluate how stakeholders were involved in management of finances decision making in California government schools. It was discovered that it was

necessary to include stakeholders in order to increase their trust (Nowlin, 2017). Transparency and stakeholder involvement enhance trust, which is necessary for operational efficiency (Nowlin, 2017). Nowlin (2017) discovered that all of the needed stakeholders in the school's finance management were well involved in all of the schools evaluated. This resulted in greater transparency in the administration of the school's finances. (Nowlin, 2017) study was relevant to the current study but employed a relatively small sample size, allowing for a similar study to be conducted with a bigger sample size.

Mehta (2015) believes that the most powerful component of the entire management process is participatory decision making. Participatory decision making promotes organizational health by ensuring that each and every member of the organization has a fair stake in making decisions with autonomy and responsibility (Meht, 2015). In this light, Tangidy and Rini (2020) investigated collaborative leadership in decision making at an educational institute in Indonesia. Tangidy and Rini (2020) discovered that the principal played a significant influence in fostering collaboration in educational institution leadership. The study also found that decision making was more effective when it was done collaboratively. Tangidy and Rini (2020) concentrated on general collaborative leadership in educational institutions; the current study will evaluate the influence of collaborative decision making on financial management in public secondary schools.

Africa record limited study on the influence of participatory decision making on financial management in government high schools. Nevertheless related studies have been conducted, for example, In Nigeria, Lawal and Yusuf (2014) performed a broad research assessing the effect of participatory decision making on general school management. Based on the outcomes of the investigation, participatory decision making contributed to better

decision making and strategies. Furthermore, participatory decision making boosted interpersonal relationships at work and increased transparency, both of which benefited the business (Lawal and Yusuf, 2014). As a result, Lawal and Yusuf (2014) advised organizations to boost participation in decision making in order to improve organizational management. Lawal and Yusuf (2014) utilized a random sample technique to pick respondents, which might have excluded some important respondents. Purposive sampling was used in the current investigation.

Reviewed literature examination of the literature in South Africa revealed that principals in many schools played a prominent role in financial management. This was in contravention of South Africa Act 84, which established guidelines on the appropriate management of financial resources by educational institutions and the inclusion of stakeholders in monetary decision-making processes. Based on this observation, Aina (2017) performed a study exploring on the financial management decision-making process in South African government primary schools. The research investigation gathered information from the governing body chairpersons, principals, and finance managers of five fee-paying public secondary schools (Aina, 2017). The financial management decision-making process included needs analysis, budget formulation, and the purchase process. This process required collaboration, and deliberation of all the relevant stakeholders (Aina 2017). In addition, Aina (2017) also revealed that financial literacy and level of education of the relevant stakeholders influenced decision making processes on finances. Therefore, Mariti (2014) advised on training of stakeholders so as to equip them with relevant knowledge and skills required to improve financial management decision making. The study by Aina (2017) collected data from 5 public primary schools and this

gave a chance for the current study to include more school and conducted a similar study in public secondary school.

Ngussa and Gabriel (2017) conducted a separate study in Tanzania to evaluate how participatory decision making affects teachers' commitment in public and private high schools. The study discovered a strong link between including teachers in decision making and their commitment. According to Ngussa and Gabriel (2017), when teachers were participated in decision making, they were more devoted to the success of the school, and it was discovered that they quickly adopted and implemented the choice with a lot of participation. The findings of Ngussa and Gabriel (2017) can be applied to the current research investigation, which studied the influence of participatory decision making on management of finances in government high schools. Ngussa and Gabriel (2017) findings, participatory decision-making increased ownership of the idea and hence increased commitment to implementing the decision made. This meant that involving all stakeholders in financial management in the decision-making process would influence their commitment to execute the conclusion. The research by Ngussa and Gabriel (2017) was relevant to the current investigation but lacked a complete relationship.

Chitsenga and Hadebe (2018) investigated the importance of stakeholder involvement in financial resource management in Zimbabwean government high schools. The data for the study were gathered using a questionnaire and interviews with all members of the financial committee from four public secondary schools. The survey indicated that public secondary schools relied on government and tuition fees paid by students as their primary sources of funding, resulting in a large number of secondary schools struggling financially. Chitsenga and Hadebe (2018) indicated that many schools suffered huge arrears from students who

failed to clear their fees and as a result stakeholders' involvement in financial management was challenged. The research also discovered that the stakeholders did not possess financial expertise apart from bursars and therefore the stakeholders were not very effective when it comes to managing of financial resources in public secondary school. The study therefore recommends that involving stakeholder in financial management was important but the stakeholders involved to be trained and impacted with skills and expertise in financial management. Chitsenga and Hadebe (2018) study was done in urban setting in public secondary school that are highly populated, the current study was conducted in Kericho county where majority of the public secondary school were noted to be situated in rural areas.

Ncwane (2011) conducted a different study in South Africa on the contribution of teachers in decision-making procedures concerning the financial administration of Pinetown District Primary School. Ncwane (2011) collected data from two elementary schools, with two teachers from each chosen as study respondents. Data was gathered via interviews conducted in a semi-structured format. According to the study, it was rare for teacher to be engaged in financial decision making, which included setting financial strategic goals. Nonetheless, the study found that teachers were more involved in operational decision-making, such as generating a list of classroom needs to be included in the budget. Ncwane (2011) stated that teachers engaged directly with students and understood their concerns, making them key stakeholders who should be involved in budgetary decision making. Ncwane (2011) study was relevant to the current study but had limitations since Ncwane (2011) study concentrated on teacher's participation and left other stakeholders in the financial management committee such as parents, education officers, bursars, BOM giving

the current study a chance. Furthermore, Ncwane (2011) obtained data from only four teachers, therefore the study results were based on their responses, which can be considered biased. In contrast to Ncwane's (2011) study, this study was done in a government high school, with data gathered from all stakeholders in the financial management committee.

Local research on the influence of participatory decision making on budget management in government high schools are scarce. However, related studies have been conducted. For example, Kahavizakiriza, Walela, and Kukobo (2015) investigated how financial management was conducted in government high schools in Kakamega county, Lurambi sub-county, Kenya. The aim of the study was to investigate the abilities, knowledge, attitude, and practice that principals at public secondary schools were required to have in order to have effective financial management. Kahavizakiriza, Walela and kukobo (2015) indicated that principal played a vital role of mobilizing, budgeting, monitoring and controlling the school budget. The study gathered information from 17 principals, 17 bursars, 136 head of departments, and 17 and B.O.G. officials from 12 public secondary schools. All of these people were involved in financial management and making financial decisions in government high schools. According to the study's findings, public secondary school finances were mostly provided by the government and parents, while the school rarely generated its own funds. This meant that the school was under financial strain, and the existing funds needed to be managed effectively. Kahavizakiriza, Walela, and Kukobo (2015) elaborated on each stakeholder's position in the financial management team. According to the study, budget preparation was done by principals, bursars and H.O.Ds, supervising and monitoring budget execution was done by the principal and the B.O.Gs, and approval of budget was done by the B.O.Gs. The study demonstrated the value of

collaborative financial management in achieving efficient financial management. However, the study excluded parents and the government, who are the primary funders of public secondary schools, leaving a vacuum in the analysis. According to the report, parents and the government were not members of the financial management team, which means they were excluded from making financial decisions despite being the primary sources of funding for public secondary schools. The current study was set to investigate on the effects of collaborative decision making on financial management in public secondary school.

Ogol, Thinguri, and Chui (2020) investigated the influence of involving stakeholders in financial management in Homa-bay sub-county public elementary schools. Ogol, Thinguri, and Chui (2020) ascribed mismanagement of funds in government primary schools to a lack of stakeholder involvement in management of school finances. According to Ogol, Thinguri, and Chui (2020), school administration that wants to build confidence among its stakeholders must use participative management. Participatory management ensured that all stakeholders, including parents, were involved in the financial administration of the public primary school. Ogol, Thinguri, and Chui (2020) investigate whether stakeholders were included in the school financial meeting for coordination, planning and oversight in order to improve management of finances. Head teachers who responded indicated that the majority of stakeholders were frequently involved in financial meetings; on the other hand, parents' responses varied because, while some indicated that they were involved in financial meetings, others indicated that they were not involved and believed that the task of financial decision-making was only resting on head teachers and a few members of the B.O.M. Ogol, Thinguri, and Chui (2020) study noted that, stakeholders incompletely

involved in financial management. Despite the government providing policies and regulations on stakeholder involvement, most schools lacked to follow it. The study therefore recommended on their involvement. Ogol, Thinguri and Chui (2020) indicated that involvement of all stakeholders enhanced transparency and accountability in the management of public primary school finances. Ogol, Thinguri and Chui (2020) study was based on public primary school in and this gave chance for a similar study to be carried out in public secondary school.

Munge et al., (2016) examined Factors impacting Financial Management in government high Schools in Nakuru County. Unexpected tuition increases in secondary schools indicated that there was a financial difficulty, necessitating this study. The study concentrated on the effect of budgeting and financial control on overall financial management. The study collected data from principals and bursars at 172 government high schools in Nakuru County, with stratified random sampling utilized to select 78 respondents. Munge et al., (2016) discovered a substantial and favorable association between management of budget and financial control and management of finances. Munge et al., indicated that, financial management was contingent on an organization's decision on how to give out funds, how to govern financial resources through financial controls, smart allocation of financial resources, and accountability measures. According to Munge et al., (2016), in order to improve good financial management, high schools should have budgetary control and relevant school stakeholders should be included in the process of formulating a budget (Munge et al., 2016). The study by Munge et al., (2016) was relevant to the current study. However, the study collected data from the bursar and principal lacked to include other stakeholders, providing an opportunity for the current study to collect data

from all stakeholders. Furthermore, the study focused on budget management and financial control and never addressed other factors like collaborative decision making, which affected financial management in secondary school, providing an opportunity for the current study to collect data from all stakeholders.

## **2.6 Governance Documentation and Financial Management in Public Secondary**

### **Schools**

Governance documentation in the financial sector is the way a school, oversees, supervises, and regulates documented financial data. Financial governance encompasses the methods by which organizations monitor monetary transactions, handle performance data, ensure compliance, manage operations, and provide disclosures. (Gabel, 2017; Helleiner, 2014). Moreover, financial governance documentation is the way public secondary schools gather, oversee, supervise and regulate the institutional financial data. It constitutes of activities ranging from tracking financial transactions, management of performance and data control, ensuring compliance to regulatory, efficient operations and disclosure (Gabel, 2017).

Financial governance documentation is mainly applicable through the provision elements such as school governance frameworks, documentation of financial decisions/processes or procedures, business governing rules, rights and obligations of education stakeholders, evidence for financial regulators meeting minutes, good reporting fitted with financial policies and standards together with the incorporation of financial management technologies such as structure and formatting software, system validation inputs and system audit trails (Hajnal, 2019). Other indicative features denoting embrace of good

governance documentation is the accuracy of financial records or information (Helleiner, 2014).

Other important part of governance documentation entails supporting financial records available with source documentations, attendance records, and contracts or sub-contracts for adequate authorization, obligations, unobligated balances, assets, liabilities, outlays or expenditure and income management (Muhaswa, 2020; Kristensen et al., 2019). Infrastructure comprising of equipment, space and facilities for ensuring records are well managed is also required to be in place to ensure secure financial documentation. Moreover, the place of access rights to financial information for the authorized personnel contributes to accountability, confidentiality, responsibility and ensures manipulation of financial documents is done by the authorized personnel (Muhaswa, 2020).

Governance and financial documentation in the education sector is paramount because through it, benefits ranging from ensuring of compliance through available regulatory reports, ensure soundness of school budgets, models, forecasts and records, organization's evidential identity and accountability and easy detection of risks or inconsistencies are achieved (Zaid et al., 2020; Kluwer, 2022). Moreover, other merits coming with financial documentation is making financial audit easier, right financial decision-making as well as the achievement of plausible financial management (Muhaswa, 2020).

More benefits are coming with ability to provide the schools a source of financial direction, evidential nature of transactions, guide on operational procedures, and measure conformance to the required financial standards and attainment of corporate governance (Zaid et al., 2020; Kristensen et al., 2019).

Globally, the sub set of governance documentation in financial management is highly emphasized. The reason for this boom adoption is associated with the positive implications that come with their adoption (Altaf et al., 2021; Kristensen et al., 2019). These include; the surety that educational financial expenditure is well planned, executed, accounted for and scrutinized. Moreover, there is general achieved consensus between accepted operational frameworks guiding budget formulation, its execution, audit control and financial reporting (Kristensen et al., 2019).

Governance documentation is considered a sub-set of corporate governance and which bears other constructs. Danoshana and Ravivathani (2019) and Zaid et al. (2020) investigated on the aspect of cooperate governance towards achieving financial organizations performance. The role of governance documentation was discussed as a component of corporate governance and it was reflected that positive outcomes were observed with elaborate assimilation of governance documentation such as accuracy of records, establishment of financial organizational rules, procedures and operational frameworks. Moreover, good documentation was associated with provision of regulatory evidence, stakeholder accountability, obligations and statutes (Danoshana & Ravivathani, 2019; Zaid et al., 2020). A statistical significant relationship was reported between this corporate governance practice and organizational financial management. Recommendations stressed the need for strengthening evidential documentations in organizations by providing clear rules, policies, regulatory frameworks and procedures. Despite, other facets of governance documentation for instance the control and management facet of financial documentation were out of scope for their study. This study

incorporated other facets of governance documentation apart from the policies and procedures.

Investing in governance documentation is no doubt a stride towards experiencing numerous benefits. Zaid et al. (2020) and Kluwer (2022) focused on the importance of documenting financial transactions and decision-making. They articulated that adequate documentation possessed potency to influence the in charge body's reporting, ironing out inconsistencies through easy prediction of far much coming financial gaps and offence of financial direction of the organization. However, the studies were not oriented in eluding the aspect of financial management and documentation in secondary schools, an area which this study explored.

Other facet of governance documentation as illustrated by Ulfah and Thoharudin (2020) and Yuliani et al. (2019) is on the preparation of accountability reports in organizations in ensuring financial prudence in Indonesian educational institutions. It was found that institutions lacked neither, knowledge on the potential governance documentation had in ensuring evidential documentation for financial well-being, nor trainings to better their financial reporting skills. Through the utilization of an Edu-finance management model, testings that were conducted after trainings were introduced, reflected understanding and appreciation of the benefits of good and accurate record keeping and management. Investment in educational stakeholders training in charge of finance management was emphasized so as realize financial well-being among the institutions. This study differed with the outgone one in the manner that, a model will neither be tested nor proposed for the achievement of public secondary school financial management but instead, the

constructs evidencing adequate governance documentation and its benefits will be thoroughly probed.

Vlcek (2018) and Ensign (2016) comprehended the effectiveness of adopting financial governance. Specific sentiments featured in their study were the act of compliance to operational frameworks and effectiveness of financial regimes. Focusing on the informal sector, it was opined that financial management was dismally achieved since incorrect operational business processes and frameworks were incomprehensive and did not factor in all the facets of financial management. Training was immensely advocated to remedy the derail in financial management among the compared formal and informal experimental studies. This study utilized a mixed methods comprising of descriptive research survey design and correlations in order to determine the existence or non-existence of a relationship between the financial governance practices on financial management among public secondary schools.

The influential role corporate governance performs in causing increase in capital was investigated in relation to gender diversity by Altaf et al. (2021) and Zaid et al. (2020). Women were found impactful than men in incorporating financial governance endeavors through alleviation of organizations' bad debts, planting financial accountability and transparency. Cement companies were challenged to incorporate women leadership in the financial management sector through the recommendations (Altaf et al., 2021). However, the study failed to illustrate how female gender influenced corporate governance among the financial sector. This study was not gender based. Moreover, the location of the research was among government high school institutions.

In Africa, studies elaborating the construct of governance documentation are missing just as in the developed nations' deplorable situation of the same. Scanty empirical investigations available link and direct on financial governance and corporate governance (Fiador, 2013; Owiredu & Kwakye, 2020; Afolabi, 2015; Marshall, 2015; Osemeke & Osemeke, 2017; Amoako & Goh, 2015). In Ghana, financial governance practices were investigated by Fiador (2013), Owiredu and Kwakye (2020) and Amoako and Goh (2015) governance proxies addressing budget preparation, execution, monitoring and internal controls were investigated. Findings inferred their significant relationship between them and financial governance although the size of the NGOs and commercial banks deterred framework adoption. Moreover, governance practices enabled the achievement of financial accountability, evidence, transparency and financial autonomy. Findings presented by the cross-sectional regression analysis results posed concern on implications of policy and especially for countries attracting significant funding via relatively small-sized NGOs. This investigation was paced in investigating the influence of governance documentation on management of finances among government high schools unlike Fiador and Amoako, Owiredu and Kwakye and Goh who investigated among NGOs and commercial banks.

The situation in both Nigerian and South Africa on corporate governance is not in any way different with the state in Ghana. Reflecting on the business operational frameworks, the roles and responsibilities of corporate commercial banks' board, the external political, economic and human factors in listed firms, were probed (Afolabi, 2015; Marshall, 2015; Osemeke & Osemeke, 2017). Studies informed that successful corporate governance practices were depending on the comprehensiveness of the operational frameworks and the leadership in control in concurrence to what was observed by Myende et al. (2018) and

Rangongo et al. (2016) in South Africa. Recommendable trajectory actions on strengthening the frameworks while offering training and development in position leadership in ensuring the achievement of corporate governance among Nigerian organizations were voiced (Afolabi, 2015; Myende et al., 2018; Osemeke & Osemeke, 2017). The current study investigated the construct of governance documentation on management of finances of government high schools in Kericho County.

The roles of stakeholders in charge of management of finances in high schools were investigated in Cameroon (Fongouck, 2018; Nkundabanyanga et al., 2015). Financial management officers in secondary school competencies and expertise were investigated in qualitative studies on their influence they possessed in achieving school fiscal prudence. A significant relationship was observed between fiscal manager's competences and financial records management. Recommendations highlighted informed incorporating value to financial records by equipping the responsible stakeholders with adequate diverse skills required to attain financial autonomy. This study differed with the outgone ones in both construct and research approach where both qualitative and quantitative data was solicited and also involve the investigation of governance documentation.

Good documentation governance was considered to apply good record keeping procedures constituting of staff competencies and record management infrastructure acknowledged to cater for financial records' creation, storage, access, use and bring up actions. Muhaswa (2020), Amanchukwu and Ololube (2015) and Mwebesa et al. (2017) investigated the role of staff competencies and infrastructure in fostering prudent management of financial records. Numerous benefits ranging from enhanced accountability, decision-making, transparency, administration and plausible educational outcomes were evident benefits

reaped from investments in staff training. Disaster preparedness for financial records was recommended so as to enhance the realization of the benefits coming with appropriate financial record keeping.

Locally, available literature underpins financial and corporate governance practices, (Kthinji, 2018; Wako, 2020; Ndikwe & Owino, 2016; Kijiba, 2018; Omondi & Nyenyi, 2016; Wasiche et al., 2018). Moreover, the place of BOM and financial management stakeholder's skills and knowledge on financial management as recurrent among African nations such as South Africa, Nigeria, Uganda, Zimbabwe and Zambia still holds water to Kenya. Kijiba (2018) and Ndikwe and Owino (2016) investigated this aspect with respect to ensuring achievement of financial management in secondary schools. Specific sentiments from the descriptive survey design studies that were focused on skills, competencies and knowledge of the fiscal stakeholders, financial record keeping and maintenance skills were investigated. Findings unveiled the existence of a very big problem evidenced by poor financial record keeping and maintenance practices. Specific challenges were lack of records such as invoices and receipts for purchased products. It was concluded that the poor record keeping culture emanated from the utilization of non-financial knowledgeable BOM members on the prudent role. The studies posed implications on implementing training and financial knowledge management programs to eradicate the fowl culture of poor record keeping and leadership. The current study will not only investigate the place of records maintenance but also incorporate other aspects of record maintenance for full exploitation of governance documentation construct. Moreover, a mixed methods design was utilized with an aim to explore the existence relationship as well as investigate the situation at hand in Kericho County.

Good governance documentation possesses effects on the financial performance of educational institutions. Descriptive survey research study by Wasiche et al. (2018) investigated this aspect in Siaya County and found that dominant financial management challenges among the public day secondary schools; which were, failure to utilize and record transactions in accounting books, poor record keeping exercises, and financial illiteracy among the 27 head-teachers that were ruled out to constitute the sampling size. Moreover, the school experienced delayed audits and sometimes not audited at all. However, the created budget was not adhered to. Serious detrimental existed that required quick address if financial management in secondary schools is to be achieved. The study however utilized a relatively small population for generalizing findings. This study considered utilizing a large sampling size from general public secondary schools irrespective of the nature (day or boarding) which led to clear and expound generalizations.

Nyongesa and Omondi (2016) and Omondi and Nyenyi (2016) assessed on the influence of embracing corporate governance practices. In both studies, financial accountability and transparency as found to be barely implemented by the BOM in place under the leadership of the school principals. However, the descriptive survey results may be biased for relying on two secondary schools, one boarding and the other, a day school in coming up with inferences. Irrespective of that, corporate governance practices under investigation were unclear and hence partially mentioned. The current study bridged the gaps evident in their studies by engaging relatively large sample size, utilizing a mixed methods design in order to clearly correlate governance practices and management of finances achievement among secondary schools.

In view of the above, despite the numerous circumnavigating measures aimed at eradicating poor financial management among secondary schools, challenges relating to poor management and financial instability continue to recur. Focusing on the empirical studies' scope, training and record keeping practices recur as the avenues explored. Governance documentation practices governing the business operational procedures, policy, regulatory frameworks and disaster recovery appear forgotten and where probed, they are partially interrogated. This places a growing obligation on the researcher to assess the effect of governance documentation on administration of finances in government high schools.

## **2.7 Moderating Role of Internal Capacity of BOM between School Governance**

### **Practices and Financial Management in Public Secondary Schools**

Internal capacity refer to a process of gradual growing, developing and strengthening human or staff skills, abilities, their instincts, so as to attain the organizational goals, needs and objectives while facilitating it with foundational basis to withstand storms, survive, adapt, and thrive in the most volatile world (Drago-Severson & Blum-DeStefano, 2020).

Board of Management (BOM) are a governing body in secondary schools selected to represent the collective stakeholders in an educational setting whose roles are to ensure accountability, transparency, efficiency, policy making and implementation, effective administration and parental representation (Paul, 2017). It refers to a collective term assigned to the individuals who are authorized to supervise the activities of an educational establishment that directly serves the public welfare (Basic Education Act of 2013). These

crucial roles cannot be effectively accomplished without clearly pointed BOM roles and responsibilities and communication (Paul, 2017).

Board of managers have been adopted in USA, UK, Britain, Canada, India, Pakistan, Nigeria, Ghana, Malawi, South Africa, Zimbabwe, Rwanda and Kenya (King'oina et al., 2017). Successful operation of BOM among academic institutions is guided by governance handbooks, association statutes, education acts, BOM constitutions, school policies, ministry of education policies, gazette procedures and overseeing bodies such as the national school boards association of the USA and UK (The Washington State School Directors' Association, 2015; The Republic of Kenya Basic Education Act, 2013; Orodho et al., 2013).

The internal capacity of school BOM members is evidenced by appointment of educated members, depict of requisite financial knowledge and skills, ability to monitor and evaluate financial decisions, achievement of fiscal discipline and the presence of open budget index, (Cabardo, 2016; Lawson, 2015). The internal capacity of board of managers among secondary schools is moreover enhanced by training, member coaching and establishment of internal operational management policies (Cabardo, 2016; Bassett, 2016).

School BOM members engage in setting the school vision, working towards actualizing its goals, developing, revision, acting and implementing policies, allocating fiscal resources and achievement of accountability roles (The Washington State School Directors' Association, 2015). Other engagements acted upon by school boards are ensuring quality of education, provision of adequate physical learning facilities; ensure student safety,

guidance and counselling and financial resources management (Keter et al., 2018; Bassett, 2016). This elaborates why the premise of board of management internal capacity need to be enhanced for them to efficiently and effectively carry out their roles.

Globally, laws, regulations, acts, frameworks, processes and systems have been leveraged to obliged stakeholders mobilize revenue, allocate funds, partake public spending, account for spent and unspent public funds and undertake financial audit (Lawson, 2015). it is also worth noting that a great dearth in literature exist evidenced by the lack of studies interrogating the moderating effect of internal capacity of board of school management between governance practices and financial management in high schools. Scanty studies expose the benefits of employee training and capacity building and financial management among various industries. However, the role of enhancing capacity and capability of the respective stakeholders is, highly acknowledged.

Lawson (2015) and Lawson (2013) investigated what incorporate prudent management of finances in the public sector. It was argued that successful involvement of financial managers in the crucial exercise required good ground knowledge in policy which was derived from researcher's findings and report recommendations. Moreover, budget formulation, approval, revision, execution, accounting and auditing required stakeholders who were widely versed with requisite knowledge and skills to implement the policy guidelines. Successful financial management was inferred to be influenced by set legal procedures and the role of servants in accomplishing the public management of finances lifecycle. Despite the elaborate stances, Lawson and Lawson focused on public government institutions while failing to elaborate the role of human resources with weighty. This study

was based in government high schools and felt the gap existing by interrogating the internal capacity of BOM as a moderating variable between financial governance practices and financial management.

The best ways to strengthen human capacities in public finance organizations were discovered to be deep investment in training and employee knowledge and skills enhancement and complying with developed business rules. Lawson (2015), Yuliani et al. (2019) and Ulfah and Thoharudin (2020) studies featured in the aspects of improving public finance management by investing in good leadership, creating space for policies and inculcating adaptive, iterative and inclusive procedures. Specifically, strong leader's communication and addressing of public servant's fears, interrogating root causes of problems and employee monitoring were investigated. Findings illuminated that their applications were very fruitful in impacting public financial management practices. It is also worth noting that the studies were not directed towards addressing the moderating influence of internal capacities on the relationship linking governance strategies and financial outcomes, an aspect which the current study is investigating.

Benefits accruing from investment in financial literacy of workers range from achievement of financial wellbeing, economic development and sustainability. In Indonesia, the benefits of investing in training and knowledge development for effective financial management was investigated by Aulia et al. (2019), Sari et al. (2019) and Utama et al. (2018). It came out clearly that investment in financial literacy proved potency of workers attitudes, behavior and skills which were deemed paramount for effective financial management. Other positive influences that came from embracing literacy were better financial planning.

Despite the numerous benefits the outcomes expected from staff education were meager as evidenced by poor financial planning, overspending and management. Recommendation's stressed the need to invest in staff training and development. This study investigated the moderating role of BOM internal capacity rather than the benefits of investing in employee training and development.

Regionally, the situation in African countries exposes no difference with what is reported in the empirical studies. Internal capacity of BOM members in secondary schools is dismally explored with no hint of focus on the moderating relationship it possesses between school governance practices and fiscal management of public secondary schools. Available studies argue on how to attain financial stability in academic institutions (Dalene, 2018).

The challenges of poor financial management were expounded by Dalene (2018) and Mmako (2018) in South Africa. Findings ascribed that poor financial stability among South Africa hotel academic institutions to capped student intake, untighten and weak regulatory financial heightened operational costs and immense learners dropout rates. Innovative ways of mobilizing revenues, learners and managing fiscal available resources were observed as lacking. For this reasons, negative influences associated with high drop outs rates led to closure of academic programs. Findings implicated on policy development with the aim of enhancing capacity of managers towards alleviating the institutions from the derail. The studies may however be critiqued for lacking clarity on the rehabilitative mechanisms deemed to cause financial learners drop out. Further differences in the study are the population and study location as the current investments was situated among public secondary institutions rather than tertiary institutions.

In order to achieve high fiscal and educational outcomes, schools governing (BOM) bodies are placed with these mandates and responsibilities hence a call for strong capacity building towards gaining value for student's money. This aspect was keenly investigated by Mmako (2018) and Salaudeen et al. (2015) who conducted descriptive qualitative survey with reliance on interview instrumentation. With illumination of staff training, monitoring, evaluation and financial record keeping systems; findings directed strong deficiencies in training, a factor that posed negative implications on the staff competencies and fiscal know-how. Other pronounced challenges were opined to be deficiencies in leadership support and financial monitoring. Staff empowerment through impacting rightful financial skills and obligations were termed as necessary recommendations geared towards realizing fiscal prudence among schools. The current study differs with the outgone ones (Mmako, 2018; Salaudeen et al., 2015) with the essence that, the internal capacity specifically of BOM is investigated between governance practices and fiscal management in public secondary schools. Other differences existing are the utilization of multiple data instrumentation tools so as to achieve better triangulation of the results.

The efficiency and effectiveness of BOM board in Ghana was reported to mediate between the school academic achievement and staff morale. This was based on the investigations conducted by Manu et al. (2020) and Huaisheng et al. (2019) reports presented by each study articulated common capacities that suited fiscal transparency, communication, training and capacity building of managerial high school personnel. The descriptive survey findings opined that BOM were partially effective in carrying out their stipulated tasks as guided by the policies. Moreover, the frameworks lacked aspects of training and developing them through capacity building endeavours towards maximum and equitable

conduction of their exercise. Incorporation of training in the policy frameworks were among the main recommendation's which were stressed to be pushed so as to strike a balance among the sectors BOM manned in the schools. Irrespective, the relationship reported to be moderated by capacity building between school performance and staff morale was not found from the reported findings. The current study utilized mixed methods research design and also differed in contract and direction in the essence that, internal capacity of BOM was investigated as a moderation variable between governance practices and management of finances of government high schools.

In Nigerian institutions, incapacities among financial accountable stakeholders stood out as main detriments for achieving education quality, fiscal prudence and students learning performance. Nigerian schools challenges' did not differ in any way with the challenges in middle income countries and even African developing nations. Boma (2019) and Akinfolarin (2017) found that financial offers were unfamiliar with fiscal terminologies and dealing with monetary records. These were deemed to hinder performance, accountability and decision-making among the secondary schools. Training was recommended to take course of action with the aim to ensure achievement of prudence among secondary schools (Boma, 2019; Akinfolarin, 2017).

Locally, a handful studies exist informing the construct of BOM capacity development leave alone the fact that no study exist exploring on the moderation effect of internal capacity between governance practices and fiscal management among public secondary schools. Gori (2019) investigated the challenges that caused poor performance in schools. This was investigated using a management output model and findings reckoned that quality fiscal realization among the stakeholder's depended on the quality of instruction and know-

how they possessed, highly educated, qualified and experienced BOM and PTA members were elected to be composing school managerial committee for better realization of quality academic achievement of learners. The current study does not utilize nor develop a model as Gori did but investigates the relationship capacity investments has between governance practices and school financial management.

The effectiveness of BOM in ensuring school governance was carried out by Paul (2017), Akinyi (2017) and Mbi et al. (2020). Sentiments mirrored were relating on BOM skills, knowledge and challenges they underwent in striving towards attaining governance. Findings from the engaged respondents through questionnaires and interview schedules informed that the appointing process of board members posed some shortcomings. The studies recommended training for in-service and new appointees so as to achieve better governance. The studies were however scoped in investigating the aspect of governance hence the aspect of financial management was out of scope. This was delimited in this study.

Infrastructural development practices were appraised to be impactful internal capacities which, when brought to action to BOM, student academic performance was achieved. These implications were supported by Okewema et al. (2020), Sultana et al. (2017) and Sarker et al. (2019). Findings posed that BOM were not in possession of grounded knowledge on their roles hence schools suffered from infrastructural inadequacies such as classrooms, laboratories and libraries. Quality and quantity management know-how was viewed necessary tools for ensuring school development. However, it was detected that BOM highest level of academic qualification were primary level. This had implication on dissolution of the body and appointment of qualifies overseers. However, this was investigated with respect to school

achievement. This study was interested on the financial performance of government high schools in Kericho County.

Other studies relating to the construct under investigation report common challenges of poor BOM qualifications, lack of investment in training and capacity building of current elected overseers and incomprehensiveness of policies guiding election and dissolution of acting BOM bodies (Mugambi, 2017; Keter et al., 2018; Kimani, 2019; Kalungu, 2015; Kavutai, 2018; Paul, 2017). In view of this, the current study fills the existing gap by addressing the influence of internal capacity of BOM between the governance practices and financial performance of public secondary schools.

## **2.8 Theoretical Framework**

This study was guided by two theories; that is, the systems theory and participative leadership theory. The relevance of each theory is discussed below.

### **2.8.1 Systems Theory**

System theory is a theory based on the principal that the component parts of a system can best be understood in the context of the relationship with each other and with other systems, rather than in isolation. This research was based on the system theory of management postulated by Parson, 1977. General systems theory was founded by the biologist Ludwing Von Bertalanify, from different fields of knowledge, he carved out common features and described them in the sense of general system theory, and its applications in technical systems, economics, psychology and sociology. Human social structures can be perceived as a system, the same way the world economy, automobile or an organization systemic thinking enables us to engage with systems even without detailed knowledge of their individual components. Systems engineering integrates diverse disciplines and outlines a

structured development process that spans from conceptualization to production, operation, and eventual deployment of the system. It considers both technical and economic aspects to design a system that satisfies user requirements. A systematic model aids systems engineers in exploring and evaluating alternative concepts. Acting as a bridge between various project disciplines, a systems engineer adopts a holistic perspective, irrespective of specific hardware, software, or other perspectives. The entire life cycle, from conception to disposal, is carefully planned to create a system that fulfills the needs of all stakeholders involved.

Systems can exhibit static or dynamic characteristics and can range from simple to complex. Within each unit, the integration of multiple related concepts enhances comprehension and provides alternative perspectives for understanding key concepts. These related concepts can vary in their level of abstraction and disciplinary specificity (Erickson, 2008). The application of General Systems Theory (GST) in military contexts was influenced by Brigadier General (retired) Naveh, a co-founder of Israel's military application of GST. The operational level of war was considered the bridge between tactics and strategy. In Russia, the Red Army was influenced by Bogdanov's systems thinking approach and organizational science, which shaped the Russian military through scientific organization of labor movements. Western militaries also apply the science of complex systems in navigating complex and hazardous environments. Complex systems theory holds potential insights for the 11th International Symposium on Process Engineering (Youei et al., 2012).

In healthcare and Information Systems (HIS), general systems theory, known as cybernetics, serves as a fundamental cornerstone in the methodological and theoretical foundations of HIS. The theory is based on the empirical observation that all systems, regardless of their disciplinary domain, share fundamental structural similarities.

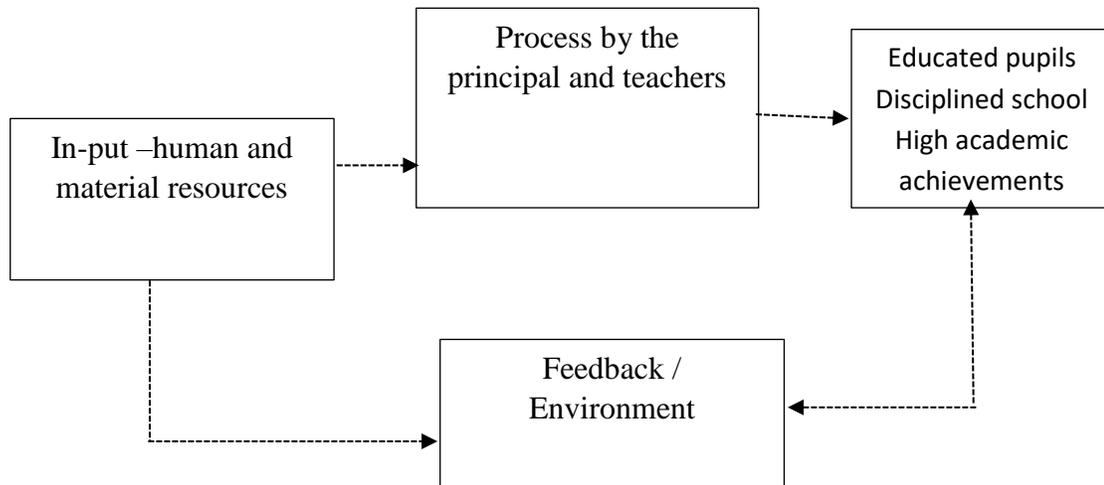
Open systems interact with their environment, while closed systems do not. Systems can involve hierarchies of embedded subsystems, each with its unified purpose contributing to the overall functioning of the larger system. The complexity of subsystem functioning may vary, from simple processes involving input, process, and output, to more intricate conversational processes. Feedback mechanisms, both negative and positive, and the channels through which the environment influences the system are also factors to consider. Examining the healthcare delivery industry from an open system perspective offers valuable insights into the functioning and structure of the contextual system for design and development of HIS. Therefore, applying GST to health service delivery systems can better define the role and function of HIS in their design and development (Joseph, 2003).

Systems are perceived as a collection of interconnected elements working together to achieve a stated goal. If one component is missing, others may need to be altered accordingly. The focus of system theory lies in understanding the relationships between parts and how they function as a whole. Inputs to a system can include raw materials, capital, and human resources. The process encompasses planning, organizing, directing, motivating, controlling, and coordinating, while the outputs encompass products, profits, satisfaction, and services. Transformation management by service providers synthesizes these elements, with feedback manifesting in client quality of life or productivity. In the present study, the product relates to effective financial management envisioned in each

public secondary school. This theory is applicable to the school system, as the school itself is a system with various inputs that undergo processing to produce outputs, with feedback loops as shown in Figure 2.1.

**Figure 2. 1**

*Theoretical Framework of General System Model*



Source: Author

This theory encompasses an interdisciplinary examination of systems and their interrelationships within larger and more intricate systems. Its objective is to elucidate and generate hypotheses about characteristics that emerge in complex systems, which may not arise within any individual system in isolation.

In relation to the current study, each school system necessitates various resources, such as infrastructure, furniture, educational materials, utilities, and teaching aids, as inputs for daily operations. These inputs are typically provided by the government through specialized education organizations or agencies. Education service providers, including teachers and principals, process these inputs to produce well-educated students, which serve as the desired output of the school. Information about the external environment and

feedback mechanisms pertain to the outputs and the school's interactions with its surroundings.

The study was grounded in systems theory because effective educational management relies on resource management, participatory decision-making (governance), and accountability in attaining educational objectives. Good governance plays a crucial role in achieving educational goals, involving the collaboration of government policymakers, education service providers, educational leaders, parents, students, and community members. Policymakers collectively determine educational goals, policies, and funding, while educational leaders, such as ministers, work towards realizing these goals. Education leaders drive the bureaucratic processes to allocate necessary resources and ensure program implementation in alignment with educational objectives. Teachers and principals hold the responsibility of processing inputs and are accountable to the Ministry of Education, governing bodies, parents, and other stakeholders. The system theory is therefore applicable to this study, as good governance is indispensable for the effective management of public secondary schools operating as open systems.

It is further noted that good governance promotes transparency in financial management in the school. This demands the establishment of good control and reporting systems in the school. It also implies that the school management ought to be concerned with the procedures for expending money. The control system may start with the budgeting process, the documentation done to capture all the transactions, payment schedules and expenditures and ends with reporting activity. The reporting systems and procedures are further expected to be consistent with the acceptable financial and accounting standards. A good governance is usually keen with adherence to the financial reporting standards. The

affairs and activities of the governing board is expected to be documented to promote transparency and auditing. Failure to keep appropriate documents fathoms mischievous activities, hence it becomes hard to account and trace activities of BOM. This attests poor financial management practice. To promote effective oversight role in the financial management, the school management is further expected to organize for capacity building programs with a view to strength the internal capacity of BOM members. These components cannot work in isolation. One components demands the other one hence the whole governing systems for effective financial management. The effectiveness of these components usually require good leadership practices that encourages participatory decision making.

### **2.8.2 Participative Leadership Theory**

The study will also be guided by the Participative Leadership Theory (PLT) proposed by Yukl (1998). PLT is an active management approach based on the principles of consultation, awareness, and empowerment. It assumes that involving individuals in decision-making processes enhances their understanding, acceptance of issues, and commitment to the decisions, thereby reducing conflicts and competition. However, the extent of influence others have in decision-making can vary based on the leader's perception, preferences, and beliefs.

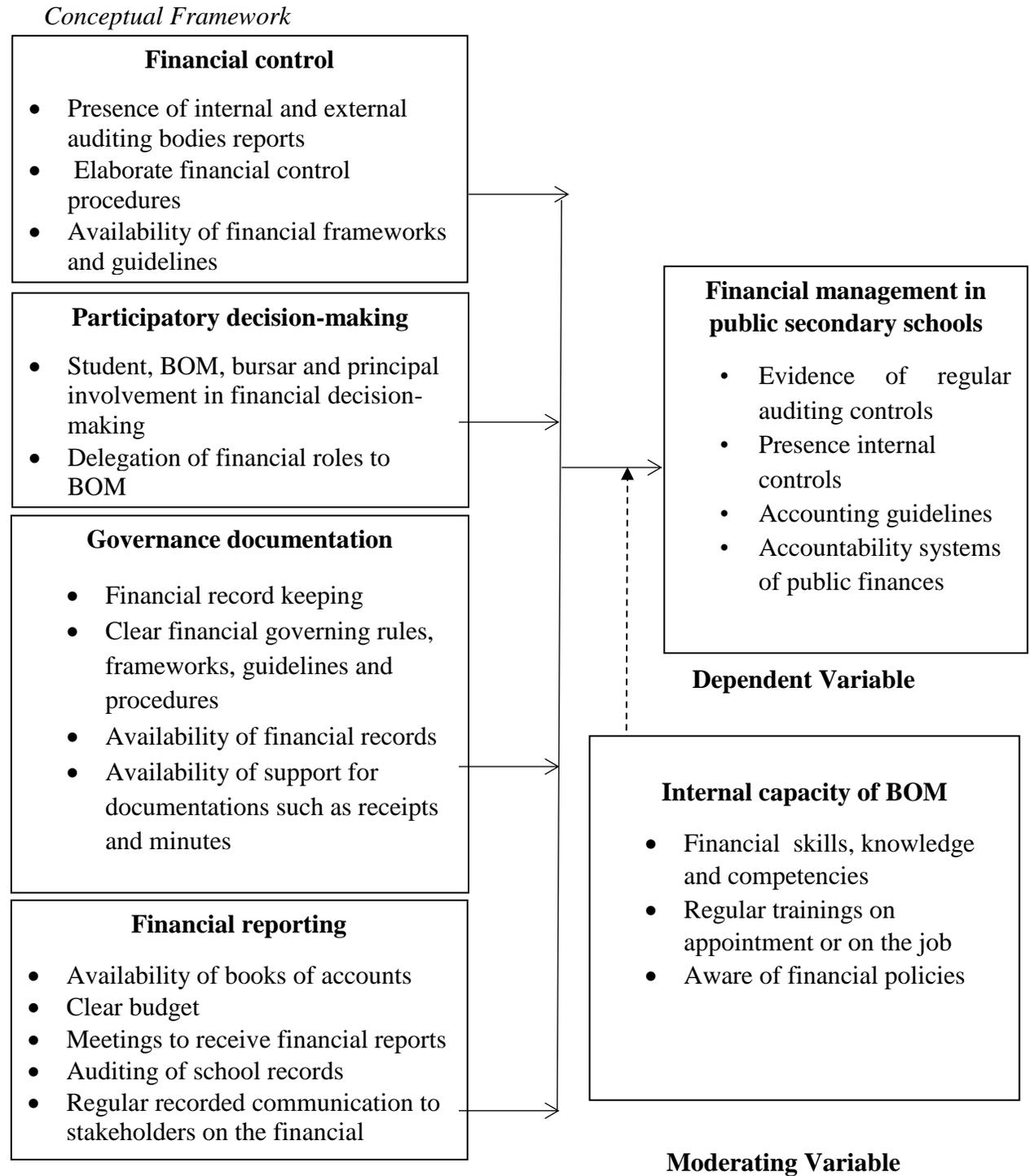
One potential drawback of PLT is that it may not be effective if those being consulted lack the necessary understanding of the subject matter, especially in technical decisions. In such cases, leaders practicing PLT may be compelled to share all information, although there may be instances where sensitive information should not be disclosed in decision-making. This includes details related to raw materials, financial matters, and other sensitive aspects.

The decision-making process typically involves planning, organizing, directing, motivating, controlling, and coordinating, while the outputs encompass products, profits, satisfaction, and services, which are collectively managed by service providers. Feedback is obtained through assessing the quality of life or productivity of the clients, and in this case, the product can be reflected in the academic performance of the pupils.

Participative leadership entails a leadership style where all members of an organization collaborate in decision-making. It fosters an environment where managers value contributions and involvement from the entire team. The managers actively encourage participation and contributions from group members, helping them feel more engaged and committed to the decision-making process. Rather than a top-down approach, participative leaders emphasize collaborative teamwork and address company issues collectively. The manager leverages employees' abilities, skills, and interests in the decision-making process, facilitating a sense of ownership and involvement.

## 2.9 Conceptual Framework

**Figure 2. 2**



**Independent variables**

Source: Author

## **2:10 Description of Variables in the Conceptual Framework**

Figure 2.2 presents a diagrammatic representation of the study constructs group in related to the variable type they lay. Financial control, participatory decision-making, governance documentation and financial reporting constitute the independent variables of the study while management of finances in government secondary schools is the dependent variable which are purported to be moderated by internal capacities of school BOM.

Financial control was the first variable among the independent variables of the study and it was evidenced by the presence of annually, quarterly or semi-annual internal and external auditing reports, elaborate financial control procedures, operational frameworks and guidelines. Secondly was participatory decision-making variable which was determined by the presence of clear procedures on stakeholder involvement in financial group decision-making such as BOM, principal's delegation of financial roles to BOM and appropriate evidences of stakeholders' advisory and suggestions.

Governance documentation falls under the third variable and it was evidenced by presence of elaborate financial record keeping, clear financial governing rules, frameworks, guidelines and procedures, availability of accurate financial records and the availability of support documentations such as receipts and minutes. The last independent variable for the study was financial reporting and indicators ranging from availability of balanced books of accounts clear budgetary and regular recorded communication to stakeholders on the financial position of the school were requisite features that indicated its adoption.

Financial management was the dependent variable in the study and it was expected to be influenced positively or negatively by the governance practices (financial control,

participatory decision-making, governance documentation and financial reporting constructs) in public secondary schools in Kericho County. The dependent variable was measured by assessing evidence of regular auditing control, presence watertight internal controls, clarity of accounting evidenced by financial records, improved accountability of public finances, adequacy of teaching, learning, structural and infrastructural resources and the achievement of school goals and objectives.

Internal capacity of BOM members in public secondary schools was the moderating variable for the study and it is purported to either pose some positive or negative influence between the governance practices and financial management of public secondary schools in Kericho County. This variable was represented by the evidence of skills, knowledge and financial competencies, BOM knowhow on fiscal policies, regular trainings on appointment or on the job, ability to critique, evaluate and moderate financial decisions and finally depict of staff financial discipline in Kericho public secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides an overview of the study's site, research philosophy, approach, and design. It includes details about the specific location where the study will take place, as well as the underlying philosophical perspective guiding the research. The research approach and design employed in the study are outlined, highlighting the chosen methods and strategies for data collection and analysis.

#### **3.2 Location of the Study**

The study was conducted in government high schools in Kericho County. This is because, they receive government capitation unlike private schools. Kericho County neighbours Kisumu County on the Western side, Nyamira and Bomet on the Southern side, Nakuru County to the East and Nandi and Uasin Gishu counties to the North. Just like other counties, some public secondary schools in Kericho County have been observed to having high number of financial imprudence complaints and delayed development and advancement as compared to the neighbouring counties as shown in Table 3.1 (MOE - Kericho County, 2019); hence, there was a need to investigate the governance practices and recommendation amicable solutions.

**Table 3.1**

***Complaints Summary, 2020 - 2021 for Kericho, Nyamira, Kisumu, and Nandi Counties***

s/no	Type of complain	no. of complains registered 2020			
		Kericho	Nyamira	Kisumu	Nandi
1	Financial mismanagement	14	5	4	3
2	Complain against principal/ht	5	1	3	3
3	Student complains	10	1	1	1
4	Parents complains about principal/ht	2	2	2	1
	Total	31	9	10	8

source: CDE's complaints register, Nyamira, Kericho, Kisumu & Nandi

The figures in Table 3.1 shows high number of complaints in Kericho County than Nyamira, Kisumu, and Nandi counties.

### **3.3 Research Philosophy**

Research philosophy refers to logical proposition containing beliefs and stances which are used to influence approaches for investigating, methods of collecting data or making observations and how interpretation is expected to be done (Bryman & Bell 2011). It about the broad guidelines on the ways that are adopted in examining and understanding social elements (Saunders, Lewis & Thornhill, 2009). Notably, all studies fit within certain philosophical argument which helps to explain phenomena and approaches used in arriving at conclusions and realize solutions to a research problem. It therefore meant that the research philosophy that is adopted in a study disregards the research design and approach to be used.

This study was based on pragmatism philosophy which advocates for ontological position. The pragmatism is a philosophical argument regarding collecting, analyzing, and using

data (Creswell & Creswell, 2018). The arguments of pragmatism were advanced by Dewey in 1929 and philosophers Burkhardt and James in 1975 (Creswell & Creswell, 2018). The pragmatic philosophy is a viewpoint that concentrates on what works instead of what may be considered entirely and impartially genuine or authentic (Bryman & Bell 2011). Pragmatism philosophy asserts that human behavior is inseparable from past experiences and the beliefs derived from those experiences. As a result, human cognition is inherently connected to action, with thoughts naturally leading to behavioral responses (Creswell & Creswell, 2018).

The assumption of pragmatism is that, existence is in a continuous state of becoming. It explains how people and groups respond to disruptions and uncertainty and bring about change (Creswell & Creswell, 2018). Concerning (Bryman & Bell 2011), the crucial foundation of a pragmatist is that knowledge is always grounded on experience. Every individual's encounter is different as particular experiences develop it, and social experiences influence a person's viewpoints of the world.

The viewpoint of pragmatists is that because humanity is not a complete system, understanding it needs the application of distinct methods of collecting and analyzing data (Bryman & Bell 2011). This requires the application of distinct approaches and strategies for generating data. In this study, the utilization of a pragmatism philosophy will enable the investigator to apply qualitative and quantitative methods during research. The investigator will also be privileged of apply both descriptive and inferential data analysis methods. Apart from that, utilization of a pragmatism philosophy will give room to adopt

a combination of different theoretical perspectives underpinning the variables of the study (Creswell & Creswell, 2018).

As Bryman and Bell (2011) affirm, a pragmatic style of resolving difficulties in the social world provides a different, adjustable, and more unconditioned guide to research design and grounded research. This is the philosophy that informs the researcher to seek an understanding of the association between variables under study. The research questions call for a real-life contextual understanding and multilevel perspectives drawn from the study objectives. This will be made possible upon the implementation of a pragmatism philosophy which works well with mixed methods approach. The mixed methods approach utilizes both quantitative and qualitative approaches. Therefore, adoption of pragmatism paradigm paved way for utilization of mixed methods approach in this study. The current study endeavoured to determine the influence of school governance practices on management of finances in government high schools in Kericho County. Hence, there was need for flexibility in accommodating views of chairs of BOM, principals, students' councils, and school bursars whose opinions were critical considering their role in improving governance practices to ensure prudent management of finance in public secondary schools.

### **3.4 Research Approach**

Research approach usually describes the strategy to be used in exploring and conducting an inquiry and understanding phenomena of interest. The strategies entail methods used to collect data and how the meaning is derived from objects or observations. Creswell (2014) classifies research approaches into three; qualitative, quantitative and mixed methods. This study adopted the mixed methods approach which advocates for the integration of

quantitative and qualitative approaches is employed to achieve a comprehensive comprehension of a research issue. The mixed methods approach involves gathering data from both qualitative and quantitative sources, and employing distinct methodologies to combine the data and generate solutions to the issue.

The mixed methods approach is regarded appropriate in this study considering the complexity of identified constructs. The constructs are, financial control, participatory decision making, governance documentation, financial reporting, and internal capacity of BOM. An investigation of these constructs require adoption of different methods; hence, mixed method is ideal because neither the quantitative nor the qualitative approach is alone sufficient to explore the underlying issues and provide best understanding of the research problem. Therefore, the adoption of the mixed method approach is endeavoured to provide a good understanding on all constructs of the study. By adopting mixed methods, the researcher will be able use the theories identified in chapter two deductively in quantitative data and apply inductive methods to detect emerging patterns from qualitative data. That way, study used the, words, and narratives to add meaning; hence provide evidences that made credible conclusions and increase generalizability of the results.

### **3.5 Research Design**

A research design is described by Obwatho (2014) and Abutabenjeh and Jaradat (2018) as a general method, plan, structure or blue print adopted in carrying out a study logically to address a problem. This study adopted a concurrent nested / embedded design and utilized mixed methods.

### **3.5.1 Concurrent Nested Research Design**

This design encompasses a concurrent collection of qualitative and quantitative data within a single study, allowing for simultaneous data collection of both types. In this research design, the study is usually dominated by either qualitative or quantitative data while the other one is embedded or nested to strengthen the main argument (Cresswell et al., 2003; Kroll & Neri, 2009). The objective of this design is to enhance or confirm the findings obtained from each approach by utilizing evidence generated by the other approach (Creswell et al., 2011)

This study was interested to determine financial controls that have been adopted by the schools and assess the influence that the controls had on financial management. It further examined financial reporting practices, participatory decision making processes, and management of finances in government high schools in Kericho County. The moderating effect of internal capacity of BOM was also ascertained. In that connection, the results gathered from the principals, bursars and school presidents' questionnaires were predominantly and concurrently used to create to enhance understanding on the state of affairs. The qualitative data from the interview and document analysis was then embedded to shed lighter and strengthen the conceptualization of the findings gathered using quantitative approach. Therefore, the quantitative findings obtained from the questionnaires was complemented and triangulated by the qualitative data from the interview guide and analysis of identified documents. This justify why concurrent nested design was regarded most appropriate for this study.

It is expedient to further note that the current study adopted appropriate theories which underpinned the variables. This helped to solidify the adoption of the nested research

design (Cresswell et al., 2003; Kroll & Neri, 2009) particularly because, it provided broader perspectives by combining both qualitative and quantitative data collection methods. The adoption of the concurrent nested design in the study allowed that researcher to obtain data simultaneously in one phase. Additionally, the act of embedding the qualitative data was explanatory in nature and was therefore helpful in enhancing the understanding of phenomena in this study.

### **3.6 Target Population**

The population of the study comprised all the public secondary schools in Kericho County. Kericho County has a total number of six sub-counties and all of them will be included in the study meaning 100% representation. These sub counties are Kericho, Bureti, Belgut, Londiani, Soisigowet and Kipkelion. The county has 239 public secondary schools. The Principals, bursars, BOM chairpersons, school presidents and County School Auditors were the units of observation in the study.

The principals BOM chair are deeply involved in making key decisions in the schools. They actually provide leadership which is expected to embrace and promote good governance practices in the running of a school. Their opinions were therefore, very significant in the study. The school bursar and auditors are expected to advise the management on appropriate financial controls and ensure establishment of appropriate financial reporting mechanisms and systems in the school. Information regarding these tasks and measures put in place helped the study to solicit key information on financial control, governance documentation and financial reporting. The school president is expected to be part of the governance organ. The school presidents represent the students' body in decision making and are therefore expected to participate in meetings where key

decisions are made. Their views on all the constructs of the study were sought with a view to finding solutions to the research problem. The County School auditor shed light on auditing experience and the auditing policy issues on governance practices with regards to the management of finances in government high schools. Table 3.2 provides a breakdown on these population categories.

**Table 3. 2**

***Target Population***

Respondents	Target Populations
Public Secondary Schools	239
School Principals	239
School Bursars	239
School BOM Chairpersons	239
School Student Presidents	239
County School Auditor	1

**3.7 Sampling Techniques and Sample**

This section covers sampling techniques and sample size.

**3.7.1 Sampling Techniques**

The subjects for the study were selected using the stratified proportionate sampling technique and purposive sampling method. In the first instance, the public secondary schools were categorized into boys boarding, girls boarding, mixed day and mixed boarding. In the second instance, the population from the schools were divided into dissimilar groups (strata), that is, principals, bursars, BOM chairpersons, and students’

presidents. Computation was done to proportionally obtain the actual number of public secondary school to participate in the study from each identified category, dissimilar groups from the units of observations. A simple random sampling technique was hence used to obtain the required number schools. Each principal, bursar, BOM chair and school president were selected to participate in the study from each sampled school.

The purposive sampling technique was adopted to select the County School Auditor in the Ministry of education. There was only one County School Auditor who provided the information regarding auditing experiences.

### **3.7.2 Sample Size**

A sample is a subset of the population. It is a small number of units of analysis which represent the whole items or elements of a target population (Best & Creswell, 2015). In the study a sample size of 30 percent of the target population was considered representative (Kothari, 2011). The application of this percentage formula resulted to a sample size as shown in Table 3.3.

**Table 3. 3*****Sample Size Table***

Respondents	Target Populations	Sampling Technique	Percent	Sample Size
Public Secondary schools	239	Stratified Sampling	30	72
School Principals	239	Purposive Sampling	30	72
School Bursars	239	Purposive Sampling	30	72
School President (student)	239	Purposive Sampling/Census	30	72
School BOM Chairpersons	239	Stratified Sampling/Census	10	24
County School Auditor	1	Census	100	1
Total	957			241

From Table 3.2, a total of 72 public secondary schools was selected to participate in the study, which represent 29.3% of the secondary schools in the target population, which complies with the proportion suggested by Creswell (2014). From these schools all principals, bursars, chairpersons were included in the study as a part of the sample, meaning a total of 72 principals, 72 bursars, 72 chairpersons and 72 student president were sampled to participate in the study. The one County School Auditor, participated in the study. The 24 BOM chair persons were considered adequate to avoid saturation as guided by Creswell (2014).

### **3.8 Research Instruments**

This study utilized interview guide, questionnaires, and analysis of documents as tools for data collection. The combination of these four methods of collecting data were preferred in achieving triangulation. The nested resulted into efficacy in generating data, thereby giving a complete outlook of influence of governance practices on financial management in public secondary school. The formulation of the specific questions included in the questionnaire was guided by the literature reviewed in chapter two.

#### **3.8.1 Questionnaires**

There was a questionnaire for principals, bursars and, student presidents. The questionnaires were divided into 5 sections as guided by study variables. Section A comprised of items on demographic characteristics of respondents. Section B contained items on financial management in public secondary schools, section C had items on financial control; section D comprised of items on financial reporting; while, section E contained items on participatory decision making. Section F had questions on governance documentation, while section G had questions on internal capacity of BOM. The questionnaire contained close-ended questions and a few open-ended ones. The closed ended questions were in Likert scale. The sentiments which were measured in Likert scale were based on indicators of each variable. The aspects considered in coming up with sentiments were largely informed by literature reviewed and presented in chapter two. The indicators show in the conceptual framework (Figure 2.1) were also very helpful.

#### **3.8.2 Interviews**

An interview schedule is a guiding tool that help to steer an orderly discussion between investigator and key informant (Kruger et al., 2019). Interview schedule was developed for

BOM chairpersons and the County School Auditor. The interview guides contained open-ended questions on evaluation of governance practices on the management of finances of government high schools. Just like the questionnaire, the interviews schedule contained questions based on all variables of the study. Both contained sections on background information, financial management, financial control, financial reporting, participatory decision making, governance documentation, and internal capacity. This enabled the investigator to be exhaustive in covering all aspects, and further allowed for a comprehensive comprehension of the obtained responses with respect to each construct. The open-ended questions allowed the participants to articulate their opinions without constraint. The specific questions in the scheduled were developed by consulting the literature reviewed and presented in chapter two and in conjunction with the conceptual framework (Figure 2.1).

### **3.9 Piloting of Research Instruments**

Piloting is about testing the instruments before administering them in the real site of the study. This was done for both qualitative and quantitative studies. In the study, a total of 5 public secondary schools were purposively selected to participate in the pretesting. The schools were drawn from Nandi County. The Nandi County was selected as a site for pretesting owing to similar characteristics as the Kericho County. The schools selected from Nandi County comprised of one boy's boarding secondary school, one girl's boarding secondary school, one mixed day and boarding secondary school and one mixed day secondary school. The units of observation from these schools were the same as those of the main study and were obtained using simple random sampling technique.

The piloting of instruments helped the researcher to assess the completeness of the questions and ease of understanding all questions appearing in the research instruments regarding governance practices and management of finances in government high schools. The pretesting exercise was conducted by the researcher after which data was be scrutinized to detect ambiguity in the questions design. The same data was used to determine the reliability of the research instruments.

### **3.10 Reliability of Research Instruments**

Reliability of instrument is the level to which measures are error free and therefore yield consistent results (Best & Kahn, 2011). A measure is deemed reliable if it consistently yields consistent outcomes when applied multiple times to the same subject of measurement (Bhattacharjee, 2012). To guarantee the accuracy of the research instrument in the study, the findings from the pretesting were checked for internal consistency by subjecting them to a Cronbach alpha test in SPSS. This entailed checking the inter-item internal consistency using the Cronbach's coefficient alpha. A Cronbach's coefficient greater than 0.7% was termed acceptable (Bryman & Bell, 2011).

### **3.11 Validity of Instruments**

According to Kothari (2005), the validity of a research instrument refers to the extent to which the results obtained from analyzing data accurately reflect the actual phenomena being studied Best and Kahn (2011) identified various types of validity used in research. In this study, content validity was assessed to ensure that the research instrument accurately captures the real-life situation. Content validity can be understood as the degree to which data collected using a specific instrument comprehensively cover the specific domains of indicators or elements related to a particular concept. (Best & Kahn, 2011). In line with

this, the supervisors attached to the researcher helped to ensure that the content is right and changes shall be done accordingly in all instruments having considered their recommendations. In addition, experts' opinion from the department of Education at Kenya Methodist University were sought to advice on the content of the research instruments. Content validity was also ensured by preparing instruments that covered all relevant parts of the subject mainly financial control, participatory decision making, and motivational practices in financial management and in financial reporting construct.

### **3.12 Data Collection Procedures**

Approval and authorization to conduct the study were obtained from the National Commission for Science, Technology and Innovation (NACOSTI), as well as from the Director of Education and County Commissioner of Kericho County. Furthermore, the researcher made contact with all principals of the selected schools and paid a visit to each school as a courtesy. The questionnaires were personally delivered to the participants in the sampled schools, and they were given a specified timeframe to complete them. The respondents who were not done completing the questionnaires were allowed more time and filled instruments collected later as agreed. Four identified research assistants were engaged to distribute the questionnaires as outlined in the proposal. The four research assistants were first trained on how to administer the instruments with courtesy and composure, and on how to clarify questions where necessary.

For interview sessions, the researcher booked appointments with the respondents after which data was collected with the aid of one research assistants. During the interviews, the researcher recorded any relevant information on paper as well as audio record the interviews using smart phone. Two identified research assistants were used to help in

recording using smart phones. The researcher personally administered the interview. The SCDE were incorporated to fast-track filling of questionnaires and assisted in the correction of compiled questionnaires. The TSC CD, Kericho County was informed of the study to permit principals to undertake the study. The researcher critically analyzed the revised school audit guidelines of 2021 and public procurement disposal act of 2015 to gain understanding on the policy guidance on financial management and accountability systems and control measures provide in law.

### **3.13 Data Analysis Techniques and Procedures**

The study had collected both quantitative and qualitative data. The methods used to analyse each type is discussed below.

#### **3.13.1 Analysis of Quantitative Data**

Once quantitative data was collected using questionnaires, it was encoded and examined using the SPSS version 26. Once entered into SPSS database, the data was subsequently evaluated using statistical measures that describe its characteristics. The computation covered percentages, standard deviations and means. This enabled the study to summarize large data set to facilitate interpretations.

Besides, the study assessed the relationship of variables by testing the research questions. In doing so, the study used the Spearman correlation analysis. To test the overall purpose of the study, an ordinal logistic regression was used. This helped to assess the composite influence of school governance practices on the financial management. Moreover, a moderated multivariate ordinal logistic regression was adopted to establish the relationship envisaged in the study. Before inferential analysis was adopted diagnostic tests such as

normality, linearity, heteroscedasticity, autocorrelation and multi collinearity were carried out to guide on the choice specific inferential statistical analysis appropriate for this study. Out of the findings of diagnostic tests, the study adopted non-parametric techniques in the inferential analysis. The quantitative data was presented using tables.

### **3.13.2 Analysis of Qualitative Data**

The qualitative data gathered from open-ended questions was analysed thematically. The interview data was first transcribed and hence cross-examined to detect patterns in the data. The identified patterns were assessed closely; where, broad themes were identified, which further were categorized accordingly as guided by the constructs of the study. The findings of qualitative data were presented using identified themes and broad categories. Moreover, selected narration based on identified themes were noted and presented as direct quotes as deemed necessarily to facilitate better understanding of phenomena.

### **3.14 Ethical Considerations**

According to Creswell (2014), researchers are expected to protect their subjects, uphold research integrity, prevent misconduct, and prevent any inappropriate actions that could have a negative influence on their institutions or the research as a whole. Various ethical issues were considered in this study. They include, obtaining a research authorization document from the NACOSTI after obtaining an introduction letter from the University. The research further ensure authorization from the concerned offices such as the County Director of Education in Kericho County and the principals of the sampled public secondary schools. The informed consent and voluntary participation of the respondents was ensured through a cover letter. The selected respondents were informed that one could also withdrawal from the study at will.

The researcher carried an identification badge for easier identification as bona fide student of KeMU. The researcher also had the national identification card as well as the letter giving authority to conduct research from national science (NACOSTI research permit). The data collected was given utmost privacy and confidence. This was enhanced by asking the respondents not to write their names on the data collection tools. The researcher also ensured that there was no falsification of data in the field. The data collected in the field was securitized and safeguarded to ensure confidentiality. The researcher further ensured that all authors whose works are cited in the proposal were duly acknowledged using the APA referencing style.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter focuses on presentation of the findings and subsequent interpretations. The results are hence discussed with reference to empirical literature and other published reports. The presentation of the work in this chapter is according to the constructs of the study. The results of each variable are presented and discussed as exhaustive as possible starting with quantitative data where descriptive statistics have been used. The aspects noted are explained using the qualitative data from interview and focused group. The interpretation of facts, inferences and implications were made with reference to government reports and other guidelines from the Ministry of Education. The results of multiple linear regression analysis are then presented which helped to gauge the achievement of the overall aim of the study. Finally, the chapter present the results of moderation effect of internal capacity of BOM on the relationship between the practices of governing schools and the management of financial resources in government high schools.

In the first instance, the results on the response rate and the background information regarding respondents are presented followed by the results on each variable of the study.

#### **4.2 Results on Response Rate**

This study had five categories of respondents. Therefore, in this section, the response rate of the five categories of respondents comprising of principals, bursars, student presidents, BOM chairpersons and county school auditor is provided in Table 4.1.

**Table 4. 1*****Response Rate***

Respondents	Target Populations	Percent	Sample Size	Number that responded	Response rate (%)
Public Secondary schools	239	30	72	68	94.4%
Principals	239	30	72	68	94.4%
Bursars	239	30	72	57	79.1%
Students' Presidents	239	30	72	68	94.4%
BOM Chairperson	239	30	24	19	79.1%
County School Auditor	1	100	1	1	100%
Total	957		241	213	88.4%

The findings on response rate in Table 4.1 show that a total of 72 public secondary schools in Kericho County participated in this study; where 72 principals, 72 bursars, 72 students' presidents, 24 BOM chairpersons, and 1 county school auditor were sampled. Out of this sample size, the study received valid feedback from 68 principals (94.4%), 57 bursars (79.1%), 68 students' presidents (94.4%), 19 BOM chairpersons (79.1%), and 1 county school auditor (100%). In this study, the overall response rate was 213(88.4%). This response rate was regarded adequate with reference to recommendation by Creswell (2014), Kothari (2009), and Mugenda and Mugenda (2003) who described a response rate of 75% as adequate for analysis. The good response rate was due to well-planned and executed field work and the good cooperation from all respondents of the study.

### 4.3 Reliability Analysis of Research Instruments

The reliability of the data helped to establish the extent of consistency in measuring what was expected to be measured. This study established reliability by computing a Cronbach's alpha coefficients using SPSS and results are presented in Table 4.2.

**Table 4. 2**

***Reliability of Data***

Variable	Cronbach's Alpha		
	Principals	School Bursars	Students Presidents
Financial control	0.807	0.736	0.728
Participatory decision-making	0.779	0.779	0.783
Governance documentation	0.801	0.898	0.831
Financial reporting	0.757	0.799	0.811
Internal capacity of BOM	0.806	0.773	0.761
Financial management in public secondary schools	0.855	0.815	0.871

The results in Table 4.2 indicate that the Cronbach's alpha coefficients were more than 0.7 for all variables of the study. This meant that the elements included in the tools for each variable were dependable as recommended by Mohajan (2017). According to Mohajan, minimum of a Cronbach's alpha value of 0.70 is usually acceptable and indicate good reliability of the data.

### 4.4 Demographic Information of Respondents

The background characteristics of different category of respondents who participated in this study was analyzed to inform data interpretation and enhance understanding of the findings regarding each variable. In this study, the background characteristics were for

principals, bursars, student presidents, BOM chairpersons and county school auditor. The demographic aspects covered were gender, qualifications, experience and categorization of schools. The demographic characteristics of each category of respondents are presented and discussed in subsequent sections.

#### 4.4.1 Demographic Characteristics of Principals

In this study, the demographic characteristics of principals included their gender, highest educational qualification, working experience, and categorization of school where one was working. The findings on these demographic characteristics are summarized in Table 4.3.

**Table 4. 3**

*Demographic Characteristics of Principals*

	Description	Frequency	Percent
Gender	Female	18	26.5
	Male	50	73.5
	Total	68	100.0
Highest education qualification	Diploma education	2	2.9
	Undergraduate degree	44	64.7
	Undergraduate degree with a post graduate diploma	3	4.4
	Master's degree	17	25.0
	PhD	2	2.9
	Total	68	100.0
Working experience in the current school	less than a year	5	7.4
	Between 1-5 years	45	66.2
	Between 6-10 years	11	16.2
	Between 11-15 years	1	1.5
	Between 16-20 years	4	5.9
	Over 20 years	2	2.9

Table 4.3 shows that there were more male than female principals in government high schools in Kericho County. The female principals were approximately a quarter, 18 (26.5%), while the male principals were 50 (73.5%). This shows gender imbalance in the

leadership of public secondary schools in Kericho County. This observation was also commonly reported by Akinyi (2013) that government high schools in Siaya County were dominated by the male gender. Moreover, similar patterns were noted by Nyongesa and Otiende (2017) in Kisumu. The reasons for this domination as noted by Akinyi (2013) and Nyongesa and Otiende (2017) was due to African culture which has traditionally not valued women in leadership. The results however, contravene the Constitution of Kenya 2010 which stipulate that one gender should have at least a 30% representation in any public office.

Another characteristic sought about principals was on highest education qualification. The findings in Table 4.3 further shows that 44 (64.7%) had undergraduate degree, 17 (25.0%) had Master's degree while 2 (2.9%) had doctorate degree. This shows that principals were qualified and had the required knowledge which was fit for the position. The qualification of principals indicated that they were knowledgeable on financial information sought in this study. Results underpinned the successful implementation and adoption of the Ministry of Education guidelines through the Teacher Service Commission Act (TSC Act, 2013), which stipulates that secondary school teachers and leaders require minimum qualifications of a diploma in education to effectively engage in public secondary school affairs.

Regarding the number of years, one had worked in the current school, the findings show that the majority of principals of government high schools in Kericho County, 45(66.2%) had worked in the current station between 1 and 5 years. Those who had worked between 6 and 10 years were 11(16.2%) while only 7(10.3%) had worked from 11 years and above. The situation was attributed to the delocalization of principals which caused many principals to be transferred from one school to another. However, the experience of

principals as reported in this study was regarded sufficient in responding to the questions on financial management. Mutindi et al. (2016) also agreed that the scenario was due to rigorous reshuffling of secondary school principals to schools in neighboring counties and also the extension of retirement period from 55 to 60 years. Good experience within a range of four years to ten was described as very essential in impacting pro-activeness, promptness in influencing prudence management of secondary schools (Migwi, 2018; Mutindi et al., 2016).

The study also aimed to determine the classification of schools where the participating principals were employed. The information was summarized in Table 4.4.

**Table 4. 4**

*Categories of Schools Principals were working*

Category of public schools	Frequency	Percent
Boys boarding	21	31%
Girls boarding	32	47%
Mixed day	12	18%
Mixed boarding	3	4%
Total	68	100%

Information in Table 4.4 shows that 32 (47%) schools were girls boarding, 21 (301%) boys boarding and girls' day schools, while 10 (14.7%) were mixed day. Mixed boarding were only 3 (4%). The data indicates that in Kericho County, there were a higher number of public secondary schools for girls offering boarding facilities compared to those for boys. In contrary to the stated findings, Wanjala (2021) reported that most schools in Bungoma County were mixed boarding.

#### 4.4.2 Demographic Characteristics of Bursars

In this study, the demographic characteristics of bursars included their gender, highest educational and professional qualification and working experience. The findings on these demographic features are shown in Table 4.5.

**Table 4.5**

*Demographic Characteristics of Bursars*

	Description	Frequency	Percent
Gender	Female	14	24.6
	Male	43	75.4
	Total	57	100.0
Education qualification	KCSE certificate	3	5.3
	Professional Certificate	26	45.6
	Diploma education	11	19.3
	Undergraduate degree	17	29.8
	Total	57	100.0
Years as a bursar in current station	Less than a year	4	7.0
	Between 1-5 years	18	31.6
	Between 6 -10 years	26	45.6
	Between 11-15 years	8	14.0
	Between 16-20 years	1	1.8
Total	57	100.0	

Table 4.5 indicates that the number of males exceeded the number of females' bursars in government high schools in Kericho County. The female bursars were approximately a quarter, 14 (24.6%), while male bursars were 43 (74.4%). This shows gender imbalance in the position of bursars in government high schools in Kericho County. In agreement, Ngetich (2021) also noted an imbalance of gender among school bursars. However, the studies by Odide (2021) done in Nairobi County and Omondi (2021) in National public secondary schools in Kenya held reported contrary findings. Their studies reported

dominance of female gender in bursars' position in most public secondary school. Unlike the existing differences, gender imbalance was also noted although in their case, male bursars had met the one third threshold of gender parity among staff working in public offices as prescribed by the constitution of Kenya 2010. Another characteristic sought about bursars was on educational qualification. The findings in Table 4.4 further shows that most bursars 26 (45.6%) had professional certificates; 17 (29.8%) had undergraduate degree; 11 (19.3%) had Diploma degree, while 3 (5.3%) had KCSE certificate. This shows that most bursars were qualified except for the 3 (5.3%) that had KCSE certificate. The qualification of bursars indicated that most were knowledgeable; hence, proficient in supplying the financial information required by this study. Similarly, Ngetich (2021) noted that most bursars in Kericho County had diploma and undergraduate certificates. Good academic qualifications were regarded critical in ensuring prudence, affluent decision making and problem-solving (Phiri, 2020).

Regarding working experience, the findings show that the majority of school bursars, 26(45.6%) had work experience of 6-10 years. Those who had worked between 1 and 5 years were 18(31.6%), while only 4(7%) had worked less than a year. According to Table 4.4, the 35 (61.4%) of bursars had working experience from 6 years and above. This shows that the majority of schools bursars had requisite working experience and hence, they were regarded to have mastered the skills of managing finances at the secondary schools. Their resourcefulness was therefore valued in providing information on financial management.

#### 4.4.3 Demographic Characteristics of Student Presidents

In this study, the demographic characteristics of student presidents included their gender, class level and information about involvement in BOM meetings. The findings on these demographic characteristics are summarized in Table 4.6.

**Table 4. 6**

*Demographic Characteristics of Student Presidents*

Aspect of demography	Description	Frequency	Percent
Gender	Female	14	35.9
	Male	25	64.1
	Total	39	100.0
Class level	Form two	1	2.6
	Form three	13	33.3
	Form four	25	64.1
	Total	39	100.0
Involvement in BOM meetings	Never	8	20.5
	Sometimes	23	59.0
	All the times	8	20.5
	Total	39	100.0

Table 4.6 indicates a higher number of males compared to female students' presidents in government high schools in Kericho County. The female students' presidents were 14 (35.9%), while male students' presidents were 25 (64.1%). This shows gender imbalance in the position of students' presidents in government high schools in Kericho County. Unlike in these findings, Odide (2021) noted that school student leaders in Nairobi County were dominated by the female gender. Another characteristic sought about students' presidents was on class of the class level. The findings show that most students' presidents, 25 (64.1%) in government high schools in Kericho County were from form four classes; one was from form two class (2.6%); only 13 (33.3%) were from form three classes. The study regarded students' presidents from form three and four as sufficient in providing

reliable information on how secondary schools funds were being managed. The study by Odide (2021) noted that form two and form three students were among the majority members who comprised the prefect body. According to Odide, form four candidates were relieved the burden of leadership so they could concentrate on their preparation for their final national examinations.

Table 4.6 further shows how often the students' presidents had participated in BOMs meetings. It is clear that more than half of the students' presidents, 23 (59%) indicated that they sometimes participated in BOMs meeting; 8 (20.5%) said all the times, while a similar number said that had never. This shows conspicuous weakness in involving students' presidents in BOMs meetings. These findings fall short of directives from the Ministry of Education which stipulates on involving students' president in BOMs meetings. Lack of involvement of student leaders in BOM meetings were also noted by Ongi'njo (2015) in a study that was done in Kisumu County. The findings by Alexander (2018) also noted little levels of participation in decision-making processes carried out by the school boards.

#### **4.4.4 Demographic Characteristics of BOM Chairpersons**

In this study, the demographic characteristics of BOM Chairpersons was on gender and how long one had served as a BOM Chairperson. The same is presented in Table 4.7.

**Table 4. 7*****Demographic Characteristics of BOM Chairpersons***

Aspect of demography	Description	Frequency	Percent
Gender	Male	7	37.5
	Female	12	62.5
	Total	19	100.0
Length served as a chairperson	1-5 years	13	68.0
	5-10 years	3	16.0
	above 10 years	3	16.0
	Total	19	100.0

Table 4.7 demonstrates a greater presence of females in comparison to males BOM chairpersons in government high schools in Kericho County. The male BOM chairpersons were 7 (37.5%), while female BOM chairpersons were 12 (62.5%). This shows gender imbalance in the position of BOM chairpersons in public secondary schools in Kericho County. Ojojo et al. (2020) also noted a disparity of imbalance among the BOM genders, which, was dominated by the females unlike in Kericho County. This denoted that BOMs in majority of the high schools in Kericho County were yet to address the one third gender rule of gender in membership composition. The current findings were inconsistent with the observations reported by Kimani (2019) who noted that BOMs in Nakuru County had complied with the one third gender rule.

Another characteristic sought about BOM chairpersons was on how long one had served as a chairperson. The findings show that the majority of BOM chairpersons, 13(68.0%) had worked between 1 and 5 years. Only 3 (16.0%) had served between 5 and 10 years. The study observed that the Ministry of Education had established explicit directives regarding the maximum duration an individual could serve as the chairperson of the Board

of Management (BOM). However, regardless of one's experience, the chair of BOM was expected to ensure prudence in the management of finances. Adequate experience among BOM chairs was also described as having direct influence prudent financial management by Buchichi et al. (2018). Buchichi and colleagues noted that, the BOMs from Kericho County lacked relevant experience since they had served for less than one year in secondary schools.

#### **4.4.5 Demographic Characteristics of County School Auditor**

In this study, the demographic characteristics of County School Auditor was on how long one had served in the position. There is usually only one County School Auditor per county. The one in Kericho County was a mature male who aged between 40 and 49 years and had served as the county school auditor for 3 years. The 3 years working experience for a County School Auditor was regarded sufficient in providing credible information regarding management of finances in government high schools. This is attributed to emerging unregistered boarding and day schools to aid national examination preparation.

#### **4.5 Influence of financial control on financial management in Public Secondary**

##### **Schools**

The primary aim of this study was to evaluate the influence of school financial control on the financial management of schools in Kericho County. Data pertaining to this aspect was obtained from five different groups of participants, namely principals, bursars, student presidents, BOM chairpersons, and the county school auditor. For the purpose of data analysis and interpretation, a concurrent nested design was employed in this study. This approach was chosen because while the quantitative data collected from principals, bursars, and student presidents played a central role in examining various variables, it was acknowledged that these data alone were not sufficient to fully comprehend the

phenomena. Hence, the qualitative data obtained from BOM chairpersons and the county school auditor were incorporated and nested within the study to provide complementary insights to the quantitative findings. In assessing the construct about the first independent variable, several statements on the financial control were presented to respondents in a tabular form. The researcher required the respondents to indicate their opinion in a 5-level Likert rating scale. The summation of the responses received helped to gauge the financial control aspect in public secondary schools as a latent variable. The statements posed to respondents were based on committees handling expenditures existence of legislative and operational frameworks, regular auditing of school accounts, trainings of stakeholder, accessibility of financial accounts by stakeholders, management of financial records, adherence to budgetary provisions, communication on school financial information. In this study, the mean value and standard deviation for each statement in the table was also computed. This helped the researcher to interpret the descriptive findings out of the ranking of 5 points in a Likert Scale. Tables 4.7, 4.8 and 4.9 present an overview of the collected responses received from principals, school bursars and students' presidents respectively.

#### **4.5.1 Principals' Responses on Financial Control in Public Secondary Schools**

In this study, principals were asked to indicate their level of agreement or disagreement with each statement provided in tabular format; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). When interpreting the descriptive results, the researcher summed up both the frequencies of responses on agreed and strongly agreed options. This was considered to indicate the agreement status; while the sum frequencies of responses on both disagreed and strongly disagreed options were considered to indicate the disagreement status. Neutral options were considered to be

undecided, however, it the values were considered in computing the mean score for each statement which further helped to rank the average value in a 5 points Likert Scale.

Overview of the responses gotten is presented in Table 4.8

**Table 4. 8**

***Principals' Descriptive Results on Financial Control***

Principals' statements on financial control (N = 68)	SD	D	N	A	SA	Mean	Std.
• We have appropriate management committees in-charge and responsible for expenditures	1(1.5%)	0	1(1.5%)	34(50%)	32(47.1%)	4.41	.674
• Our school had adopted and implemented appropriate legislative and operational frameworks guiding how our finances are controlled	0	1(1.5%)	0	48(70.6%)	19(27.9%)	4.25	.529
• Our school finance docket is regularly audited by the set internal and external auditors by the ministry of education	0	1(1.5%)	4(5.9%)	37(54.4%)	26(38.2%)	4.29	.648
• We are trained through seminars and workshops on how to ensure financial control of our school	0	1(1.5%)	5(7.4%)	35(51.5%)	27(39.7%)	4.29	.670
• All school stakeholders have rights or authorization of access to our school financial records	3(4.4%)	6(8.8%)	12(17.6%)	30(44.1%)	17(25%)	3.76	1.067
• We have a designated place that is secure for housing our financial records for the school	1(1.5%)	1(1.5%)	6(8.8%)	41(60.3%)	19(27.9%)	4.12	.744
• We normally stick to the budgetary provisions in the utilisation of funds in our school	0	4(5.9%)	8(11.8%)	42(61.8%)	14(20.6%)	3.97	.753
• All the financial management stakeholders such as the principal and the BOM are usually informed about the school financial status.	1(1.5%)	4(5.9%)	31(45.6%)	32(47.1%)	32(47.1%)	4.37	.731
KMO measure of sampling adequacy = .780							

The findings presented in Table 4.8 show that the KMO was 0.780 for all aspects on financial control based on responses from principal of public secondary schools. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in this construct were regarded adequate in measuring the financial control construct. According to responses from principals, all aspects on financial control were in place and were regarded critical in influencing financial management in government high schools. This is because, the mean value for each indicator was above 3.4; while, the standard deviation in almost all cases was below 1, which shows stable mean since there is a slight deviation from the mean. Table 4.8 indicates the elements that received a significant level of consensus were: appropriate management committees responsible for expenditures (mean = 4.41), all the financial management stakeholders such as the principal and the BOM are usually communicated about the school financial status (mean = 4.37), regular auditing of school account as guided by the Ministry of Education (mean = 4.29), existence of training seminars and workshops on how to ensure financial control in the school (mean = 4.29), and school adopting appropriate legislative and operational frameworks on financial control (mean = 4.25). The aspect that was less famous in controlling finances although still significant was stakeholders having rights or authorization of access to the school financial records (mean = 3.76). The ratings from principals on various aspect regarding financial control were high (83.7%). Therefore views from bursars and students were also sought.

#### **4.5.2 School Bursars' Responses on Financial Control in Public Secondary Schools**

The school bursars were also requested to express their level of agreement or disagreement regarding each statement on financial control, which were presented in tabular format;

where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is shown in Table 4.9.

**Table 4. 9**

***Bursars’ Descriptive Results on Financial Control***

Bursars’ statements on financial control (N = 57)	SD	D	N	A	SA	Mean	Std.
• I have access and authorization to control how school finances are sourced, utilized, reported and managed	0	5(8.8%)	10(17.5%)	39(68.4%)	3(5.3%)	3.71	.706
• I am well trained on regular basis on financial control matters	0	2(3.5%)	1(1.8%)	45(78.9%)	9(15.8%)	4.11	.493
• During my appointment I was given a clear job description on the duties I am to undertake for this school	1(1.8%)	0	3(5.3%)	42(73.7%)	11(19.3%)	4.09	.640
• When hiring bursars in this school, the academic and professional qualification are taken too serious	4(7%)	13(22.8%)	5(8.8%)	21(36.8%)	14(24.6%)	3.50	1.293
• I am aware of the financial control practices embraced by this school	1(1.5%)	0	7(12.3%)	35(61.4%)	13(22.8%)	4.05	.724

KMO measure of sampling adequacy = .704

The findings presented in Table 4.9 show that the KMO was 0.780 for all aspects on financial control based on responses from school bursars. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in this constructs were regarded adequate in measuring the financial control construct. Similar to opinions of principals, the results from school bursars also indicated that all the aspects on financial control were in place and played a role in influencing financial management in public secondary schools. This is because, the mean value for each indicator was above 3.4; while, the standard deviation in almost all cases was below 1, which shows stable mean since there is a minimal deviation from the mean. The results in Table 4.8 show the aspects that had high agreement levels were: regular training on financial control matters (mean = 4.11), having a clear job description (mean = 4.09), and awareness on the financial control practices in this school (mean = 4.05). The aspect that had least mean value although still significant was consideration of academic and professional qualification during hiring (mean = 3.50). The ratings from school bursars on various aspect regarding financial control were also high.

#### **4.5.3 Students Presidents' Responses on Financial Control in Public Secondary Schools**

The student presidents were also asked to indicate their level of agreement or disagreement with each statement on financial control which was provided in tabular form; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). A summary of their responses is presented in Table 4.10.

**Table 4. 10*****Students' Presidents' Descriptive Results on Financial Control***

Students presidents' statements on financial control (N = 68)	SD	D	N	A	SA	Mean	Std.
• Our school operations are always guided by the set budget	0	1(1.5%)	18(26.5%)	28(41.2%)	21(30.9%)	4.01	.801
• I am aware of the strategies my school utilizes to achieve financial control	3(4.4%)	9(13.2%)	27(39.7%)	19(27.9%)	10(14.7%)	3.35	1.033
• We are allowed to access our school financial records	15(22.1%)	10(14.7%)	20(29.4%)	19(27.9%)	4(5.9%)	2.81	1.237
• There is good control on how school finances are sourced, utilized, reported and managed	0	2(2.9%)	17(25%)	40(58.8%)	9(13.2%)	3.82	.690
• Financial control measures are emphasized during BOM meetings	0	2(2.9%)	14(20.6%)	27(39.7%)	25(36.8%)	4.10	.831

KMO measure of sampling adequacy = .758

The findings presented in Table 4.10 show that the KMO was 0.758 for all aspects on financial control based on responses from school bursars. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in

these constructs were regarded adequate in measuring the financial control construct. From the information in Table 4.9, the students' presidents said that financial control measures were emphasized during BOM meetings (mean 4.10), school operations were always guided by the set budget (mean = 4.01), and that there was good control on how school finances were sourced, utilized, reported and managed in most government high schools in Kericho County. However, 25(36.8%) of students' presidents said that they were not allowed to access school financial records; 23(33.8%) said they were allowed, while 20(29.4%) were neutral. Although the mean value was 2.81, there was clear indication that access to financial records by students was an uncommon occurrence in most government high schools in Kericho County. This could be attributed to the fact that the prefects could leak unwarranted financial information to other students, hence, causing unnecessary misunderstanding and havoc in the school. In line with this, Glover and Levacic (2020) stressed the need to control financial information by regulating the individuals having access to records. It was specified that having access limits such that only authorized individuals could read through, manipulate and report on finances was a key aspect for achieving control.

#### **4.5.4 Discussion of Results from Principals, School Bursars and Students' Presidents on Financial Control**

The descriptive results from principals, school bursars and students' presidents exhibited several aspects on financial control. The study noted a general consensus from the three category of respondents that, the financial control measures reported across were playing a role in influencing management of finances in government high schools in Kericho County. These aspects were: establishment of committees responsible for expenditures in the school, financial communication during BOM meetings, auditing of schools' financial

records, training on financial control and school operations being guided by set budget. These aspects indicated that many public secondary schools had systems and structure on how finances were sourced, utilized, reported and managed.

When principals were asked in an open-ended question to suggest what should be done to enhance financial management in public secondary schools, they provided twenty-three suggestions. Theme categories were therefore developed out of the twenty-three suggestions, and finally came up with eight general themes that cut across many responses. The eight themes that stood out distinctively were: adopting new standard of auditing International Public Sector Accounting Standards (IPSAS) in schools, embracing proper book keeping practices, instituting funds approval systems and structures, involving all stakeholders in financial matters, formal internal and external audit.

In an open-ended question, principals were asked to state how else they ensured control of schools' financial resources. The majority said that they had established legal frameworks on financial control, had set up a finance sub-committee of BOM, maintained proper books of accounts, and had laid down structures for approving school finances. One principal wrote, *"I allow all authorized people to freely access school finance records"* A few principals also indicated to have adopted and installed modern financial management system at their schools.

An open-ended question posed to school bursars sought to understand how they contribute to financial control at their schools. The study received 59 statements on the same. The 59 statements were hence scrutinized and then identified common themes among them. The same were later grouped into general themes that describe the how the school bursars were ensuring good financial control at public secondary schools. The general themes identified

were: coming up with an annual budget, ensuring adherence to procurement plan book keeping, preparing financial statements, controlling unnecessary expenditure, providing technical advice to the principal on financial matters, and monitoring the utilization of approved budget by preparing monthly report of income and expenditure and also on development projects.

The results reveal the key roles played by school bursars in ensuring effective financial control initiatives. As such, the place of a school bursar in management hierarchy, power, responsibility and autonomy are critical in establishing strong financial controls measures in public secondary schools. Moradi et al. (2016) too acknowledged the importance of division of labour, identifying roles and responsibilities among financial management stakeholders. They found that identification of roles, responsibilities and division of labour among bursars, accountants, BOMs and the school heads contributed to sound fiscal management. Zahiri et al. (2015) similarly, recommended need to enlarge the roles and responsibilities the stakeholders to strengthen accountability, responsibility, and transparency in record keeping and financial reporting.

The foregoing findings show that many public secondary schools had laid down financial control measures and systems, and this was commendable. According Myende et al. (2020), weak financial control measures can open rooms for misappropriation of funds in an organization. The study however noted that it is one thing to have good financial control measures and is a different thing to adhere to them. It is evident that the responses from principals, school bursars and student presidents were candid on existence of financial control measures which were capable of addressing key concerns. The control measures inferred across were largely about establishment of a school finance committee, proper

keeping of books of accounts, financial information symmetry, auditing of schools financial records, strengthening legal and regulatory frameworks, developing financial monitoring and evaluation systems, embracing modern financial management system. The studies by Myende et al. (2020), Tanui et al. (2016) and Cebekhulu (2016) recommended several mechanisms minimizing frauds and flaws in secondary schools by investing in training novice principals and BOMs, strengthening policies on financial management, having annual financial auditing and good budgeting practices. These findings also concur with those reported by Njenga and Jagongo (2019) who noted the need to train school managers on good financial record keeping systems. The above measures require an informed leadership and management, hence the need to ensure principals, bursars and BOM are adequately skilled.

#### **4.5.5 Findings and Discussion Based on Results from BOM and Kericho County School Auditor on Financial Control**

An in-depth interview was carried out on the chairs of BOM and the Kericho County school auditor. In the first instance, the chairs of BOM were asked to state their specific role in ensuring prudent financial management in public secondary school. A total of 37 statements were provided which were analyzed thematically to come up with common themes from all the 37 statements. The study identified a few financial control measures instituted by chairs of BOMs across most government high schools in Kericho County. These were: liaising with bursars in preparing budget, checking cash book and accounts reconciliation, ensuring that all the expenditure are in line with the approval budget, setting up and ensuring finance subcommittee is robust, holding BOM finances meetings, ensuring

school embraces good book keeping, check school financial transactions to detect overlaps and abnormalities, liaising with bursars in preparing quarterly reports.

The researcher cross-examined the general actions taken by BOM categorized them into six; that is, overseeing, confirming, monitoring, establishing control measures, providing directions and ensuring school funds are properly utilized. These key functions summarize the mandate of BOMs in a secondary school, and, if well executed, there would be good financial control measures; hence, prudent financial management. The findings concur with Sundarassen and Rahman (2017), and Buchini et al. (2018) on crucial responsibilities of stakeholders in ensuring prudent financial management. Acknowledging the roles and mandate of BOM therefore meant, strict compliance with the Ministry of Education guidelines and standards in secondary school. These findings underscore the crucial role played by chairs of BOMs towards prudent management of finances in government high schools. The study also noted that the findings were consistent with the results reported by principals, school bursars and students' presidents in the above section.

As for the interview with the Kericho County school auditor, the study was interested in knowing the criteria, standards, policies and frameworks used to appraise the status of financial control in government high schools. According to the Kericho County school auditor, the appraisal utilizes the legal frameworks such as the PFM, PPADA circulars IPSAS standards, and other policy guidelines from the Ministry of Education. The officer further said that yearly audit is conducted in each public secondary school. The presence of these standards, conventions frameworks and policies indicate the good intention that government in ensuring good financial control systems in all public secondary schools. Boma (2018) also concurred that secondary schools were having at least an annual financial

audit. According to Wanjala et al. (2020), the school audits, policies, standards, guidelines and directives and quality check and supervision contributed to effective management of finances in high schools. The effective execution of this mandate however requires adequate staffing. Unfortunately, the government has employed only one County school auditor and three other auditors for all public secondary school in the entire county. This would automatically affect effectiveness of the oversight role and haphazard implementation of the required standards.

#### **4.6 Influence of Participatory Decision Making on Financial Management**

The second aim of this research was about determining the influence of school participatory decision-making on the financial management of government high schools in Kericho County. The information regarding this construct (third independent variable) was gathered from the five categories of respondents; that is, principals, bursars, student presidents, BOM chairpersons and county school auditor. In this research, the concurrent nested design was used in conducting data analysis and interpretation. This was because the quantitative data collected from the principals, bursars and student presidents took a dominant role in all variables although they were not alone sufficient in explaining the phenomena. As such, the qualitative data from BOM chairpersons and county school auditor was embedded / nested to complement the quantitative data.

In assessing the construct about the third independent variable, several statements on the participatory decision-making were presented to respondents in a tabular form. The researcher required the respondents to indicate their opinion in a 5-level Likert rating scale. The summation of the responses received helped to gauge the participatory decision-making aspect in government high schools as a latent variable. The statements posed to

respondents were based on delegated financial obligations and responsibilities, consultative financial decisions making process, involvement of stakeholders in making financial decisions, concerted stakeholders effort in planning, controlling, implementation of school financial plan, involvement of outsourced accounting experts, stakeholders awareness of how the school funds are utilized, and existence of written policies and procedures on participatory financial decision-making. In this study, the mean value and standard deviation for each statement in the table was also computed. This helped the researcher to interpret the descriptive findings out of the ranking of 5 points in a Likert Scale. Tables 4.10, 4.11 and 4.12 provide an overview of the feedback received from principals, school bursars and students' presidents respectively.

#### **4.6.1 Principals' Responses on Participatory Decision-Making in Public Secondary Schools**

In this study, principals were asked to indicate their level of consensus or disagreement with each statement provided in tabular format; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). When interpreting the descriptive results, the researcher summed up both the frequencies of responses on agreed and strongly agreed options. This was considered to indicate the agreement status; while the sum frequencies of responses on both disagreed and strongly disagreed options were considered to indicate the disagreement status. Neutral options were considered to be undecided, however, the values were considered in computing the mean score for each statement which further helped to rank the average value in a 5 points Likert Scale. Overview of the feedback gotten is displayed in Table 4.11

**Table 4. 11*****Principals' Descriptive Results on Participatory Decision-Making***

Principals' statements on participatory decision-making (N = 68)	SD	D	N	A	SA	Mean	Std.
• The principal delegates financial responsibilities and obligations	10(14.7%)	6(8.8%)	12(17.6%)	34(50%)	6(8.8%)	3.29	1.210
• Many decisions pertaining school funds are made by the principal	6(8.8%)	7(10.3%)	13(17.6%)	30(44.1%)	17(25%)	3.43	1.083
• We involve all stakeholders when making financial decisions	1(1.5%)	0	4(8.8%)	31(45.6%)	32(47.1%)	4.37	.731
• I am actively involved in planning, controlling, implementing financial plan	0	0	2(2.9%)	37(54.4%)	29(42.6%)	4.40	.550
• We normally outsource for accounting experts	10(14.7%)	16(23.5%)	9(13.2%)	27(39.7%)	6(8.8%)	3.04	1.263
• Stakeholders are aware of how the school funds are utilized	0	4(5.9%)	12(17.6%)	39(57.4%)	13(19.1%)	3.90	.775
• Each stakeholder has been assigned a financial duty in the decision making process	10(14.7%)	12(17.6%)	9(13.2%)	34(50%)	3(4.4%)	3.12	1.204
• We have written policies and procedures regarding decision-making	0	0	5(7.4%)	50(73.5%)	13(19.1%)	4.12	.505

KMO measure of sampling adequacy = .677

The findings presented in Table 4.11 show that the KMO was 0.677 for all aspects on participatory decision-making based on responses from principals. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the participatory decision-making construct. From the findings in Table 4.10, the principals agreed that they seek for concerted efforts from stakeholders in planning, controlling, implementation of school financial plan (mean = 4.40), involve stakeholders in making financial decisions (mean = 4.37), and that were written policies and procedures on participatory financial decision-making (mean = 4.12).

The study further noted that some principals, 33 (48.5%) were outsourcing for accounting experts (mean = 3.04). This means that some aspects finance matters were handled by an outsider who were sourced by the school. The study did not investigate whether outsourcing was contravening any written rules in the handling of public secondary schools' funds. It was evident that in roughly half of the schools, 37 (54.4%), the principals had put up measures to ensure each stakeholder were assigned a financial duty in the finance decision making process (mean = 3.12). This initiative may explain why 52(76.5%) of principals said that stakeholders were aware of how the school funds were being utilized (mean = 3.90). Despite these measures, 47(69.1%) of principals admitted that they make many decisions pertaining school funds (mean = 3.43). This shows that the level of stakeholders' involvement in making finance decisions was limited in most public secondary schools in Kericho County.

#### 4.6.2 School Bursars' Responses on Participatory Decision-Making in Public Secondary Schools

The school bursars were also asked to indicate their degree of consensus with each statement on participatory decision-making which was provided in tabular form; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.12

**Table 4. 12**

#### **Bursars' Descriptive Results on Participatory Decision-Making**

Bursars' statements on participatory decision-making (N = 57)	SD	D	N	A	SA	Mean	Std.
• I usually receive invitation to attend BOM meetings	6(10.5%)	10(17.5%)	10(17.5%)	26(45.6%)	5(8.8%)	3.29	1.165
• I am allowed to speak up, contribute ideas and opinions regarding school finances during the BOM meetings	3(5.3%)	7(12.3%)	17(29.8%)	25(43.9%)	5(8.8%)	3.44	.977
• I am usually consulted by the principal and financial committees before a financial decision is made	1(1.8%)	4(7%)	13(22.8%)	33(57.9%)	6(10.5%)	3.67	.840
• I am allowed to access minutes taken during BOM meetings	1(1.8%)	6(10.5%)	11(19.3%)	33(57.9%)	4(7%)	3.60	.852

KMO measure of sampling adequacy = .770

The findings presented in Table 4.12 show that the KMO was 0.770 for all aspects on participatory decision-making based on responses from school bursars. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the participatory decision-making construct. The results in Table 4.11 show that most school bursars are usually consulted by the principal and financial sub-committees before a financial decision is made (mean = 3.67) and are also allowed to access minutes taken during BOM meetings (mean = 3.60). This shows that there is good consultation of school bursars by principals in most government high schools in Kericho. The findings further demonstrated that 31 (54.4%) of bursars in most public secondary schools in Kericho attend BOM meetings (mean = 3.29) and that 50(52.7%) were allowed to speak up, contribute ideas and opinions regarding school finances (mean = 3.44). The results show good level of participatory financial decision in most government high schools in Kericho County. The views from students' presidents were also sought.

#### **4.6.3 Students Presidents 'responses on Participatory Decision-Making in Public Secondary Schools**

The students' presidents were also asked to indicate their level of consensus with each statement on participatory decision-making which was provided in tabular form; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.13.

**Table 4. 13**

***Students' Presidents' Descriptive Results on Participatory Decision-Making***

Students' presidents' statements on participatory decision-making (N = 68)	SD	D	N	A	SA	Mean	Std.
• The school student governing body are usually represented in the BOM	10(14.7%)	19(27.9%)	12(17.6%)	23(33.8%)	4(5.9%)	2.87	1.245
• Our school involves parents, BOM, principal students' leaders and other school stakeholders when making financial decisions	10(14.7%)	7(10.3%)	16(23.5%)	28(41.4%)	7(10.3%)	3.16	1.267
• The school discloses to students and parents how tuition fees are utilized	13(19.1%)	12(17.6%)	12(17.6%)	19(27.9%)	12(17.6%)	3.08	1.453
• The school discloses to students and parents how project fees are utilized	13(19.1%)	12(17.6%)	12(17.6%)	19(27.9%)	12(17.6%)	3.20	1.263
• I am allowed to speak up, contribute ideas during the BOM meetings	7(10.3%)	19(27.9%)	27(39.7%)	13(19.1%)	2(2.9%)	2.76	.979
• I have the freedom to view the school financial records and minutes of BOM meetings on financial matters of the school	17(25%)	26(38.2%)	9(13.2%)	13(19.1%)	3(4.2%)	2.4	1.186

KMO measure of sampling adequacy = .722

The findings presented in Table 4.13 show that the KMO was 0.770 for all aspects on participatory decision-making based on responses from students' presidents. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the participatory decision-making construct. The study observed that the ratings of students' presidents was generally low on aspects of participatory financial decision making where, in many instances, the rating had a mean below 3 and the standard deviation was in all cases around 1. The aspects that had a mean above 3 were about the school disclosing to students and parents how project fees were utilized (mean = 3.20), involving parents, BOM, students leaders and other school stakeholders when making financial decisions (mean = 3.16), and disclosure to students and parents on how tuition fees were utilized (mean = 3.08).

Most students' presidents, 29(42.6%) disagreed that student governing body is usually represented in the BOM meetings (mean = 2.87). An almost equivalent number agreed to the assertion, 27(39.7%). This show nearly half of public high schools in Kericho County do not allow students to participate in BOM meetings where most financial decisions are made. In situation where students were allowed to attend BOM meetings, 26(38.2% said that they not allowed to speak up, contribute ideas and opinions regarding school finances during BOM meetings (mean = 2.76). Moreover, 43(63.2%) of students' presidents said that did not have the freedom to view the school financial records and minutes of BOM meetings on financial matters of their school. Reasons for denying access were not included in the scope of this study and were for this reason not investigated. Nevertheless, the findings show low level of students' leaders' involvement in BOM meetings where

school finance matters are discussed and financial decisions made. The School Financial Management Handbook (2006) and the Basic Education Act (2013) documents analyzed were silent on the issues of stakeholder involvement in financial decision-making. This presented a dilemma on the comprehensiveness of the acts in underpinning management of finances among government high schools. Findings were in contrast with the findings presented by Nowlin (2017) who noted that school stakeholders from California were involved in all meetings. This was meant to win stakeholders' trust, accountability, cooperativeness and transparency. Chitsenga and Hadebe (2018) emphasized on the need to involve all school stakeholders in financial decision-making process.

#### **4.6.4 Discussion of Results from Principals, School Bursars and Students' Presidents on Participatory Decision-Making**

The descriptive results from principals, school bursars and students' presidents show a moderate level of participation of all stakeholders in school finance matters and decisions. The results show bursars were more involved in the school financial matters as compared to students' presidents. It is also clear that some schools had established mechanisms of involving stakeholders in planning, controlling, implementing school financial plan, and in making financial decisions. Moreover, some schools had written policies and procedures on participatory financial decision-making, although, 69.1% of principals were still making many decisions pertaining to school funds. Findings concur with Aina (2017) that, despite the presence of policies and established mechanisms for ensuring stakeholders' participation, many principals predominantly played key roles in the management of finances of government high schools in South Africa. The antecedents to active

engagement of stakeholders include effective training, expertise, guidelines, standards, identity of responsibilities and clear strategies (Chitsenga & Hadebe, 2018).

When principals were asked in an open-ended question to state how they ensured smooth participatory decision-making at their schools, they provided nineteen statements whose themes were grouped into five: BOM meetings, annual general meetings of parents, involving the MoE officials including county school auditor, ensuring participatory budget preparation from departments to BOM, training and development for finance staff. These initiatives are pointing out meetings MoE, auditor budget and capacity building. One can deduce that the level of involvement of stakeholders in most schools was mostly at budget preparation where department, BOM and AGM participated. Obviously, there are other finance activities that go with budget implementation, for example, procurement and other recurrent expenditures which also require stakeholders' involvement. However, the level of participation of stakeholders in such activities seemed to be minimal in most public schools in Kericho County. Similar situations were also reported by Aina (2017) that BOM, PTA and principals are key participants in making decisions mainly on needs analysis, budget formulation and the purchase process. Apart from that, it was noted that principals dominated many aspects of decision-making which required other stakeholders' participation.

Information from students showed that some schools were informing the students' presidents how project fees and tuition fees were utilized. The extent and depth of such information was not established in this study. However, the overall findings indicate a controlled level of stakeholders' participation in school finance decision making process

considering the issue of outsourcing which was established in this study; most students' leaders being not able to access finance information, poor involvement in BOM meetings, and the fact that many financial decisions were being made by principals. The study noted that as much as there were policies and procedures regarding financial decision-making, the level of involvement seemed to be slightly stifled in most government high schools in Kericho County. Reservations in stakeholder involvement were also reported by Aina (2017) even though there were elaborate policies in the education sector. Aina observed that chairpersons of management boards and finance managers were partially involved in some stances and not all aspects of school financial management; while, the school principal was a dominant decision-maker.

#### **4.6.5 Findings and Discussion Based on Results from BOM and Kericho County**

##### **School Auditor on Participatory Decision-Making**

The study had an in-depth interview with the chairs of BOM and Kericho County school auditor. The first question sought to understand whether both the BOM chairs and Kericho County school auditor appreciated the value of involving stakeholders when making finance decisions. Both the chairs of BOM and Kericho County school auditor were therefore asked to state the influence that participatory decision-making had on financial management in public secondary schools. Several influences were noted from their response which included: promoting collaborations from parents, students and other stakeholders, fostering collective results, reducing financial management risks, minimizing conflicts of interests, ensuring unity of purpose, improving service delivery, encouraging transparency and accountability; promoting trust on BOM members by stakeholders and ensuring continuous team morale.

The above results show that although the level of stakeholders' participation in finance decision making was low in most government high schools in Kericho County, the chair of BOMs understand the value and positive influence that it had on the overall financial management. These findings therefore imply a need to strengthen mechanisms for involving all stakeholders in the finance decision-making process in all government high schools. The studies by Tangidy and Rini (2020) and Nowlin (2017) also agreed and provided several benefits arising from participatory decision-making of stakeholders in secondary school. Some of the benefits cited by these studies were promotion of trust, improved acceptance of decision, transparency and accountability. The strengths of group decision-making implied a need to invest in training of stakeholders on financial literacy in order to reap maximum benefits from their involvement.

The second interview question asked chairs of BOM to explain how they dealt with participatory decision-making scenarios and inconsistencies to ensure good financial management of the school. From the responses, the study noted that most BOM were allowing members, teachers, students, and parent representatives to ask questions and seek clarification during meetings. The annual budgets were also based on the available revenue, while, financial culling measures were also established. One chair said, "*We had a benchmarking in other schools that had similar projects*". Other issues noted in the responses were about assigning duties and responsibilities to all BOM members and in other schools, BOM members were required to attend training workshops as part of capacity building initiative. As for the Kericho County school auditor, he insisted about making departmental committees and sub-committee of BOMS, AGM to discuss the financial reports of a school. These findings show goodwill from BOMs in fostering

effective participation of BOM in ensuring good financial management. The findings concurred with the report presented by Kahavizakiriza et al. (2015) that BOGs and school principals from Kakamea County involved other stakeholders in budget preparation and approval. The demonstration of value for collaborative involvement called upon the need to define clear roles and responsibilities for all school stakeholders in order to achieve effective financial management.

#### **4.7 Influence of Governance Documentation Practice on Financial Management**

This third objective of this research examined the influence of school governance documentation on the management of finances of government high schools in Kericho County. The information regarding this construct was gathered from the five categories of respondents; that is, principals, bursars, student presidents, BOM chairpersons and county school auditor. In this research, the concurrent nested design was used in conducting data analysis and interpretation. This was because the quantitative data collected from the principals, bursars and student presidents took a dominant role in all variables although they were not alone sufficient in explaining the phenomena. As such, the qualitative data from BOM chairpersons and county school auditor was embedded / nested to complement the quantitative data.

In assessing the construct about the third independent variable, several statements on the governance documentation practice were presented to respondents in a tabular form. The researcher required the respondents to indicate their opinion in a 5-level Likert rating scale. The summation of the responses received helped to gauge the governance documentation practice aspect in public secondary schools as a latent variable. The statements posed to respondents were based on nature of record keeping, compliance with international public

sector accounting standards, existence of clear operational framework, record management policy, and existence of record retention schedules. In this study, the mean value and standard deviation for each statement in the table was also computed. This helped the researcher to interpret the descriptive findings out of the ranking of 5 points in a Likert Scale. Tables 4.13, 4.14 and 4.15 provide an overview of the feedback received from principals, school bursars and students' presidents respectively.

#### **4.7.1 Principals' Responses on Governance Documentation Practice in Public Secondary Schools**

In this study, principals were asked to state their level of consensus with each statement provided in tabular format; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). When interpreting the descriptive results, the researcher summed up both the frequencies of responses on agreed and strongly agreed options. This was considered to indicate the agreement status; while the sum frequencies of responses on both disagreed and strongly disagreed options were considered to indicate the disagreement status. Neutral options were considered to be undecided, however, it the values were considered in computing the mean score for each statement which further helped to rank the average value in a 5 points Likert Scale. Overview of the feedback gotten is presented in Table 4.14.

**Table 4. 14*****Principals' Descriptive Results on Governance Documentation Practice***

Principals' statements on governance documentation practice (N = 68)	SD	D	N	A	SA	Mean	Std.
• We have good record keeping of all the financial information	0	0	1(1.5%)	38(55.9%)	29(42.6%)	4.41	.525
• All the financial records we create, use, and store abide by the international public sector accounting standards	0	1(1.5%)	9(13.2%)	43(63.2%)	15(22.1%)	4.06	.644
• We have clear operational framework that guide our financial documentation activities	0	1(1.5%)	2(2.9%)	51(75%)	14(20.6%)	4.15	.526
• We have a policy on financial documentations at our school	0	3(4.4%)	6(8.8%)	44(64.7%)	15(22.1%)	4.04	.700
• We have a committee which oversees our financial documentation	1(1.5%)	5(7.4%)	5(7.4%)	45(66.2%)	12(17.6%)	3.91	.824
• The external auditor appraises our financial record keeping	2(2.9%)	2(2.9%)	8(11.8%)	26(38.2%)	30(44.1%)	4.18	.961
• Our school has a record management policy and retention schedule	0	3(4.4%)	8(11.8%)	38(55.9%)	19(27.9%)	4.07	.759

KMO measure of sampling adequacy = .726

The findings presented in Table 4.14 show that the KMO was 0.726 for all aspects on governance documentation practice based on responses from principal. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the governance documentation practice construct. The results show a high agreement level on all aspects on governance documentation practice across most public secondary schools in Kericho County. This is because, the mean value for each indicator of financial reporting was above 3.9; while, the standard deviation in all cases was below 1, which shows stable mean and a slight deviation from the mean. The aspects of governance documentation practice that had highest level of agreement were: presence of good record keeping of all the financial information (mean = 4.41), financial record keeping being appraised by an external auditor (mean = 4.18), and schools having clear operational framework that guide on financial documentation activities (mean = 4.15). The only aspect that had a mean below 4 was about school having a committee which oversees the financial documentation activities (mean = 3.91). The responses from principal indicate that an overwhelming majority of public secondary schools had embraced good governance documentation practice. The high rating responses from principals was not a surprise since each one of them regards what they do to be the best practice. The views from bursars were also sought accordingly.

#### **4.7.2 School Bursars' Responses on Governance Documentation Practice in Public Secondary Schools**

The school bursars were also asked to indicate their level of consensus with each statement on governance documentation practice provided in tabular form; where, SA = strongly

agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.15.

**Table 4. 15**

***Bursars’ Descriptive Results on Governance Documentation Practice***

Bursars’ statements on governance documentation practice (N = 57)	SD	D	N	A	SA	Mean	Std.
• I usually record all the financial decisions and transactions undertaken by the school	2(3.5%)	1(1.8%)	5(8.8%)	38(66.7%)	11(19.3%)	3.96	.823
• The school has provided me with a clearly standardized operational framework for managing financial records	1(1.8%)	4(7%)	3(5.3%)	37(64.9%)	12(21.1%)	3.96	.844
• There is adequate office space, equipment and infrastructure to store the school financial records	2(3.5%)	4(7%)	5(8.8%)	32(56.1%)	14(24.6%)	3.91	.969
• We have a policy on financial documentations	1(1.8%)	1(1.8%)	6(10.5%)	41(71.9%)	8(14%)	3.95	.692
• The school has a security system which ensure financial records are not accessed and manipulated by unauthorized personnel	1(1.8%)	1(1.8%)	9(15.8%)	33(57.9%)	13(22.8%)	3.98	.790
KMO measure of sampling adequacy = .809							

The findings presented in Table 4.15 show that the KMO was 0.809 for all aspects on governance documentation practice based on responses from school bursars. This confirmed that the sampling technique used was adequate for establishing the desired

measure; hence, the indicators in these constructs were regarded adequate in measuring the governance documentation practice construct. Similar to the findings from principals, the results also show a high agreement level on all aspects on governance documentation practice across most government high schools in Kericho County. This is because, the mean value for each indicator of financial reporting was above 3.9; while, the standard deviation in all cases was below 1, which shows stable mean and a slight deviation from the mean.

According to views from school bursars, the aspects of governance documentation practice that had the highest level of agreement were: school having a security system which ensure financial records were not accessed and manipulated by unauthorized personnel (mean = 3.98), usual recording of all the financial decisions and transactions undertaken by the school, (mean = 3.96), and school providing a clearly standardized operational framework for managing financial records (mean = 3.96). The only aspect that had the lowest mean was about school having provided adequate office space, equipment and infrastructure to store the school financial records (mean = 3.91). The views from school bursars also indicate that an overwhelming majority of public secondary schools had embraced good governance documentation practice. The high rating responses from both principals and bursars were not a surprise since each one of them regards what they do to be the best practice. The views from students' presidents were also sought accordingly.

#### **4.7.3 Students Presidents' Responses on Governance Documentation Practice in Public Secondary Schools**

The students' presidents were also asked to indicate their level of consensus with each statement on participatory decision-making which was provided in tabular form; where,

SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.16.

**Table 4. 16**

***Students' Presidents' Descriptive Results on Governance Documentation Practice***

Student presidents' statements on governance documentation practice (N = 68)	SD	D	N	A	SA	Mean	Std.
• Our school embraces good documentation of financial records	5(7.4%)	3(4.4%)	11(16.2%)	28(41.2%)	21(30.9%)	3.84	1.141
• Student leaders have rights to access school financial records	14(20.6%)	25(36.8%)	19(27.9%)	10(14.7%)	0	2.37	1.976
• Our school implements clear standardized operational framework for financial records	6(8.8%)	2(2.9%)	23(33.8%)	29(42.6%)	8(11.8%)	3.46	1.043
• Our school has a security system which ensure financial records are not accessed and manipulated by unauthorized personnel	3(4.4%)	2(2.9%)	12(17.6%)	29(42.6%)	22(32.4%)	3.96	1.014
• The school has a policy on documentation of financial information	3(4.4%)	1(1.5%)	17(25%)	31(45.6%)	16(23.5%)	3.82	.961
• The school has an established financial record management practices	0	1(1.5%)	15(22.1%)	37(54.4%)	15(22.1%)	3.97	.712
KMO measure of sampling adequacy = .778							

The findings presented in Table 4.16 show that the KMO was 0.778 for all aspects on governance documentation practice based on responses from students' presidents. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the governance documentation practice construct. From responses received from students' presidents, most school had an established financial record management practice (mean = 3.97), had a security system which ensured financial records were not accessed and manipulated by unauthorized (mean = 3.96), and most schools had embraced good documentation of financial records, (mean = 3.84). There was also a high agreement level that most school had a policy on documentation of financial information (mean = 3.82).

The study however noted that the student leaders had no rights to access the school financial records in most government high schools in Kericho County (mean = 2.37). The results show that although the level of agreement was slightly low as compared to the ratings from both principals and school bursars, there was reasonable consistency in the ratings on various indicators regarding governance documentation practices. The findings also point out many public secondary schools in Kericho County had embraced governance documentation practices.

#### **4.7.4 Discussion of Results from Principals, School Bursars and Students' Presidents on Governance Documentation Practice**

The descriptive results from principals, school bursars and students' presidents have narrowed down on four aspects on governance documentation which were perceived as influential on management of finances in government secondary schools in Kericho

County. These aspects were: presence of good record keeping of financial information, clear standardized operational framework that guide on financial documentation activities and management of the same, school having a security system that ensure financial records are not accessed or manipulated by unauthorized personnel, and having established financial record management practices in most public secondary schools.

The features of governance documentation practices noted by principals, school bursars and students' presidents are typical and ideal; hence need to strengthen the same across all public secondary schools. Undoubtedly, the financial information is essential to the survival and sustainability of a school, hence, the need for a stable security system to deter acts of manipulations. The financial Management School Handbook (2006) documented the role of financial documentation and making entry records such as budgets, payrolls, petty cash books and receipts. The aspects of financial information security and access controls seemed to be missing; a situation which raises questions on effective financial management. The handling of the same requires standardized operational frameworks; hence, the need for a policy to guide on adoption of financial record management practices. Danoshana and Ravivathani (2019), Kluwer (2022) and Zaid et al. (2020) also concurred on the value of governance documentation in financial management. These three studies emphasized on the need to strengthen policies, guidelines, clear rules and legislations on governance documentation.

In an open-ended question, principals were asked to state the mechanisms which they employ to ensure quality governance documentation practices at their school. The study received twenty-one statements. The twenty-one statements were hence categorized according to a few common themes. This culminated to a few key measures that included:

monitoring and audit by sub-committee of BOM, ensuring annual auditing of financial records, strict adherence to procurement law and procedures, and embracing technology in receiving and disbursing monies in the school and in preparing the required financial statements as guided by the MOE. The Handbook for Financial Management (2006) directed on the operation of the school finance management systems as a methodology for ensuring intact documentation of finances although it did not expose the aspects of training and academic qualifications. These deficiencies attest the need for implementing a school financial management policy in order to factor in these aspects. One principal wrote, *“I usually make arrangement for our bursars to attend in-service training workshops to keep abreast with financial management system used in schools”*. These measures reveal considerable commitment by principals and BOM in ensuring quality governance documentation practices in most government secondary schools in Kericho County. In the contrary, Yuliani et al. (2019) reported that stakeholders from South Sumatera lacked skills, knowledge and competencies on financial reporting, governance documentation mechanisms and lack of awareness of documentation standards. Ulfah and Thoharudin (2020) also reported contrasting findings on the application of governance documentation mechanisms in secondary schools. These contradictions with previous studies imply that the principals and bursars may have exaggerated their description on capacity of stakeholders.

#### **4.7.5 Findings and Discussion Based on Results from BOM and Kericho County School Auditor on Governance Documentation Practice**

During the in-depth interview, both the chairs of BOM and Kericho County school auditor were asked to state how governance documentation practice influences school financial management at their school. From the findings, the suggestions that were common across most Chairs of BOMs and were that governance documentation practice promotes adhesive and collaborative culture that ensures all financial managements of school are maintained accordingly, provides accurate information on school financial status, fosters effectiveness and efficiency in financial management, reduces cases of fraud, and facilitates transparency and accountability of the school revenue. These responses underscore proper documentation and book keeping practices in order to achieve the desired prudence in finance management. The results by Zaid et al. (2020) also noted positive benefits associated with successful governance of financial documentation. They included security of organization's evidential identity, source of accountability and easy detection of risks or inconsistencies concerning school revenues. Kristensen et al. (2019) study also appreciated governance documentation noting its role in providing financial direction, and by accruing solid evidence of transactions in compliance with the international financial standards.

The chairs of BOM were further asked to state how they ensured optimum adoption of governance documentation practices. The responses received were scrutinized and arranged according to common themes. The themes derived were: regular updating of accounting records and system, promoting independence of various officers and BOM sub-committee on school finances, enforcing the approved financial policy, ensuring bursar attends training workshops for continuous professional development, and generating

reports for consumption by members of BOM. These findings were in line with the standards stipulated in the finance management frameworks and standards in the developed countries; that financial management technologies, financial policies and standards, accuracy of financial records and evidential source documentations were important etiquettes in measuring effective governance documentation (Hajnal, 2019). Another aspect was preparation of accountability reports as noted by Yuliani et al. (2019).

The Kericho County school auditor was asked to state the evidences which are checked when auditing regarding school governance documentation practice and compliance. The study found that the Kericho County school auditor evaluate evidences such as books of accounts, for example receipts, vouchers, financial registers, cash books and inventory records. Also checked were the management records, financial reports, such as trial balances, income statements; minutes/ resolution of BOM, agenda being discussed, notices and invitations for BOM meetings and allowances paid to members. Proper documentation on the aforementioned records would lead to prudence in financial management; hence, policy on the same were inevitable. This was in line with the observations made by Muhaswa (2020) who argued that financial records such as attendance records, and contracts or sub-contracts, obligations, unobligated balances, assets, liabilities, outlays or expenditure and income statements were important evidences towards promoting prudent financial management. Moreover, good documentation was associated with provision of regulatory evidence, stakeholders' accountability, and obligations as stressed by Danoshana and Ravivathani (2019).

#### **4.8 Influence of Financial Reporting on Financial Management**

This fourth objective of this research was to examine the influence of school financial reporting on the financial management in government high schools in Kericho County. The information regarding this construct was gathered from the five categories of respondents; that is, principals, bursars, student presidents, BOM chairpersons and county school auditor. In this study, the concurrent nested design was used in conducting data analysis and interpretation. This was because the quantitative data collected from the principals, bursars and student presidents took a dominant role in all variables although they were not alone sufficient in explaining the phenomena. As such, the qualitative data from BOM chairpersons and county school auditor was embedded / nested to complement the quantitative data.

In assessing the construct about the second independent variable, several statements on the financial reporting were presented to respondents in a tabular form. The researcher required the respondents to indicate their opinion in a 5-level Likert rating scale. The summation of the responses received helped to gauge the financial reporting aspect in public secondary schools as a latent variable. The statements posed to respondents were based on periodicity of auditing, communication of financial information to authorized stakeholders, personnel training on financial reporting, compliance with financial reporting regulations, frameworks for financial reporting, and preparation of financial statements for reporting financial performance. In this study, the mean value and standard deviation for each statement in the table was also computed. This helped the researcher to interpret the descriptive findings out of the ranking of 5 points in a Likert Scale. Tables 4.16, 4.17 and

4.18 provide an overview of the feedback received from principals, school bursars and students' presidents respectively.

#### **4.8.1 Principals' Responses on Financial Reporting in Public Secondary Schools**

In this study, principals were asked to indicate their level of consensus or disagreement with each statement provided in tabular format; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). When interpreting the descriptive results, the researcher summed up both the frequencies of responses on agreed and strongly agreed options. This was considered to indicate the agreement status; while the sum frequencies of responses on both disagreed and strongly disagreed options were considered to indicate the disagreement status. Neutral options were considered to be undecided, however, it the values were considered in computing the mean score for each statement which further helped to rank the average value in a 5 points Likert Scale. Overview of the feedback gotten is displayed in Table 4.17.

**Table 4. 17*****Principals' Descriptive Results on Financial Reporting***

Principals' statements on financial reporting (N = 68)	SD	D	N	A	SA	Mean	Std.
• Our school is usually regularly audited by the authorized auditors	2(2.9%)	2(2.9%)	2(2.9%)	38(55.9%)	24(35.3%)	4.18	.863
• Financial status of the school is availed to the authorized stakeholders	0	3(4.4%)	2(2.9%)	54(79.4%)	9(13.2%)	4.01	.586
• Our staff are trained on financial reporting	0	4(5.9%)	13(19.1%)	36(52.9%)	15(22.1%)	3.91	.805
• Our school usually comply with school regulations on financial reporting	0	2(2.9%)	9(13.2%)	51(75%)	6(8.8%)	3.90	.577
• Financial statements are usually presented to authorized stakeholders	0	0	9(13.2%)	44(64.7%)	15(22.1%)	4.09	.592
• The school has a clear guidelines on reporting its financial performance	0	0	4(5.9%)	43(63.2%)	21(30.9%)	4.25	.557

KMO measure of sampling adequacy = .668

The findings presented in Table 4.17 show that the KMO was 0.668 for all aspects on financial reporting based on responses from principal. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in this construct were regarded adequate in measuring the financial reporting construct. There was high agreement level on all aspects on financial reporting across most high schools in Kericho County. This is because, the mean value for each indicator of financial reporting

was above 3.4; while, the standard deviation in all cases was below 1, which shows stable mean since there is a slight deviation from the mean. The feedback in Table 4.16 shows the aspects that had high agreement levels were: the school has a clear guideline on reporting its financial performance (mean = 4.25), financial statements are usually presented to authorized stakeholders (mean = 4.09), our school is usually regularly audited by the authorized auditors (mean = 4.18), financial status of the school is availed to the authorized stakeholders (mean = 4.01). The aspect that was less famous in financial reporting although still significant were about staff being trained on financial reporting (mean = 3.91) and schools' compliance with regulations on financial reporting (mean = 3.90).

The above findings show that the ratings from principals on various aspect on financial reporting were high, which hinted on the importance of each indicator in influencing financial management. The study further sought views from bursars.

#### **4.8.2 School Bursars' Responses on Financial Reporting in Public Secondary Schools**

The school bursars were also asked to indicate their level of consensus with each statement on financial reporting which was provided in tabular form; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.18.

**Table 4. 18**

***Bursars’ Descriptive Results on Financial Reporting***

Bursars’ statements on financial reporting (N = 57)	SD	D	N	A	SA	Mean	Std.
• I avail school records for auditing annually	0	2(3.5%)	8(14%)	38(66.7%)	9(15.8%)	3.95	.666
• I am aware of the guidelines for reporting school financial status to the stakeholders	2(3.5%)	1(1.8%)	6(10.5%)	36(63.2%)	12(21.1%)	3.96	.844
• I am skilled and equipped on reporting of financial information	1(1.8%)	2(3.5%)	5(8.8%)	34(59.6%)	15(26.3%)	4.05	.811
• We disclose to students and parents how their tuition fees are utilized	3(5.3%)	4(7%)	13(22.8%)	23(40.4%)	14(24.6%)	3.72	1.082
• We have a policy that help to ensure quality of reporting school financial position to stakeholders	2(3.5%)	1(1.8%)	7(12.3%)	37(64.9%)	10(17.5%)	3.91	.830

KMO measure of sampling adequacy = .763

The findings presented in Table 4.18 show that the KMO was 0.763 for all aspects on financial reporting based on responses from school bursars. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the financial reporting construct. From the findings in Table 4.18 most bursars said that they were availing school records for auditing annually (mean = 3.95); were aware of the guidelines for

reporting school financial status to the stakeholders (mean = 3.96), and had requisite skills and knowledge about reporting financial information to stakeholders (mean = 4.05). The majority of bursars further said that disclose to students and parents how their tuition fees are utilized (mean = 3.72) and that a policy existed that helps them to ensure quality of reporting school financial position to stakeholders (mean = 3.91). The views of students' presidents were also sought.

#### **4.8.3 Students Presidents' Responses on Financial Reporting in Public Secondary Schools**

The students' presidents were also asked to their level of consensus with each statement on financial reporting which was provided in tabular form; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.19.

**Table 4. 19**

***Students' Presidents' Descriptive Results on Financial Reporting***

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Student presidents' statements on financial reporting (N = 68)	SD	D	N	A	SA	Mean	Std.
• Our school presents its financial reports annually	0	10(14.7%)	14(20.6%)	33(48.5%)	11(16.2%)	3.66	.930
• I am aware of the criteria followed when presenting the school financial status to the stakeholders	7(10.3%)	9(13.2%)	20(29.4%)	20(29.4%)	12(17.6%)	3.31	1.221
• The Ministry of Education school auditor comes to our school to audit our financial records	8(11.8%)	10(14.7%)	12(17.6%)	27(39.7%)	11(16.2%)	3.31	1.246
• Financial performance of our school is usually disclosed to students and parents	4(5.9%)	11(16.2%)	19(27.9%)	30(44.1%)	4(5.9%)	3.28	1.012
• We have a policy and clear criteria for ensuring quality and accuracy reporting of the school financial position	2(2.9%)	4(5.9%)	29(42.6%)	22(32.4%)	11(16.2%)	3.52	.943

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KMO measure of sampling adequacy = .692

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The findings presented in Table 4.19 show that the KMO was 0.692 for all aspects on financial reporting based on responses from students' presidents. This confirmed that the

sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the financial reporting construct. From the findings in Table 4.19, the students agreed that most schools. 44(64.7%) present their financial reports annually (mean = 3.66) and had a policy and clear criteria for ensuring quality and accuracy reporting of the same (mean = 3.52). The majority of students' presidents also agreed that the Ministry of Education school auditor visits their school to audit financial records (mean = 3.31) and that most schools were disclosing their financial performance to students and parents, although the number of students' presidents in the last two indicators was below 50%.

#### **4.8.4 Discussion of Results from Principals, School Bursars and Students' Presidents on Financial Reporting**

The descriptive results from principals, school bursars and students' presidents were consistent that most public secondary schools had a clear guideline on reporting financial performance to stakeholders, were audited annually and had a policy that helps them to ensure quality of reporting on school financial position to stakeholders. Although students' presidents said that the students' bodies were informed about financial performance of their school, it was not clear on the nature and level of disclosure that was availed to them. This study did not seek to understand the depth of disclosure of financial information to students. On the same accord, Ochung (2017), Tawiah and Gyapong (2021) and Abang'a (2017) also clarified that, accounting standards, policies, committee and audit bodies were best practices in ensuring successful reporting.

The above findings show a reasonable disclosure of school financial information to stakeholders. Although the study did not investigate the depth of disclosure of financial

information, there was evidence to show that most public schools had embraced good financial reporting practices. The same had been backed-up by relevant policy and other applicable guidelines. These results were contrary to the findings by Yasser et al. (2016) and Nguyen and Truong (2017) who reported scanty disclosure of financial information in most secondary schools. The two studies linked weak financial reporting practices to poor compliance to international reporting standards, lack of transparency, delay and untimeliness reporting and also inaccuracy due to poor adoption of reporting technologies and systems.

When principals were asked in an open-ended question to identify other ways utilized to achieve quality financial reporting in public secondary schools, they provided seventeen statements which were largely talking about establishment of internal audit /financial committee of BOM, automated system of reporting, involving experts in budget preparation, and training accounts staff on financial matters. One principals said, *“I ensure financial status report is presented in every BOM and parent meeting for interrogation and familiarization”*.

The findings show that most principals were making effort to ensure establishment of financial reporting systems in most public secondary schools in Kericho County. The most notable effort was automated system of reporting financial information to school stakeholders. Moreover, the establishment of financial / audit sub-committee of BOM demonstrated transparency in financial reporting and was commendable. This was in line with the provisions of the School Financial Management Handbook (2006) analysed which underscored a need for annual financial statements to be availed to the school stakeholders including the BOM, parents and non-teaching staff. The studies by Nguyen and Truong

(2017), Bachmid (2016) and Lausa (2016) also upheld the significance of audit committee in achieving timeliness and transparency in financial reporting. Specifically, the studies described adoption of financial reporting systems and audit control bodies as critical in overcoming untimeliness, delay, inaccuracy and in reducing fraud.

#### **4.8.5 Findings and Discussion Based on Results from BOM and Kericho County**

##### **School Auditor on Financial Reporting**

The BOM Chairs were asked to explain how were conducting financial reporting to foster good financial management. From the responses given, most chairs of BOMs said that they were ensuring good book keeping practices, cash flow accounting, a vibrant and knowledgeable finance committee, and strict monitoring of financial statements. Principals 05 commented, *“I make prior visit to the school bursar’s office together with the finance chair to check on the school financial records and reports before the BOM meetings”*. Another principal, 02 said, *“our school was lucky that all members of finance sub-committee of BOM had accounting knowledge and sound book keeping skills. This helps in ensuring financial matters are checked appropriately including financial reporting systems”*.

As for the Kericho County school auditor, he said that reporting the financial status of the school you audit entailed preparation of annual audit report. This involved scrutinizing the income and expenditure statements, cash flow statements, checking the budget development and approval process; and compliance with approved fee’s structure.

The results from chairs of BOMs were largely consistent with the findings reported by principals, bursars and students’ presidents. The results seem to place a weighty burden on chairs of BOM who have to work closely with bursars in ensuring timely preparation of

financial statements and other instruments of financial reporting. The most outstanding strategies adopted by the majority of BOMs were ensuring good book keeping practices, appointing knowledgeable finance sub-committee, and the monitoring role. Rupavijetra et al. (2019) and Lang (2021) also pointed out that Parent-Teacher Councils (PTC) and school administrative committees have a crucial responsibility in the school management; where, they were expected to exercise control in expenditures and ensure rightful disbursement of funds to authorized projects and other identified priorities.

Despite the above strategies, most BOMs' chairs admitted the delayed FSE funds as a serious challenge which was not only affecting school operations, but was also complicating the financial reporting exercise. Other key challenges reported by chairs of BOM were change of government policies, and poor fees payment by parents. When asked to point out the challenges encountered in financial reporting in government high schools, the Kericho County school auditor complained of incomplete financial records, poor book keeping practice, unqualified accounts personnel, and bursars with inadequate skills in in some schools. The auditor further pointed the challenge relating to logistics and mobility which include transport and subsistence; hence, making their role less effective. Other challenges noted by Nguyen and Truong (2017) and Abang'a (2017) included unfamiliarity with reporting standards, poor staff attitudes, and non-adherence to accounting standards.

#### **4.9 Results on Financial Management in Public Secondary Schools in Kericho County**

The management of finances in public secondary schools was the dependent variable in this study. The information regarding it was collected from the five categories of respondents; that is, principals, bursars, student presidents, BOM chairpersons and county

school auditor. In this research, the concurrent nested design was used in conducting data analysis and interpretation. This was because the quantitative data collected from the principals, bursars and student presidents took a dominant role although they were not alone sufficient in explaining the phenomena. As such, the qualitative data from BOM chairpersons and county school auditor was embedded / nested to complement the quantitative data. Similar approach was adopted in assessing all variables of this study.

Regarding the dependent variable, various statements were posed to respondents requiring them to indicate their opinion in a 5-level Likert rating scale. The summation of the responses received helped to gauge the management of finances in government high schools as a latent variable. The statements posed to respondents were based on identified indicators that included management committees, legislative framework, auditing, training, financial control, rights authorization, financial records, budgetary provisions, financial status, strategic plan, and procurement plan. In this study, the mean value and standard deviation for each statement in the table was also computed. This helped the researcher to interpret the descriptive findings out of the ranking of 5 points in a Likert Scale. Tables 4.19, 4.20 and 4.21 provides an overview of the feedback received from principals, school bursars and students' presidents respectively.

#### **4.9.1 Principals' Responses on Financial Management in Public Secondary Schools**

In the context of secondary schools, principals are considered as the Chief Executive Officers (CEOs) and are responsible for ensuring sound financial management practices. As part of this study, the principals were required to provide their opinions on a range of statements related to financial management. They were requested to express their level of agreement or disagreement with each statement, which were presented in the form of

tables; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). When interpreting the descriptive results, the researcher summed up both the frequencies of responses on agreed and strongly agreed options. This was considered to indicate the agreement status; while the sum frequencies of responses on both disagreed and strongly disagreed options were considered to indicate the disagreement status. Neutral options were considered to be undecided, however, it the values were considered in computing the mean score for each statement which further helped to rank the average value in a 5 points Likert Scale. Overview of the feedback gotten is displayed in Table 4.20

**Table 4. 20*****Principals' Descriptive Results on Financial Management***

Principals' statements regarding financial management (N = 68)	SD	D	N	A	SA	Mean	Std.
1. Investment in financial employee training and development in public secondary schools banks contributes to the achievement of financial management	0	0	10(14.7%)	44(64.7%)	14(20.6%)	4.06	.596
2. Financial control among secondary schools possesses influence on financial management	0	0	10(14.7%)	41(60.3%)	17(25%)	4.10	.626
3. Engagement of employees performing financial oriented tasks in the school of contributes to improved financial management	2(2.9%)	0	3(4.4%)	47(69.1%)	16(23.5%)	4.10	.736
4. Strong and adequate governance documentation possesses positive effect on financial management	0	1(1.5%)	2(2.9%)	45(66.2%)	20(29.4%)	4.24	.576
5. Enacted and implementation of appropriate legislation accounting policies and standards possess positive influence on school financial management	0	2(2.9%)	5(7.4%)	43(63.2%)	18(26.5%)	4.13	.667
6. Supportive leadership influence school financial management	7(10.3%)	27(39.7%)	8(11.8%)	11(16.2%)	15(22.1%)	3.00	1.371
7. Educated and well exposed BOM members possess the potential to influence the school financial control, decision-making, documentation and reporting practices	1(1.5%)	1(1.5%)	3(4.4%)	36(52.9%)	27(39.7%)	4.28	.750

8. Regular auditing have influence on the school financial management	2(2.9%)	17(25%)	3(4.4%)	17(25%)	29(42.6%)	3.79	1.311
9. Adequate financial record keeping practises have influence on the financial management of public secondary schools	1(1.5%)	0	1(1.5%)	46(67.6%)	20(29.4%)	4.24	.626
10. Financial transparency and accountability achieved through stakeholder participation on both decision-making and availing financial communication possesses no influence on school financial management	15(22.1%)	1(1.5%)	3(4.4%)	35(51.5%)	14(20.6%)	3.47	1.430

KMO measure of sampling adequacy = .696

The findings presented in Table 4.20 show that the KMO was 0.696 for all aspects on financial management. The KMO measures the sampling adequacy and according to Cooper and Schindler (2011), a KMO below 0.6 indicates sampling inadequacy; hence the indicators may not be used in the analysis. The result on KMO in this study confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the financial management construct.

The results further show that principals reported high agreement level on the need to have educated and well exposed BOM members (mean = 4.28), adequate governance documentation (mean = 4.24), good financial record keeping practices (mean = 4.24), financial control measures (mean = 4.10) and engagement of employees performing financial oriented tasks (mean = 4.10). All these aspects were considered most essential aspects in influencing financial management of public secondary schools. Other aspects that influence financial management (mean was above 3.4) were investment in financial employee training and development, appropriate legislation accounting policies and standards; regular auditing, financial transparency and accountability achieved through stakeholders' participation on both decision-making and financial communication. However, half of principals, 34 (50%) felt that supportive leadership was not influential to school financial management; only 26 (38.3%) felt that it mattered.

#### **4.9.2 School Bursars' Responses on Financial Management in Public Secondary Schools**

The school bursars were also asked to indicate the level of their consensus with each statement on financial management which was provided in tabular form; where, SA =

strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.21.

**Table 4. 21*****Bursars' Descriptive Results on Financial Management***

Bursars' statements regarding financial management (N = 57)	SD	D	N	A	SA	Mean	Std.
• Good training among financial stakeholders attracts prudent financial management	1(1.5%)	3(5.3%)	9(15.8%)	32(56.1%)	12(21.1%)	3.89	.859
• Full financial control significantly influences school financial management	1(1.5%)	3(5.3%)	3(5.3%)	42(73.7%)	8(14%)	3.93	.753
• Implementation of clear financial policies influences better financial management in our school	2(3.5%)	1(1.5%)	7(12.3%)	37(64.9%)	10(17.5%)	3.91	.830
• Participatory decision-making influences financial management	2(3.5%)	1(1.5%)	4(7%)	35(61.4%)	15(26.3%)	4.05	.854
• My good record keeping practices influences the school financial management	2(3.5%)	2(3.5%)	9(15.8%)	31(54.4%)	13(22.8%)	3.89	.920
KMO measure of sampling adequacy = .703							

From the findings in Table 4.21, the school bursars perceived the act of participating in decision-making (mean = 4.05), having full financial control (mean = 3.93) and implementation of clear financial policies (mean = 3.91) as the top most aspects that influenced the management of finances in government high schools. In each case, the agreement level was from 69% and above, meaning more than 2/3 of school bursars were in agreement with the three aspects. Other aspects which also had a high mean scores were good training among financial and good record keeping practices both of which had a mean value of 3.89.

#### **4.9.3 Students Presidents' Responses on Financial Management in Public Secondary Schools**

Opinions of students' presidents regarding aspects that influence financial management were also sought. An overview of their feedback is displayed in Table 4.22.

**Table 4. 22**

***Students' Presidents' Descriptive Results on Financial Management***

Students presidents' statements regarding financial management (N = 68)	SD	D	N	A	SA	Mean	Std.
• The school financial governance practices practiced in our school are effective in impacting financial management	0	0	22(32.4%)	40(58.8%)	6(8.8%)	3.76	.601
• The clearly implementation financial policies influences better financial management in our school	2(2.9%)	2(2.9%)	17(25%)	34(50%)	13(19.1%)	3.79	.890
• The school good record keeping practices influences the school financial management	2(2.9%)	2(2.9%)	13(19.1%)	38(55.9%)	13(19.1%)	3.85	.868
• My involvement in financial decision-making makes difference in how school finances are managed	9(13.2%)	11(16.2%)	22(32.4%)	21(30.9%)	5(7.4%)	3.03	1.146
KMO measure of sampling adequacy = .633							

The results in Table 4.22, reveals three aspects which were perceived by the school presidents as having an influence on financial management in government secondary schools. The aspects were: good record keeping practices (mean = 3.85), implementation of clear financial policies (mean = 3.79) and financial governance practices (mean = 3.76). From the results, it was also established that the involvement of students in financial decision-making was important but it was not very weighty in influencing financial management in the school (mean = 3.03).

#### **4.9.4 Discussion of Results from Principals, School Bursars and Students' Presidents on Financial Management**

The descriptive results from principals, school bursars and students' presidents have narrowed down on seven aspects which were perceived as influential on financial management in public secondary schools in Kericho County. These aspects were: implementation of clear financial policies, adequate governance documentation, participative decision-making process, good financial record keeping practices, employee training and development, financial control measures and having exposed and educated BOM members. Munge et al. (2016) also presented findings that were consistent with the current ones with respect to financial policies and financial controls. The study identified that prudent management of finances in secondary schools was a product of good financial policies and well documented control systems. Another study which reported consistent findings was that of Riinawati (2021) which noted that competencies and knowledge possessed by school staff in charge of school finances was a clear roadmap for gaining good financial management. Other similar findings were noted by Baaru et al. (2019) and Wasiche et al. (2018) which underscored the value of financial policies and reporting

practices in achieving financial prudence. Moreover, Salleh and Baha (2020) upheld financial literacy programs for financial managers in pursuing effectiveness in financial management.

When principals were asked in an open-ended question to suggest what should be done to improve financial management in public secondary schools, they provided twenty-three suggestions. Few themes were therefore drawn out of the twenty-three suggestions and finally came up with a few general themes that cut across many responses. Eight themes stood out distinctively which were: adopting new standard of auditing (IPSAS) in schools, embracing proper book keeping practices, instituting funds approval systems and structures, involving all stakeholders in financial matters, formal internal and external audit, employing qualified accountants and internal auditors, training and development programs for account staff and principals; and sensitizing and building capacity for stakeholders. The suggestions received from school bursars in an open-ended question prominently featured the issue of schools having alternative sources of income, putting measures to ensure timely payment of school fees by students, establishing regular training of concerned staff and adherence to procurement plan.

The above findings show that the main respondents of the study knew what needed to be done to achieve prudence in management of finances in government high schools. Their responses underscored the need for schools having clear financial policies. Such policies are deemed appropriate in providing guidance to staff and other officers involved in handling finances in a public secondary school. These findings also were supported by Nantunda and Ddungu (2018) and Biseko (2020) which said that policies provided good standards for implementing staff training, good reporting, identifying stakeholder roles and

responsibilities, successful documentation and financial reporting. Munge et al. (2016) also noted the value of policies in determining financial accountability, integrity, transparency and financial control. The results have also identified the value for adequate governance documentation in achieving good financial management in public secondary school. According to Muhaswa (2020) and Zaid et al. (2022), adequate governance documentation plays a critical role in promoting accountability and transparency.

Moreover, the study's findings have identified the essence of participative decision-making in promoting prudent financial management. This implies the need to establish measures for promoting active participation of stakeholders in making financial decisions. The findings agree with the observations made by Omollo and Okello (2018) regarding the value of participative decision-making by school stakeholders. Omollo and Okello described involve as a strong tool for growing accountability, motivation, transparency, performance and responsibility. Key aspects highlighted by Omollo and Okello included measures for seek stakeholders' contribution before deciding on matter, practising democratic election, and ensuring freedom to information. The findings regarding good financial record keeping practices in contributing good financial management are also consistent with Yizengaw and Agegnehu (2021) and Munyalo and Njoka (2022) who emphasized good record keeping practices, health accounting and internal control mechanisms among other measures in managing school finances.

The issue about employee training and development also featured prominently. This implies the need for staff retooling and continuous professional development. The staff who handles finances in secondary schools requires re-sharpening of their skills to remain relevant and valuable in the financial management process. The studies by Xiao (2020) and

Kim et al. (2017) underscored financial literacy of concerned staff in improving fiscal management in organizations. This has implications on training and professional development.

The other aspect noted from the main respondents is the establishment of financial control measures. Apart from check and balance systems, adopting new standard of auditing (IPSAS) in schools, the control measures also entail adherence to procurement plan, and compliance with established funds approval systems. One bursar emphasized, *“Principals should ensure that the school funds approval is done through district accounts after the approval by the Sub- County Directors of Education SCDE”* This finding has implication on school management board and the Ministry of Education in terms of mechanisms put in place to not only monitor financial activities / transactions but to also deter acts of misappropriation of funds in a public secondary school. Zhuwau and Shumba (2018) also stressed the need for institutions to invest in financial auditing practices as a strategy for achieving financial management. Mwangi (2019) too noted that clear financial control systems were helpful in achieving accountability and transparency in government high schools.

The study also noted a predominant mention of auditing with regard to finances in public secondary schools. No wonder there was a mention of need to adopt the new standard of auditing, International Public Sector Accounting Standards (IPSAS) in secondary schools, establishment of formal internal and external audit, as well as employment of qualified internal auditors. Among the documents analysed, was the school handbook for financial management of 2006. It was observed that financial auditing was paramount financial management practice. It was directed that each school needed to be audited once per year,

or if circumstances warrant interim auditing, be carried out in accordance to the stipulation of the provision in the basic education act (The School Handbook for Financial Management, 2006). The Basic Education Act (2013) also emphasized the need to abide by auditing principles as a way of ensuring accountability and transparency of financial resources at disposition in basic schools.

The study noted a need to having exposed and educated BOM members. BOM is governance organ that plays a crucial responsibility in ensuring prudence in financial management in secondary school. The results shows that the level of exposure and education that members of BOM have, determines their effectiveness in executing the financial oversight role in secondary school. This has implications on qualifications and selection guidelines for BOM members. The Basic Education Act (2013) and the School Handbook for Financial Management (2006) indicated the role of BOM as fore front stakeholders for ensuring prudent financial accountability although did not specify the expected qualification and competencies. This has implications on the level of financial management. The study by Salleh and Baha (2020) also concurred on the same aspect. The argued that literacy on financial aspects was a clear roadmap for reaching effective management of resources. Moreover, Riinawati (2021) reported positive influences of training and financial education of school stakeholders on management effectiveness. In supporting the need for background training of BOMs in financial matters, Myende et al. (2020) blamed financial mismanagement on uninformed and less exposed BOMs in most secondary schools.

Other aspects that contribute to financial management in secondary school were need for establishment of alternative sources of income and strengthening of measures that ensure

timely payment of school fees by students. In this connection, the findings supported the observation presented by Yizengaw and Agegnehu (2021) that, secondary schools had several sources of funds including charged fees for learners, income generating resources such as staff houses and other school projects; and government disbursements; hence, a great need for prudence in their management to avoid waste or misappropriation.

#### **4.9.5 Findings and Discussion Based on Results from BOM and Kericho County**

##### **School Auditor on Financial Management in Public Secondary Schools**

During the in-depth interview, the Chairs of BOM were asked to state their specific role in ensuring prudent management of finances in government high school. They indicated roles that included ensuring accountability and transparency, enforcing adherence to the MoE guidelines on utilization of school funds with a view to ensuring school funds and resources are utilized properly. They also talked of ensuring expenditures are in line with the approved budget. The findings show that the chairs of BOM play a crucial responsibility in ensuring prudence in funds management in public secondary school. A reflection of these duties reveals a great need for chairs of BOM to be well versed with financial skills in order to be effective in their duties. This underscores the need for sensitization and training of the chairs of BOM. Lang (2021) and Rupavijetra et al. (2019) supported appropriate sensitization programs, high order knowledge and training of BOM and PTA, citing their crucial responsibility in ensuring control of expenditures and in enforcing adherence to financial policies in secondary schools. The study noted that this particular finding corroborated with the views provided by principals, bursars and student presidents about training and development of stakeholders. When asked to rate the status of the school

in adopting school governance practices towards achieving quality financial management, 61.9% of chairs of BOM indicated average while 38.1% said they were good.

The study further asked the chairs of BOM to describe hindrance to school adopting prudent financial management. From their responses, the study established that there were delays in funds disbursement from by government to schools, inadequate adoption of ICT, inadequate qualified staff, and frequent change of government policies. However, the study by Kadir (2019) apportioned misappropriation blame on limited involvement of stakeholders in decision making. Another factor for financial mismanagement noted by Kunene (2018) and Myende et al. (2020), was lack of professionalism among BOMs. This indicates a great need for spelling out the knowledge and skills of BOM, bursars and school accountants.

When contacted on the same the County School Auditor attributed resistance to adopt changes as the main cause for poor financial management practices in government high school in Kericho County. This points out a gap on implementation. It also meant that there was good guidance on management of finances in government high schools but enforcement and compliance was the big elephant in the room. This reveals a need for establishment of measures that ensure adoption of prudent financial management practices in government high schools in Kenya. Wanjala et al. (2020) also informed the need for acting upon the factors which hindered effective financial management. Specific considerations were enacting financial controls, implementing regulation and financial education in order to achieve the desired effectiveness. The County School Auditor was further asked to suggest solution to the financial management challenges affecting public secondary school in Kericho County. Suggestions given included employing competent

accounts personnel, establishing mechanisms for checking and monitoring compliance with set guidelines. In addition, the Kericho County School Auditor said, *“The CEO and bursars should be trained regularly on financial management”*. The officer further noted that the principal should be answerable to one entity.

#### **4.10 Results on Internal Capacity of BOM in Public Secondary Schools**

This fifth objective of this study aimed to assess whether the internal capacity of BOM moderates the school governance practices and management of finances in public high schools in Kericho County. The information regarding this construct was gathered from the five categories of respondents; that is, principals, bursars, student presidents, BOM chairpersons and county school auditor. In this research, the concurrent nested design was used in conducting data analysis and interpretation. This was because the quantitative data collected from the principals, bursars and student presidents took a dominant role in all variables although they were not alone sufficient in explaining the phenomena. As such, the qualitative data from BOM chairpersons and county school auditor was embedded / nested to complement the quantitative data.

In assessing this construct, descriptive statistics were computed first where several statements on the internal capacity of BOM were presented to respondents in a tabular form. The researcher required the respondents to indicate their opinion in a 5-level Likert rating scale. The summation of the responses received helped to gauge the internal capacity of BOM aspect in public secondary schools as a latent variable. The statements posed to respondents were based on adequate knowledge and skills in financial management, training on financial management, experience in financial discipline, clear fiscal roles, policy on BOM appointment and procedure. In this study, the mean value and standard

deviation for each statement in the table was also computed. This helped the researcher to interpret the descriptive findings out of the ranking of 5 points in a Likert Scale. Tables 4.22, 4.23 and 4.24 provide an overview of the feedback received from principals, school bursars and students' presidents respectively.

#### **4.10.1 Principals' Responses on Internal Capacity of BOM in Public Secondary**

##### **Schools**

In this study, principals were asked to state their level of consensus with each statement provided in tabular format; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). When interpreting the descriptive results, the researcher summed up both the frequencies of responses on agreed and strongly agreed options. This was considered to indicate the agreement status; while the sum frequencies of responses on both disagreed and strongly disagreed options were considered to indicate the disagreement status. Neutral options were considered to be undecided, however, it the values were considered in computing the mean score for each statement which further helped to rank the average value in a 5 points Likert Scale. Overview of the feedback gotten is displayed in Table 4.23.

**Table 4. 23*****Principals' Descriptive Results on Internal Capacity of BOM***

Principals' statements on internal capacity of BOM (N = 68)	SD	D	N	A	SA	Mean	Std.
• Our BOM officials possess adequate knowledge and skills on financial management	1(1.5%)	12(17.6%)	13(19.1%)	33(48.5%)	9(13.2%)	3.54	.984
• BOM's knowledge in financial matters influence the school governance practices	3(4.4%)	12(17.6%)	4(5.9%)	18(26.5%)	31(45.6%)	3.91	.961
• BOM members have training on financial management	0	1(1.5%)	4(5.9%)	35(51.5%)	28(41.2%)	4.32	.657
• Financial discipline is considered during appointment of BOM members	0	0	4(5.9%)	39(57.4%)	25(36.8%)	4.31	.580
• BOM have clear fiscal roles	0	3(4.4%)	5(7.4%)	50(73.5%)	10(14.7%)	3.99	.635
• There is a policy guiding BOM appointment and procedure	0	3(4.4%)	6(8.8%)	37(54.4%)	22(32.4%)	4.15	.758

KMO measure of sampling adequacy = .639

The findings presented in Table 4.23 show that the KMO was 0.639 for all aspects on internal capacity of BOM based on responses from principal. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the internal capacity of BOM construct. The results show a high agreement level on all aspects on internal capacity of BOM across most government high schools in Kericho County. This is because, the mean value for each indicator of internal capacity of BOM was above 3.4; while, the standard deviation in all cases was below 1, which shows stable mean and a slight deviation from the mean. The aspects of internal capacity of BOM practice that had highest level of agreement were: BOM members have training on financial management (mean =4.32), financial discipline is considered during appointment of BOM members (mean = 4.31), there is a policy guiding BOM appointment and procedure (mean = 4.15).

The responses from principals also show that BOM officials possess adequate knowledge and skills on financial management (mean = 3.54) and their knowledge in financial matters influenced the school governance practices (mean = 3.91). The findings show that BOM from most government secondary schools in Kericho County were qualified and fit for the purpose. The high rating responses from principals was not a surprise since principals of secondary school work closely with BOM members in executing financial responsibility. The views from bursars were also sought accordingly.

#### **4.10.2 School Bursars' Responses on Internal Capacity of BOM in Public Secondary Schools**

The school bursars were also asked to indicate their level of consensus with each statement on internal capacity of BOM which was provided in tabular form; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.24.

**Table 4. 24*****Bursars' Descriptive Results on Internal Capacity of BOM***

Bursars' statements on internal capacity of BOM (N = 57)	SD	D	N	A	SA	Mean	Std.
• Our BOM officials possess adequate knowledge and skills on financial management	2(3.5%)	6(10.5%)	10(17.5%)	29(50.9%)	10(17.5%)	3.70	1.008
• BOM's knowledge in financial matters influence the school governance practices	8(14%)	12(21.1%)	9(15.8%)	21(36.8%)	7(12.3%)	3.11	1.289
• BOM members have training on financial management	2(3.5%)	5(8.8%)	10(17.5%)	32(56.1%)	8(14%)	3.68	.956
• Financial discipline is considered during appointment of BOM members	2(3.5%)	2(3.5%)	11(19.3%)	36(63.2%)	6(10.5%)	3.71	.825
• BOM have clear fiscal roles	0	5(8.8%)	6(10.5%)	34(59.6%)	12(21.1%)	3.93	.828
• There is a policy guiding BOM appointment and procedure	1(1.8%)	1(1.8%)	8(14%)	31(54.4%)	16(28.1%)	4.05	.818

KMO measure of sampling adequacy = .766

The findings presented in Table 4.24 show that the KMO was 0.766 for all aspects on internal capacity of BOM based on responses from school bursars. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the internal capacity of BOM construct.

The results from school bursars also show an agreement level that is above 3.4 on all aspects on internal capacity of BOM except one. The standard deviation in all cases was around 1, which shows a slight deviation from the mean. From the findings, it was noted that in most public secondary schools in Kericho County, there was a policy guiding BOM (mean = 4.05), and members have clear fiscal roles (mean = 3.93). The study also established that financial discipline was considered during appointment of BOM members (mean = 3.71), who were later taken for training on financial management (mean = 3.68). The two aspects that had the lowest mean were about knowledge and skills of BOM members. However, the level of agreement was still high. The two aspects were: BOM officials possess adequate knowledge and skills on financial management (mean = 3.70) and BOM's knowledge in financial matters influence the school governance practices (mean = 3.11). The views from students' presidents were also sought accordingly.

#### **4.10.3 Students Presidents' Responses on Internal Capacity of BOM in Public Secondary Schools**

The students' presidents were also asked to indicate their level of consensus with each statement on internal capacity of BOM which was provided in tabular form; where, SA = strongly agree (5), A= agree (4), N= Neutral (3) D = disagree (2) and SD= strongly disagree (1). An overview of their feedback is displayed in Table 4.25.

**Table 4. 25**

***Students' Presidents' Descriptive Results on Internal Capacity of BOM***

Students presidents' statements on internal capacity of BOM (N = 68)	SD	D	N	A	SA	Mean	Std.
• Our BOM officials possess adequate knowledge and skills on financial management	7(10.3%)	19(27.9%)	27(39.7%)	13(19.1%)	2(2.9%)	2.76	.979
• BOM's knowledge in financial matters influence the school governance practices	13(19.1%)	16(23.5%)	23(33.8%)	15(22.1%)	1(1.5%)	2.63	1.078
• BOM members have training on financial management	0	7(10.3%)	16(23.5%)	35(51.5%)	10(14.7%)	3.71	.847
• Financial discipline is considered during appointment of BOM members	0	7(10.3%)	16(23.5%)	31(45.6%)	14(20.6%)	3.76	.900
• BOM have clear fiscal roles	0	2(2.9%)	23(33.8%)	30(44.1%)	13(19.1%)	3.79	.783
• There is a policy guiding BOM appointment and procedure	1(1.5%)	8(11.8%)	19(27.9%)	21(30.9%)	19(27.9%)	3.72	1.049
• In my opinion, the BOM members understand the financial reports presented during meetings	10(14.7%)	19(27.9%)	12(17.6%)	23(33.8%)	4(5.9%)	2.87	1.245

KMO measure of sampling adequacy = .699

The findings presented in Table 4.25 show that the KMO was 0.699 for all aspects on internal capacity of BOM based on responses from students' presidents. This confirmed that the sampling technique used was adequate for establishing the desired measure; hence, the indicators in these constructs were regarded adequate in measuring the internal capacity of BOM construct. Data gathered from the students' presidents also indicated agreement on a number of aspects. They agreed that BOM have clear fiscal roles (mean = 3.79), and that financial discipline was considered during appointment of BOM members (mean = 3.76). The study also established that there was a policy guiding BOM appointment and procedure (mean = 3.72) who were then trained on financial management (mean = 3.71). The responses from students were in agreement with the findings from principals and bursars on above four aspects.

However, they differed on two aspects which were about knowledge and skills. The results from students' presidents show that the majority, 26 (38.2%) disagreed that BOM officials possessed adequate knowledge and skills on financial management (mean = 2.76), and 29 (42.6%) disagreed that BOM's knowledge in financial matters influence the school governance practices (mean = 2.63). This meant that the students' presidents did not think members of BOM possessed adequate knowledge and skills on financial management hence their contribution on financial management was not feasible. No wonder, an equivalent number, 29 (42.6%) opined that BOM members do not comprehend the financial reports presented during meetings (mean = 2.87).

#### **4.10.4 Discussion of Results from Principals, School Bursars and Students' Presidents on Internal Capacity of BOM**

The descriptive results from principals, school bursars and students' presidents were consistent on a few aspects of internal capacity of BOM members. From the results presented in section 4.10.1, 4.10.2 and 4.10.3, there was a clear agreement that most public secondary

schools in Kericho County had a policy guiding BOM appointment and procedure, had established clear fiscal roles of BOM. It was noted that the aspect financial discipline was considered during appointment of BOM members, and that BOM were trained on financial management. The study's findings established that not all BOM members had skills and knowledge on financial management. This implied that the financial discipline consideration during the appointment stage was not a requirement for all but to a few of BOM members. The study considered this to be normal because, school advancement does not only require finance knowledge, but also need other inevitable skills and knowledge such as strategic management knowledge, conceptual skills, and diagnostic skills among others. The importance of financial manager's skills was also described by Yuliani et al. (2019) and Ulfah and Thoharudin (2020). In these two studies, skills, knowledge, competencies enabled stakeholders to be productive in their roles. Concerning the consideration of financial knowledge during appointment, mixed reactions were noted in the study by Mmako (2018) where, internal capacity of BOMs and financial professionalism were not among the factors considered when appointing members.

In an open-ended question, principals were asked to state the role of BOM members in averting problems in financial management in secondary schools. A total of twenty-one statements were provided which were assessed and then grouped into ten key roles which appeared common across many responses from principals. The outstanding roles were: resources management, detecting overlaps and anomalies in school finances, making financial decisions, monitoring of all receipts and expenditure (through finance committee), ensuring proper utilization of funds according to the approved budget, streamlining procurement matters, performing funds rationalization based on identified priorities and available monies, raising red flags on accountability of school finance, providing report to education officers on irregular dispensation of school funds, developing fiscal policy in the school in line with

guidelines from the MOE. Out of the ten keys role, the study analysed and categorized them onto six critical roles of BOMs as follows: fiscal resources management, funds rationalization, monitoring and oversight role, making key financial decisions, enforcing implementation of the approved budget, and formulation of fiscal policy. The study by Paul (2017) also described the roles of BOMs to include accountability, transparency, efficiency, policy making and implementation; administration, allocating fiscal resources and parental representation in the school. Some of these roles are alike to the ones found in the current study. Effective execution of these roles attests to the need for effective internal capabilities.

The above six critical roles of BOMs in a secondary school indicate a need for a well-versed committee membership or else there will be ineffectiveness in the financial management due to insufficient internal capacities. This underscores the appointment criteria and requirements for BOM members. Notably, BOMs are expected to play a crucial role as attested by the study's findings. However, from the findings, there is a general weakness on the skills and knowledge possessed by BOM in most public secondary schools.

The study asked school bursars in an open-ended question to state what they thought should be done to the school BOM members to enhance their positive influential on management of finances in secondary schools. A total of seventeen suggestions were received from school bursars. The same were narrowed thematically into eight key ones. These were: conducting regular training of BOM members through workshop and seminars; benchmarking, developing a policy that reduces personal interest by prohibiting BOM members from supplying products to the same school where one was a board member, delocalizing BOM membership, revising the appointment criteria of BOM to ensure only competent ones are elected; establishing mechanisms that promote professionalisms, developing schemes to remunerate BOM members and coming up with annual appraisal system for of BOM members on their performance. These suggestions imply a need to establish informed BOM members

owing to their crucial roles. These have implications on appointment and requirements of BOM members. The studies by Mugambi (2017) and Keter et al. (2018) seemed to concur considering their emphasis on BOM qualifications, in-service training, capacity building of current elected members and revising the BOM appointment policies and other applicable legislations.

#### **4.10.5 Findings and Discussion Based on Results from BOM and Kericho County School Auditor on Internal Capacity of BOM**

The study had an in-depth interview with the Chairs of BOM and the Kericho County school auditor. First, the BOM chairs were asked to explain how members of BOM get equipped with required skills to perform the tasks in management of finances. The study established that some BOM members gained skills by attending BOM training workshop and seminars organized by the Ministry of Education, others were through consultation, collaboration with colleagues; while others said that they had already been trained in corporate governance. The BOM number 6 remarked, *“It was personal initiative where I had to read and research appropriate contents to avoid failing in my role”*. Another BOM member number nine said, *“I undertook a personal course in financial management in order to be effective in my duties.”* It is clear from these results that some BOM members attended workshops organized by MoE, while others were through personal initiatives.

The findings indicate lack of structured guidance on equipping of BOM members with requisite skills and knowledge on financial management. One can deduce that there was no outright guidance or policy from MoE regarding capacity building of BOM members. Absence of such guidelines, risks effective management of finances in government high schools. Some of the risks associated with inefficiency of BOM members are noted by Mmako (2018). The study by Manu et al. (2020) was also in support these findings and underscored

the need to review the guiding policy regarding BOMs appointment and competency requirements.

Second, the study wanted to receive the views from BOM chairs on how internal capacity of BOM relate with financial management in secondary schools. The views received from both the BOM chairs and from the Kericho County School Auditor described the BOM chair as extremely integral in fostering prudence in management of school finances. The study established that BOM chairs were deeply involved in secondary school finance management; for example, being one of the school account bank signatories; hence, their internal capacity was paramount. The response received also pointed out the role of BOM chairs in promoting accountability and transparency on school finances, detecting anomalies and solving finance-related problems. As such, the BOM members require internal capacity building to be effective in managing school finances. The Kericho County School Auditor emphasized on the need for internal training saying, *“When BOM chairs are trained and skilled, they bring value to the board and this aid in the making of sound financial management decisions in public secondary schools”*. The studies by Boma (2019), Gori (2019) and Huaisheng et al. (2019) also agreed and advocated for appropriate qualifications of BOM members. The study argued that qualified BOM members promote fiscal transparency, accountability, manage school assets and make critical decisions; hence, needed to bear critical skills in communication, reporting, finance and asset management.

Finally, the study wanted to establish the challenges faced by BOM chairs in executing their mandate in public secondary schools. From the responses received, the BOM chairs cited challenges such as late disbursement of funds to school by government, poor cooperation from parents on payments of fees, distance limitation and time. BOM chair number two said, *“At times due to distance, it becomes a big challenge to regularly check on the school.”* Notably,

the limited funding was making it difficult for some BOM chairs to actualize the desired plans. They cited huge debts due to late funding and insufficient capitation from MoE, and the poor cooperation from parents/guardians in embracing school policies. Other challenges were regarding the non-teaching staff whose inadequacy was a serious drawback owing to the 100% transition rules from government. These challenges call upon the implementation of a comprehensive policy which address internal capacities of BOM in carrying out their mandate, chief of which is to collaborate with parents to ensure timely fees payment and in enforcing compliance with set standards.

#### **4.11 Testing the Relationship between School Governance Practices and Financial Management**

The information presented in the preceding sections have provided the descriptive and qualitative findings regarding the dependent variable (financial management), independent variables (financial control, financial reporting, participatory decision-making, governance documentation practices), and moderating variable (internal capacity of BOM). The study intended to assess the influence of the aforementioned independent variables which are hereby referred to as school governance practices, on the dependent variables, hereby referred to as financial management. This meant carrying out tests on relationship of variables, which was done using inferential statistical analysis.

The study therefore proceeded to analyse the presumed relationship; that is, the influence of each governance practices identified in this study on the financial management. This was meant to establish the degree to which each of the identified school governance practices (financial control, financial reporting, participatory decision-making, and governance documentation practices) accounted for the management in secondary schools finances in

Kericho County. In order to test the level of prediction of the governance practices on financial management, the researcher first carried out diagnostic tests.

#### **4.11.1 Diagnostic Tests on School Governance Practices and Financial Management**

The diagnostic tests were carried out to help the researcher to select the appropriate inferential analysis techniques to be used; either parametric or nonparametric tests. In addition, the study had intended to use regression analysis and therefore, it was necessary to ascertain the specific type of regression analysis that was suitable for the data; either linear or logistic analysis. The findings on diagnostic tests was presented for each category of respondent starting with data from the principals, school bursars and students' presidents in that order. The first diagnostic analysis was the tests on normality of the data.

#### **4.11.2 The Normality Test**

The survey data from behavioural and social sciences is presumed to be drawn from a target population that has normal distribution of subjects, hence, the need for a test on normality to assess if this condition is violated. As part of this study, the normality of the data was examined using the P-value, and the Shapiro-Wilk test was employed due to the small sample size. Additionally, histograms were utilized to assess the degree of skewness. The outcomes of the Shapiro-Wilk tests, indicating the P-values, were collected from the data of principals, school bursars, and student presidents. These findings are displayed in Table 4.26.

**Table 4. 26*****Shapiro-Wilk Tests of Normality on School Governance Practices and Financial Management***

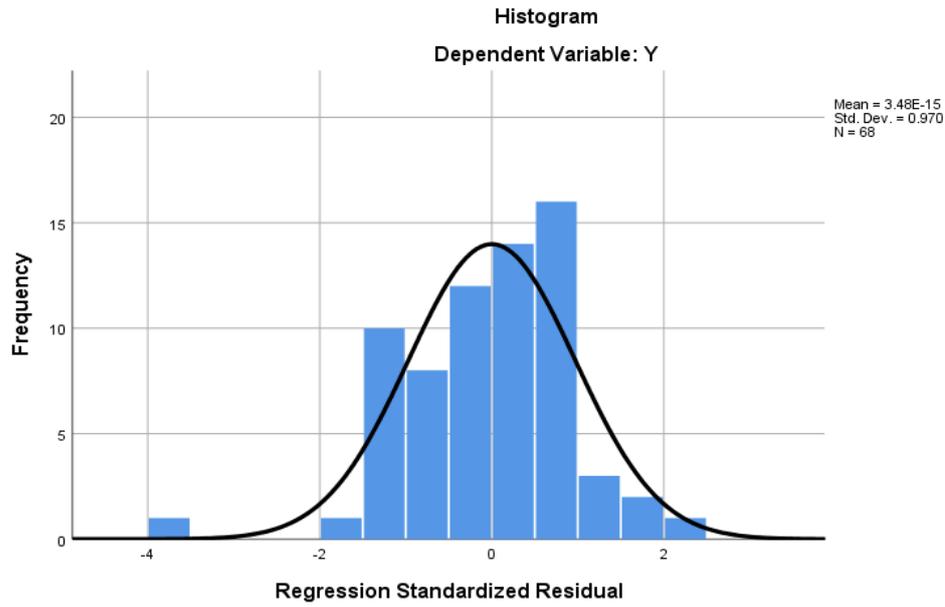
	<i>Principals</i>			<i>School bursars</i>			<i>Students presidents</i>		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Y	.966	68	.018	.791	57	.000	.940	68	.003
X1	.839	68	.000	.967	57	.011	.959	68	.024
X2	.960	68	.027	.872	57	.000	.955	68	.016
X3	.948	68	.007	.950	57	.019	.955	68	.017
X4	.971	68	.010	.837	57	.000	.894	68	.000
Moderator	.974	68	.012	.956	57	.037	.966	68	.019

a. Lilliefors Significance Correction

The results in Table 4.26 show that the Shapiro-Wilk P-values for all variables are significant, P-value is less than 0.05 level of significance. From the principals' data, P-value is; Y= .018; X<sub>1</sub> = .000; X<sub>2</sub> = .027; X<sub>3</sub> = .007; X<sub>4</sub> = .010; Moderator = .012; P < 0.05). From the school bursars' data, P-value is; Y= .000; X<sub>1</sub> = .011; X<sub>2</sub> = .000; X<sub>3</sub> = .019; X<sub>4</sub> = .000; Moderator = .037; P < 0.05). From the students presidents' data, P-value is; Y= .003; X<sub>1</sub> = .024; X<sub>2</sub> = .016; X<sub>3</sub> = .017; X<sub>4</sub> = .000; Moderator = .019; P < 0.05). This shows that the population was not normally distributed hence the failed the normality condition. The researcher attempted to standardize the data for each category of respondents using log<sub>10</sub> (Gravetter et al, 2020), but it failed to normalize. A further diagnostic test of normality using graphical method (histograms) were hence generated to check the normality conditions on the dependent variable (Y, financial management). The findings are shown in Figures 4.1, 4.2 and 4.3 respectively.

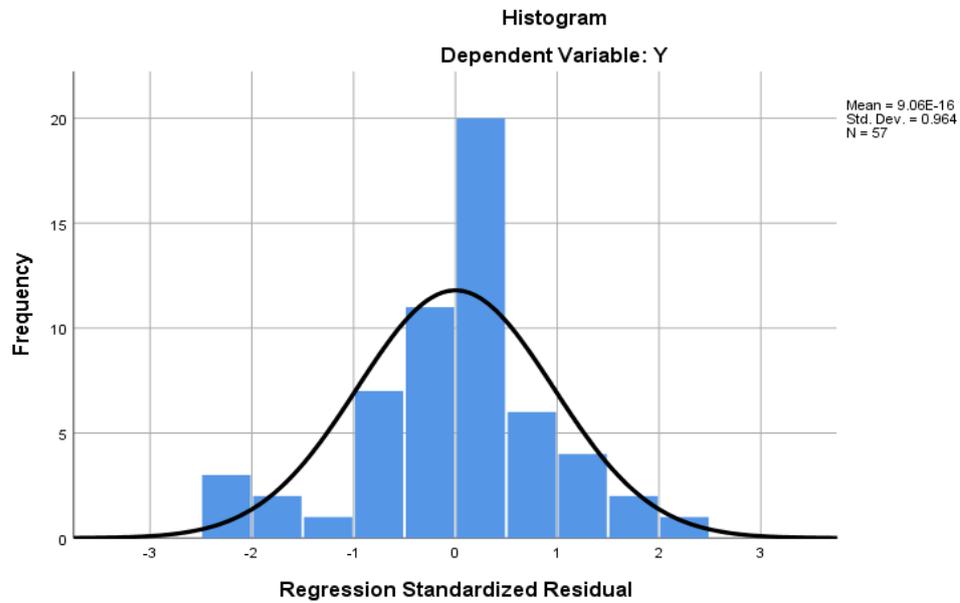
**Figure 4. 1**

*Histograms Showing Normality of Principals' Data on Financial Management*



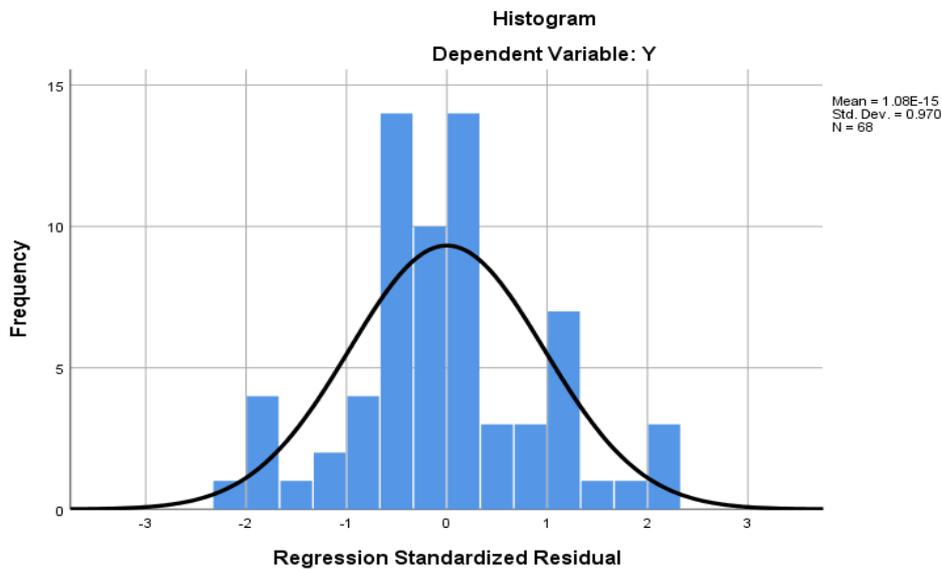
**Figure 4. 2**

*Histograms Showing Normality of School Bursars' Data on Financial Management*



**Figure 4. 3**

***Histograms Showing Normality of Students' Presidents' Data on Financial Management***



Figures 4.1, 4.2 and 4.3 show that data on dependent variable is skewed in all the three cases (data from principals, school bursars and student presidents); hence, a violation of normality condition in each case. According to the findings in Figures 4.1, 4.2 and 4.3, the largest skewness was observed from principals' data then students, and school bursars respectively. From the above results, in Table 4.25 and figures 4.1, 4.2 and 4.3 on tests of normality, the study noted existence of sufficient evidence to support a conclusion that data from principals, school bursars and students' presidents were not normally distributed. Moreover, there was no extreme outliers noticed in the histograms.

The study further checked violations of other assumptions, that is, autocorrelation, multicollinearity and heteroscedasticity in the data. The results of autocorrelation and multicollinearity tests are presented in Table 4.27.

### 4.11.3 The Autocorrelation and Multicollinearity Test

The study further checked violations of other assumptions, that is, autocorrelation, multicollinearity in the data. The results of autocorrelation and multicollinearity tests are presented in Table 4.27.

**Table 4. 27**

#### *Autocorrelation and Multicollinearity Test Results*

Variables	R square change	Durbin-Watson	VIF
X1	.091	1.974	1.279
X2	.077	.899	1.496
X3	.001	.856	1.060
X4	.052	.900	1.464

Variables	R square change	Durbin-Watson	VIF
X1	.172	1.543	1.279
X2	.632	1.708	1.496
X3	.066	1.802	1.060
X4	.669	1.684	1.464

Variables	R square change	Durbin-Watson	VIF
X1	.215	2.457	1.279
X2	.546	2.092	1.496
X3	.110	2.131	1.060
X4	.199	2.413	1.464

The Durbin-Watson statistic was used to determine the autocorrelation problem in the study variables. The autocorrelation problem occurs when the values of the same variable are correlated across different observations. Waithima (2020), Singh (2007) and Gupta (2000), talk of the Durbin-Watson value being around 2 where the lowest is 0.8. The results in Table 4.27 show Durbin-Watson values; where,  $X_1 = .974$ ;  $X_2 = .899$ ;  $x_3 = .856$ ;  $x_4 = .900$  for school principals' data;  $X_1 = 1.543$ ;  $X_2 = 1.708$ ;  $x_3 = 1.802$ ;  $x_4 = 1.684$  for school bursars' data; and  $X_1 = 2.057$ ;  $X_2 = 2.092$ ;  $x_3 = 2.031$ ;  $x_4 = 2.013$  for school students' presidents data. These

show that the Durbin-Watson values are above 0.8 for each study variable, which indicates absence of autocorrelation problem in the predictor variables.

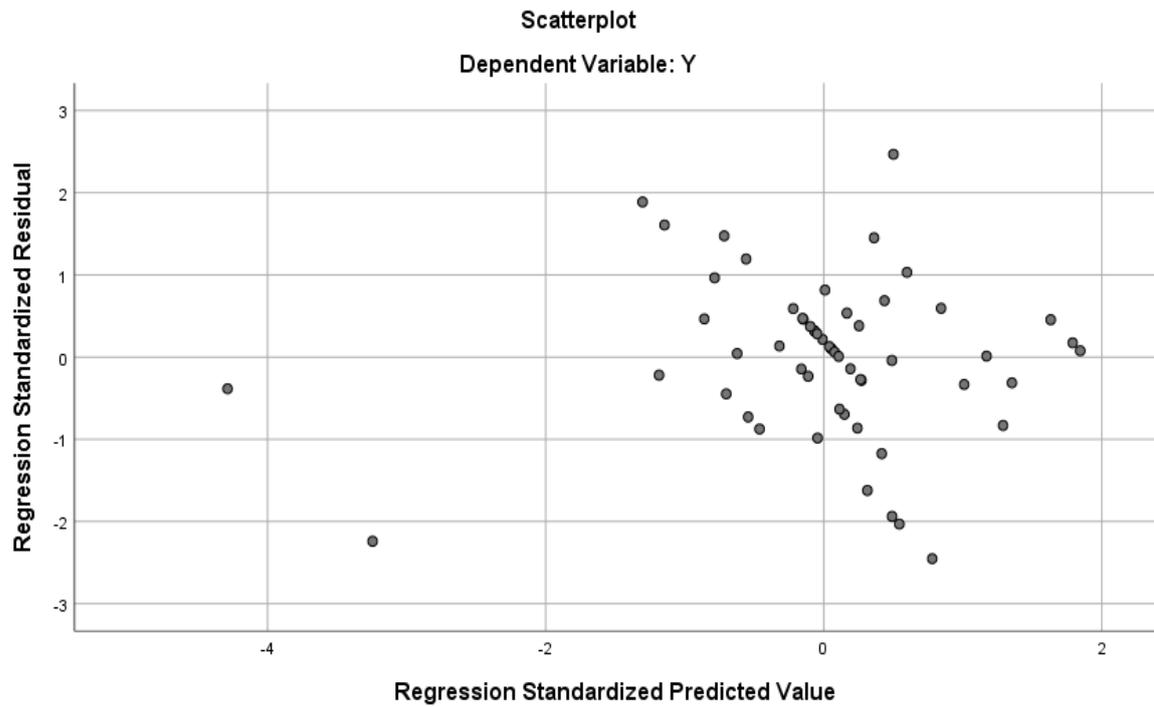
The study also assessed the multicollinearity condition of predictor variables to inform the selection of a suitable multivariate analysis technique. Waithima (2020) describe the multicollinearity on predictor variables as a serious problem that complicate the estimation of the regression coefficients. The results in Table 4.26 show that all the independent variables had no multicollinearity problem as indicated by a Variance Inflation Factor (VIF) value; which was approximately 1.000 and lower than 5 for each predictor variables (X1 – school financial control, X2– school financial reporting, X3– school participatory by stakeholders, and X4– school governance documentation practices). Consequently, there was no multicollinearity problem detected in all the predictor variables of the study.

#### **4.11.4 The Heteroscedasticity Test**

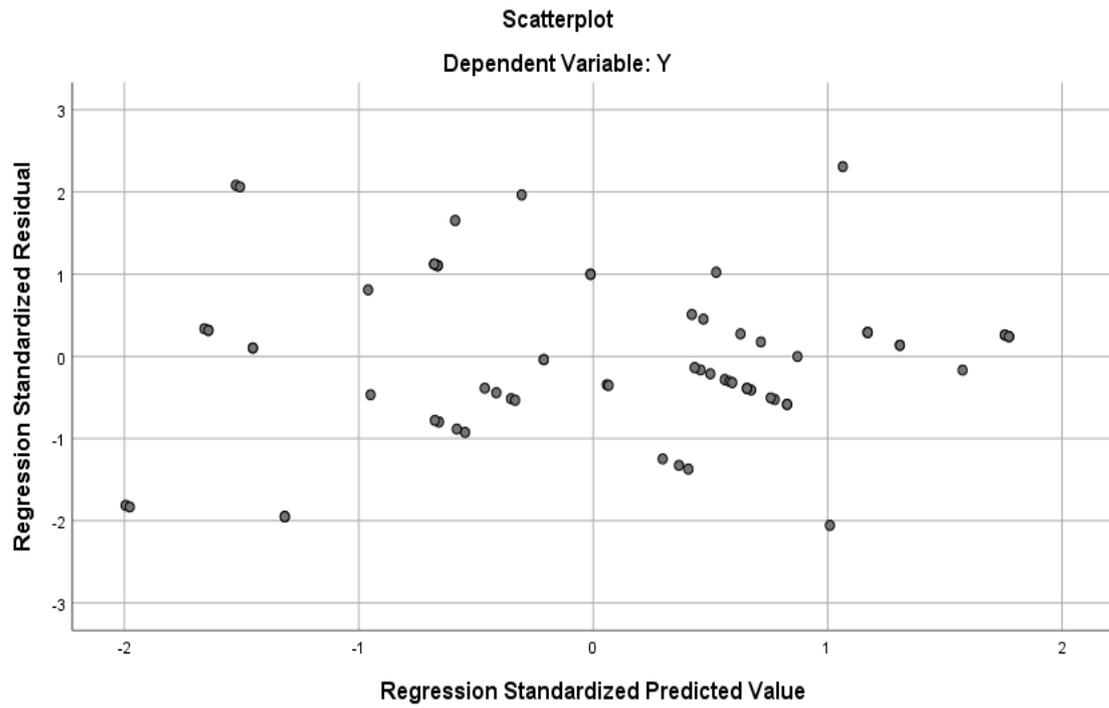
The next assumption ascertained was the heteroscedasticity problem in the data. A scatter graph was generated using the standardized predicted residuals and mean standardized residuals. To check for heteroscedasticity condition, the distances between the points are expected to be fairly similar as one move from left to right. The results on heteroscedasticity test are shown in Figures 4.4, 4.5, and 4.6 for school principals, school bursars, and school student presidents respectively.

**Figure 4. 4**

*The Residual and Standardized Predicted Value, Scatterplot: Heteroscedasticity Test for School Principals*

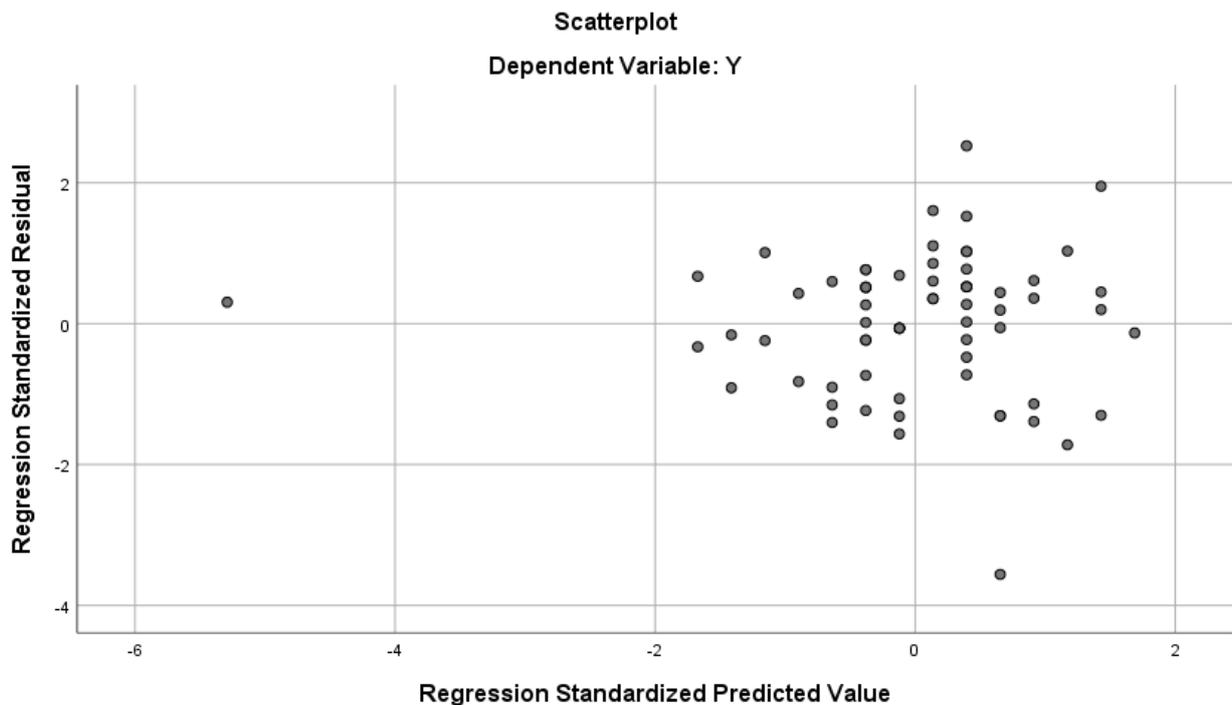


**Figure 4. 5**  
*The Residual and Standardized Predicted Value, Scatterplot: Heteroscedasticity Test for School Bursars*



**Figure 4. 6**

*The Residual and Standardized Predicted Value, Scatterplot: Heteroscedasticity Test for School Students' Presidents*



According to the scatter graph results in Figure 4.4, 4.5, and 4.6, there are no notable fluctuations in the distance between the points as one move from left to right side. The scatter points are slightly defused; hence, no clear noticeable pattern / shape. This means that there is no heteroscedasticity problem in the data.

Although data did not violate all conditions checked in the diagnostic tests, the results show that data was drawn from a target population that is not normally distributed. This led to the adoption of non-parametric inferential statistics in the analysis. Consequently, this study therefore adopted Spearman correlation analysis to test the research questions and multivariate

ordinal logistic regression analysis to test overall purpose of the study (the influence of school governance practices on financial management) and test the moderation effect of internal capacity of BOMs Chairpersons. The first inferential statistical test to be applied was the Spearman correlation analysis, which enabled for the testing of research questions as discussed in the subsequent sections.

#### **4.11.5 Answering of Research Questions**

In view of the findings on diagnostic tests which have been presented in section 4.10.1, a Spearman correlation analysis was applied in examining the influence of school governance practices on financial management in government high schools in Kericho County. The Spearman correlation analysis was specifically used to test the first four research questions, while ordinal logistic regression analysis was used to test the fifth research question and in evaluating the overall purpose of the study. The strength of correlation analysis was scrutinized, where the level of significance for Spearman correlation coefficients was measured at  $P < 0.05$ . The results of a Spearman correlation analysis for the first four research questions of the study are presented in Table 4.27, 4.28, 4.29 and 4.30, while, the interpretation and discussion of the same follows subsequently.

#### **4.11.6 Research Question one on Financial Control Measures and the Financial Management**

The first research question stated: *How do school financial control measures influence the school financial management in public secondary schools in Kericho County?* To answer this research question, a Spearman correlation analysis was conducted based on the data from principals, school bursars; whose respective results are presented in Table 4.28.

**Table 4. 28*****Correlations Analysis of Financial Control Measures and Financial Management***

Respondents	Dependent variable	Statistics (Spearman's rho)	X1
Principals' data	Y	Correlation Coefficient	.334**
		Sig. (2-tailed)	.005
		N	68
School bursars' data	Y	Correlation Coefficient	.338*
		Sig. (2-tailed)	.010
		N	57
Students presidents' data	Y	Correlation Coefficient	.384**
		Sig. (2-tailed)	.001
		N	68

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.28 show the Spearman correlation value for the first independent variable based on data from the three category of respondents. According to the results, there is a statistically significant positive correlation between financial control measures and financial management,  $r = .334$ ,  $p = 0.005$  for principals' data;  $r = .338$ ,  $p = 0.010$  for school bursars' data and  $r = .384$ ,  $p = 0.001$  for students' presidents data respectively. This led to the conclusion that financial control measures are statistically significant in influencing the financial management in public secondary schools in Kericho County. In conjunction, Tanui et al. (2016) found a substantial linkage between the internal financial control mechanisms and financial efficiency, transparency, accountability and effectiveness. Similarly, Mwangi (2019) also concluded a significant relationship between auditing and record keeping practices, internal control mechanisms and efficiency of financial resources.

The above correlation results based which are based on data from the three categories of respondents, corroborated to a very great extent with the descriptive and qualitative findings discussed in section 4.5. The results presents a commanding evidence that the financial control measures such as legislative and operational frameworks, regular auditing of school accounts, trainings of stakeholders, accessibility of financial accounts by authorized stakeholders, good

financial records record-keeping practices, adherence to budgetary provisions, and coherent communication on school financial information were effective financial control measures in fostering prudent management of finances in government secondary schools. This was also the case in the presentations of Mwangi (2019), Osioru et al. (2017) and Kipruto and Minja (2020) who noted that internal and external auditing practices influenced the achievement of financial control to a greater extent. In the same vein, Myende et al. (2020) identified that training and competency development of staff was an effective tool for establishing financial control. The budgeting tool was also classified among the financial control tools by Ivanova et al. (2017). In conjunction to the adopted systems theory in the study, established financial control systems are among the possible measures which compliments financial governance in public secondary schools. Therefore, budgeting processes, the documentation done to capture all the transactions, payment schedules and expenditures and reporting activities as key inputs with response to the systems theory compliments the findings of the study.

#### **4.11.7 Research Question two on Financial Reporting and the Financial Management**

The second research question stated: *How does school financial reporting practice influence the school financial management in public secondary schools in Kericho County?* To answer this research question, a Spearman correlation analysis was conducted based on the data from principals, school bursars; whose respective results are presented in Table 4.29.

**Table 4. 29*****Correlations Analysis of Financial Reporting and Financial Management***

Respondents	Dependent variable	Statistics (Spearman's rho)	X2
Principals' data	Y	Correlation Coefficient	.411**
		Sig. (2-tailed)	.001
		N	68
School bursars' data	Y	Correlation Coefficient	.086
		Sig. (2-tailed)	.048
		N	57
Students presidents' data	Y	Correlation Coefficient	.384**
		Sig. (2-tailed)	.001
		N	68

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.29 show the Spearman correlation value for the second independent variable based on data from the three category of respondents. According to the results, there is a statistically substantial positive correlation between financial reporting and financial management,  $r = .411$ ,  $p = 0.001$  for principals' data;  $r = .086$ ,  $p = 0.048$  for school bursars' data and  $r = .384$ ,  $p = 0.001$  for students' presidents data respectively. This led to the conclusion that financial reporting is statistically significant in influencing the financial management in government secondary schools in Kericho County. These findings were in agreement with the conclusions made by Acharya and Ryan (2016) who reported the existence of a statistical substantial relationship between quality financial reporting and financial stability in New York banks. In support were also the findings presented by Roje and Redmayne (2021) that financial reporting played a role in attaining financial management of public sector assets.

The above correlation results based which are based on data from the three categories of respondents, corroborated to a very great extent with the descriptive and qualitative findings discussed in section 4.6. The results presents a commanding evidence that the financial reporting practices which include periodicity of auditing, communication of financial information to authorized stakeholders, personnel training on financial reporting, compliance

with financial reporting regulations, and establishment of frameworks for financial reporting are effective in fostering prudent management of finances in public high schools. Similar modalities also featured in the study by Mungai and Muturi (2019) as good parameters for effective reporting. Specific practices were itemized to constitute of annual financial reports, communication of fiscal financial statements, availing audit reports to the public and posting of financial reports on the institution websites. In response to systems theory, good reporting activities require a backup of communication, proper record keeping, stakeholder competencies and compliance to financial management regulations, in doing so, the joint activities lead to possible desirable outcomes which include, effective management of finances in government high schools in Kericho County. This attested the application of the systems theory.

#### **4.11.8 Research Question Three on Participatory Decision-Making and the Financial Management**

The third research question stated: *What extent does participatory decision-making influence the school financial management in public secondary schools in Kericho County?* To answer this research question, a Spearman correlation analysis was conducted based on the data from principals, school bursars; whose respective results are presented in Table 4.30.

**Table 4. 30*****Correlations Analysis of Participatory Decision-Making and Financial Management***

Respondents	Dependent variable	Statistics (Spearman's rho)	X3
Principals' data	Y	Correlation Coefficient	.064
		Sig. (2-tailed)	.044
		N	68
School bursars' data	Y	Correlation Coefficient	.310*
		Sig. (2-tailed)	.019
		N	57
Students presidents' data	Y	Correlation Coefficient	.377**
		Sig. (2-tailed)	.002
		N	68

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.30 show the Spearman correlation value for the third independent variable based on data from the three category of respondents. According to the results, there is a statistically substantial positive correlation between participatory decision-making and financial management,  $r = .064$ ,  $p = 0.044$  for principals' data;  $r = .310$ ,  $p = 0.019$  for school bursars' data and  $r = .377$ ,  $p = 0.002$  for students' presidents data respectively. This led to the conclusion that participatory decision-making is statistically substantial in influencing the financial management in government high schools in Kericho County. Nowlin (2017) also concurred arguing that regular involvement of stakeholders in decision making, improved their level of trust, acceptance, transparency and accountability which were indicators of financial management. Ngussa and Gabriel (2017) also noted statistically significant increase in financial management as a result of participatory decision making in private and public schools. For effective management of finances in secondary school in Kericho County, the role of the school principals and leaders was recognized as influential in effecting participatory decision-making. These findings accommodated the contributions presented by systems theory and participative leadership theories which opined that financial management cannot be realized alone without the combination of school-based components. One component

demands the other one hence the school governing body ought to engage its stakeholders in decision-making for effective financial management.

The above correlation results based which are based on data from the three categories of respondents, corroborated to a very great extent with the descriptive and qualitative findings discussed in section 4.7. The results indicate that aspects participatory decision-making which included delegated financial obligations and responsibilities to BOM sub-committee, consultative financial decisions making process, involvement of stakeholders in making financial decisions, concerted stakeholders effort in planning, controlling, implementing school financial plan, involving externally sourced accounting experts and existence of written policies and procedures on participatory financial decision-making were therefore crucial in fostering prudent management of finances in government secondary schools. Many of the aforementioned aspects also featured in the studies by Kahavizakiriza et al. (2015), Munge et al. (2016) and Ogol et al. (2020) who also identified involvement areas that included budgetary formulation, implementation of the budget, and in making financial decisions. The foregoing results reinforces the adoption of participative leadership theory in this study. Key areas of participation as noted in the findings include implementation of budgets, financial control and school management.

#### **4.11.9 Research Question Four on Governance Documentation Practice and the Financial Management**

The fourth research question stated: *How does school governance documentation practice influence the school financial management in public secondary schools in Kericho County?*

To answer this research question, a Spearman correlation analysis was conducted based on the data from principals, school bursars; whose respective results are presented in Table 4.31.

**Table 4. 31*****Correlations Analysis of Governance Documentation Practice and Financial Management***

Respondents	Dependent variable	Statistics (Spearman's rho)	X4
Principals' data	Y	Correlation Coefficient	.531**
		Sig. (2-tailed)	.000
		N	68
School bursars' data	Y	Correlation Coefficient	.313*
		Sig. (2-tailed)	.018
		N	57
Students presidents' data	Y	Correlation Coefficient	.644**
		Sig. (2-tailed)	.000
		N	68

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

The findings in Table 4.31 show the Spearman correlation value for the fourth independent variable based on data from the three category of respondents. According to the results, there is a statistically substantial positive correlation between governance documentation practice and financial management,  $r = .531$ ,  $p = 0.000$  for principals' data;  $r = .313$ ,  $p = 0.018$  for school bursars' data and  $r = .644$ ,  $p = 0.000$  for students' presidents data respectively. This led to the conclusion that governance documentation practice is statistically significant in influencing the management of finances in government secondary schools in Kericho County. Some existing studies such as Altaf et al. (2021), Owiredu and Kwakye (2020) and Myende et al. (2018) also presented consistent results which informed the significance of governance documentation on corporate governance.

The above correlation results based which are based on data from the three categories of respondents, corroborated to a very great extent with the descriptive and qualitative findings discussed in section 4.8. The results indicate that aspects the governance documentation practice which included nature of record keeping, compliance with international public sector accounting standards, clear operational framework, record management policy, and record

retention schedules were therefore crucial in fostering prudent management of finances in public high schools. The preparation of accountability reports, clear rules, policies, regulatory frameworks and procedures have also been stressed as major mechanisms of effecting governance documentation (Zaid et al., 2020; Nyongesa & Omondi, 2016). These findings have implications on the systems theory adopted in the current study. Governance documentation is considered an important input in school governance practices; it lead to the generation of appropriate output which contribute to decision acceptance, financial management and improved performance of public secondary schools.

#### **4.12 Results on the Overall Purpose of the Study**

The overall purpose of this study was to evaluate the influence of school governance practices on the financial management and further assess whether the relationship between the two constructs are moderated by internal capacity of BOM in government secondary schools in Kericho County, Kenya. The results in section 4.10 have provided the prediction capacities of the four independent variables on financial management in public secondary schools in Kericho County. The stated overall purpose of the study which is also demonstrated in the conceptual framework presented in Chapter two (Figure 2.1) required a test to assess the combined influence of the four predictor variables when they are regressed together in a single model, hence the adoption of a multivariate logistic regression analysis.

In this study, school governance practice (financial control measures, financial reporting practices, participatory decision-making, and governance documentation practices) was therefore regressed together on the four-predictor constructs on financial management to evaluate the extent of the influence of the composite model. In carrying out this statistical test, data from principals, school bursars and students' presidents were used whose results have been presented together to facilitate evaluation, interpretation and coherent discussion.

The results of the multivariate ordinal logistic regression analysis are presented in Tables 4.32, 4.33 and 4.34, 4.35 and 4.36.

**Table 4. 32**

***Model Fitting Information on School Governance Practices and Financial Management***

		-2 Log Likelihood	Chi-Square	df	Sig.
<b>Principals</b>	Model				
	Intercept Only	331.845			
	Final	321.374	10.471	4	.033
<b>School Bursars</b>	Model				
	Intercept Only	229.329			
	Final	173.587	55.742	4	.000
<b>Students</b>	Model				
	Intercept Only	273.417			
<b>Presidents</b>	Final	209.874	63.543	4	.000

Link function: Logit.

According to the findings in Table 4.32, the P value based on principals' data is 0.033; for school bursars P = 0.000 and for students presidents' data, P = 0.000. The P value in each case is less than alpha value (level of significance),  $P < 0.05$ ; and therefore, the underlying null hypothesis that there is no substantial difference between the baseline model and the final model is rejected. The findings show that when all the four constructs ( $X_1$ ,  $X_2$ ,  $X_3$ , and  $X_4$ ) are regressed together, they jointly form a model that has statistically significant predictive capacity on the outcome variable (Y). This meant that the combined variables on school governance practices statistically and substantially explains the variations in financial management in government high schools in Kericho County. The extent of prediction of school governance practices on financial management is demonstrated by computing Pseudo R-Square of the model. The results are presented in Table 4.33.

**Table 4. 33*****Pseudo R-Square Results***

Pseudo R-Square	Principals	School Bursars	Students Presidents
Cox and Snell	.143	.624	.607
Nagelkerke	.144	.635	.618
McFadden	.030	.243	.232

Link function: Logit.

The Pseudo R-Square results in Table 4.33 show the prediction capacities of school governance practices that account for the variations in the financial management as indicated by the Nagelkerke R square values. In this case, the prediction capacity is 14.4% based on data from principals 63.5% on school bursars' data, and 61.8% on students' presidents' data respectively.

In addition, the study aimed to determine the adequacy of the model's fit. To assess this, the Pearson Chi-square goodness-of-fit test was employed to examine whether the regression model adequately represented the data. In the case of ordinal logistic regression, if the P-value is less than 0.05, the null hypothesis is rejected, indicating that the observed data did not fit well with the fitted model. The results of the goodness-of-fit analysis, based on the responses provided by principals, school bursars, and student presidents, are presented in Table 4.34.

**Table 4. 34*****Goodness-of-fit Regarding School Governance Practices and Financial Management***

		Chi-Square	df	Sig.
<b>Principals</b>	Pearson	851.826	828	.275
	Deviance	300.344	828	1.000
<b>School Bursars</b>		Chi-Square	df	Sig.
	Pearson	374.935	482	1.000
	Deviance	173.587	482	1.000
<b>Students' Presidents</b>		Chi-Square	df	Sig.
	Pearson	498.006	464	.133
	Deviance	209.874	464	1.000

Link function: Logit.

Table 4.34 shows the findings on goodness of fit of the model. The goodness of fit is,  $\chi^2$  (df 828) = 851.826; p= .275;  $\chi^2$  (df 482) = 374.935, p= 1.000 and  $\chi^2$  (df 464) = 498.006, p= .133 for principals, school bursars and students' presidents respectively. Consequently, the study did not reject the null hypothesis that, the observed data for principals, school bursars and students' presidents had goodness of fit with the fitted model. This meant that the model for all the categories of respondents (principals, school bursars and students' presidents) fitted the information very well. This meant that the information from principals, school bursars and students' presidents on school governance practices was reliable and fit for predicting financial management in government secondary schools in Kericho County.

Due to reliability of the model, the research went ahead to interpret the values in the parameter estimates table regarding the school governance practices. The parameter estimates shows how each predictor variable is influencing the dependent variable in the combined model. The parameter estimates of the model based on data from principals, school bursars and students' presidents are displayed in Table 4.35.

**Table 4. 35*****Parameter Estimates on School Governance Practices and Financial Management***

<i>Principals' Parameter Estimates</i>									
						95% CI			
		Estimate	Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
Threshold	[Y = 2.60]	3.441	3.005	1.311	1	.252		-2.449	9.331
Location	X1	1.060	.517	4.213	1	.040	2.887	.048	2.073
	X2	.549	.670	.672	1	.412	1.732	-.764	1.863
	X3	.154	.429	.128	1	.720	1.166	-.686	.994
	X4	.184	.532	.120	1	.729	1.202	-.859	1.227
<i>Bursars - Parameter Estimates</i>									
						95% CI			
		Estimate	Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
Threshold	[Y = 1.40]	13.411	3.530	14.432	1	.000		6.492	20.330
Location	X1	.864	.635	1.854	1	.173	2.373	-.380	2.108
	X2	1.852	.638	8.430	1	.004	6.370	.602	3.101
	X3	-.007	.358	.000	1	.985	.993	-.708	.694
	X4	2.587	.656	15.560	1	.000	13.292	1.302	3.873
<i>Students Presidents Parameter Estimates</i>									
						95% CI			
		Estimate	Std. Error	Wald	df	Sig.	Exp(B)	Lower Bound	Upper Bound
Threshold	[Y = 2.00]	6.085	1.664	13.370	1	.000		2.824	9.347
Location	X1	.623	.506	1.514	1	.219	1.864	-.369	1.614
	X2	2.451	.406	36.532	1	.000	11.603	1.656	3.246
	X3	-.090	.333	.073	1	.788	.914	-.743	.564
	X4	.320	.416	.593	1	.441	1.377	-.495	1.134

Link function: Logit.

Dependent variable: Y

Independent variables: X1, X2, X3, X4

The responses received from principals, school bursars and students' presidents varied on the weights of each construct in the combined model. From the results in Table 4.35, it is clear

the financial control measures ( $X_1$ ) which was the most statistically significant predictor based on principals' data when all constructs were combined in one model,  $P = 0.040$ . From the school bursars' data, it was the financial reporting practices ( $X_2$ ) and governance documentation practices ( $X_4$ ) that were most statistically significant predictors, that is,  $X_2 P = 0.004$  and  $X_4, P = 0.000$  respectively. From the students presidents' data, it was the financial reporting practices ( $X_2$ ) that was most statistically significant predictor,  $X_2 P = 0.000$ .

The above results meant that, although all the four predictor variables: financial control measures ( $X_1$ ), financial reporting practices ( $X_2$ ), participatory decision making ( $X_3$ ); and governance documentation practices ( $X_4$ ), were jointly significant in influencing the financial management in public secondary schools in Kericho County, only a few variable were indicated as most significant ones. These were financial control measures, financial reporting practices and governance documentation practices. Other studies Manu et al. (2020), Yizengaw and Agegnehu (2021); Osuji and Queen (2021); and Myende et al. (2018) which have investigated the influence of each of these constructs individually, reported the existence of some level of influence on financial accountability and management. The findings also are in support of the adopted system and the participative leadership theories in the sense that, the combination of factors in the systems inputs leads to the formation of the final outputs in form of financial management indicators in government high school. This is because the effectiveness of the factors require the input of the school principal who is the leader to moderate and guide the other stakeholders in decision-making, establishing controls, reporting and implementing appropriate documentation. Consequently, the study came up with the following conclusive logistical statements:

- For logistic model based on data from principals, an increase in the financial control measures was associated with an increase in the odds of financial management, with odds ratio of 2.887 (95% CI, 1.656 to 3.246), Wald  $\chi^2(1) = 36.532$ ,  $p < .005$ .
- For logistic model based on data from school bursars, an increase in the financial reporting practices was associated with an increase in the odds of financial management, with odds ratio of 6.370 (95% CI, .602 to 3.101), Wald  $\chi^2(1) = 8.430$ ,  $p < .005$ . Further,
- An increase in the governance documentation practices was associated with an increase in the odds of financial management, with odds ratio of 13.292 (95% CI, 1.302 to 3.873), Wald  $\chi^2(1) = 15.560$ ,  $p < .005$ .
- For logistic model based on data from students' presidents, an increase in the financial reporting practices was associated with an increase in the odds of financial management, with odds ratio of 11.603 (95% CI, .1.656 to 3.246), Wald  $\chi^2(1) = 36.532$ ,  $p < .005$ .

In all the three cases, the participatory decision making was individually statistically significant in influencing financial management, but, its magnitude ceased to be significant when all predictors were combined in one model.

In reference to the foregoing findings, the study went ahead to examine the values in the parallel lines table due to proportional odds. The underlying assumption is that the location parameters (slope coefficients) are the same across response categories. The results on the test of parallel lines based on data from principals, school bursars and students' presidents are shown in Table 4.36.

**Table 4. 36*****Results on Test of Parallel Lines***

Respondents	Model	-2 Log Likelihood	Chi-Square	df	Sig.
<b>Principals</b>	Null Hypothesis	321.374			
	General	253.864 <sup>b</sup>	67.511 <sup>c</sup>	60	.236
<b>School Bursars Students' Presidents</b>	Null Hypothesis	173.587			
	General	149.926 <sup>b</sup>	23.661 <sup>c</sup>	32	.856
<b>Principals</b>	Null Hypothesis	209.874			
	General	.000 <sup>b</sup>	209.874	32	.671

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

The results in Table 4.36 show insignificant P-values,  $P > 0.005$  for each model based on data from principals, school bursars and students' presidents. This led to rejection of the underlying null hypothesis, that the location parameters (slope coefficients) were the same across response categories. This was critical in confirming the assumptions on proportional odds. Consequently, the study concluded that the predictive capacity of the school governance practices on the financial management in Kericho County was valid and reliable. The results of the overall model were considered correct in this study, and they corresponded with the literature reviewed in chapter two where, all the predictors (financial control measures, financial reporting practices, participatory decision making and governance documentation practices were found to be jointly significant in influencing the financial management practices in government secondary schools in Kericho County.

#### **4.13 Results on Moderation effect of Internal Capacity of BOM on the Overall Model**

As noted in the preceding section, the output of the study was to evaluate the influence of school governance practices on the management of finances and further assess whether the

relationship between the two constructs are moderated by internal capacity of BOM in government secondary schools in Kericho County, Kenya. The first part of this aim has been demonstrated in section 4.11 under the results on the overall purpose of the study. The second part was to test whether the relationship between the two constructs were moderated by internal capacity of BOMs. This involved testing the research question number five that stated, *does the internal capacity of BOM moderate the relationship between the school governance practices and financial management in public secondary schools in Kericho County?*

#### **4.13.1 Research Question Five on Internal Capacity of BOMs**

In this study, the moderation effect of internal capacity of BOMs on the relationship between school governance practices and financial management was conducted using a moderated multivariate ordinal logistic regression model. This was achieved by regression the overall multivariate logistic regression model together with the interaction terms which was based on the internal capacity of BOMs. As such, the model fitting information which utilizes Chi-square likelihood ratio and goodness of fit were computed using SPSS. In moderated multivariate ordinal logistic regression model, the significant value in the model fitting information was expected to be less than 0.05 ( $p = \leq 0.05$ ). The decision criteria used in assessing the goodness of fit that the P-value to be greater than 0.05 ( $p = >0.05$ ). The inclusion of interaction terms, that is, internal capacity of BOMs in the multivariate ordinal logistic regression model was useful in determining the statistical significance arising from the interaction term. The results helped the study to conclude whether internal capacity of BOMs moderated the effect of school governance practices on financial management in public secondary schools in Kericho County. The results of the moderated multivariate ordinal logistic regression model based on data from principals, school bursars and students' presidents are shown in Tables 4.37.

**Table 4. 37*****Model Fitting Information on School Governance Practices and Financial Management***

		-2 Log			
	Model	Likelihood	Chi-Square	df	Sig.
<b>Principals</b>	Intercept Only	352.064			
	Final	338.454	13.610	5	.018
		-2 Log			
<b>School Bursars</b>	Model	Likelihood	Chi-Square	df	Sig.
	Intercept Only	229.329			
	Final	168.101	61.228	6	.000
		-2 Log			
<b>Students</b>	Model	Likelihood	Chi-Square	df	Sig.
	Intercept Only	273.417			
<b>Presidents</b>	Final	205.376	68.041	6	.000

Link function: Logit.

The findings in Table 4.37 shows that the entire final model is significant,  $\chi^2 (5) = 13.610$ ,  $p < 0.05$  based on data from principals;  $\chi^2 (6) = 61.228$ ,  $p < 0.05$  based on data from school bursars, and  $\chi^2 (6) = 68.041$ ,  $p < 0.05$  based on data from students' presidents. The model fitting information shows the significance of the predictive capacity of the overall model, which include the interaction term. This indicates that internal capacity of BOMs has predicative capacity on financial management.

The study went to establish the goodness of fit with the moderated multivariate ordinal logistic regression model. In this case, the Pearson Chi-square goodness-of-fit test was used to determine whether the model exhibit good fit of the data. The rule of thumb is to reject the underlying null hypothesis whenever P value is less than 0.05. The null hypothesis state that the observed data is having goodness of fit with the fitted model. Table 4.38 shows the result on goodness-of-fit for the moderated multivariate ordinal logistic regression model.

**Table 4. 38*****Goodness-of-fit Regarding School Governance Practices and Financial Management***

		Chi-Square	df	Sig.
<b>Principals</b>	Pearson	1063.335	1051	.389
	Deviance	337.068	1051	1.000
<b>School Bursars</b>		Chi-Square	df	Sig.
	Pearson	366.042	489	1.000
	Deviance	168.101	489	1.000
<b>Students</b>		Chi-Square	df	Sig.
<b>Presidents</b>	Pearson	566.570	552	.325
	Deviance	205.376	552	1.000

Link function: Logit.

According to the findings in Table 4.38, the goodness of fit is,  $\chi^2$  (df 1051) = 1063.335;  $p = .389$ ;  $\chi^2$  (df 489) = 366.042,  $p = 1.000$  and  $\chi^2$  (df 552) = 566.570,  $p = 1.000$  for principals, school bursars and students' presidents respectively. Consequently, the study failed to reject the null hypothesis that, the observed data for principals, school bursars and students' presidents had goodness of fit with the fitted model. This meant that the model for all the categories of respondents, that is, principals, school bursars, students' presidents plus the interaction terms based on internal capacity of BOMs fitted the data very well. This indicated that the data that contained interaction terms based on internal capacity of BOMs was reliable and fit for predicting management of public secondary schools finances in Kericho County.

The study went ahead to interpret the values in the parameter estimates table. The parameter estimates shows how each predictor variable which include interaction terms based on internal capacity of BOMs is influencing the dependent variable in the combined moderated multivariate ordinal logistic regression model. The parameter estimates of the model based on data from principals, school bursars and students' presidents are shown in Table 4.39.

**Table 4. 39**

***Parameter Estimates Regarding School Governance Practices and Financial Management***

		<i>Principals' moderator Parameter Estimates</i>						95% CI		
		Estimate	Std. Error	Wald	df	Sig.	Exp_B	Lower Bound	Upper Bound	
Location	X1	2.938	1.686	3.037	1	.081	18.873	-.366	6.242	
	X2	2.754	1.788	2.371	1	.124	15.706	-.751	6.259	
	X3	2.308	1.683	1.882	1	.170	10.058	-.989	5.606	
	X4	2.281	1.738	1.721	1	.190	9.782	-1.126	5.688	
	Moderator	6.752	6.620	1.040	1	.308	856.082	-6.223	19.728	
	Interationterms	-1.926	1.612	1.427	1	.232	.146	-5.086	1.234	
		<i>School Bursars' Moderator Parameter Estimates</i>						95% CI		
		Estimate	Std. Error	Wald	df	Sig.	Exp_B	Lower Bound	Upper Bound	
Location	X1	1.414	1.786	.627	1	.429	4.113	-2.087	4.915	
	X2	2.169	1.678	1.671	1	.196	8.751	-1.120	5.458	
	X3	-.019	1.528	.000	1	.990	1.981	-3.013	2.975	
	X4	2.259	1.551	2.121	1	.145	9.576	-.781	5.300	
	Moderator	2.903	6.437	.203	1	.652	18.220	-9.715	15.520	
	Interaction_terms	-.279	1.580	.031	1	.860	.757	-3.377	2.818	
		<i>Students presidents' Parameter Estimates</i>						95% CI		
		Estimate	Std. Error	Wald	df	Sig.	Exp_B	Lower Bound	Upper Bound	
Location	X1	1.160	.996	1.356	1	.244	3.191	-.792	3.113	
	X2	2.741	1.032	7.053	1	.008	15.509	.718	4.765	
	X3	.223	.786	.080	1	.777	1.249	-1.318	1.763	
	X4	.435	.749	.337	1	.562	1.545	-1.034	1.904	
	Moderator	3.185	3.508	.824	1	.364	24.163	-3.690	10.060	
	Interaction_terms	-.525	1.009	.271	1	.603	.592	-2.502	1.453	

Link function: Logit.

From Table 4.39, the exponential Exp(B) column shows the odds ratios indicate the multiplicative effect in the odds. An odds ratio > 1 suggests an increasing probability of being in a higher level on the dependent variable as values on an independent variable increases;

whereas, the opposite is also true. The estimates values and odd values together with their 95% confidence intervals in this case are critical in showing whether the model plus interaction term influence the financial management. Results show that the odds ratio is  $> 1$  based on data from principals, school bursars and students' presidents. This indicates an increasing probability of falling on the higher level of school governance practices on finance management without the interaction term. However, the results for the interaction terms based on internal capacity of BOMs show odds ratio that is  $< 1$ . This meant that with a presence of a moderator in the moderated multivariate ordinal logistic regression model, there is low probability of change in the likelihood of being in a higher category value on financial management. In that connection, the study concluded that the internal capacity of BOMs does not moderate the relationship between school governance practices and finance management in government high schools in Kericho County. Previously, there is no existing research that had been conducted on the moderating influence of BOM internal capacities on the relationship between school governance practices and financial management in secondary school. However a significance relationship has been noted between adequate skills, record keeping, financial controls, and their influence in financial management (Huaisheng et al., 2019; Boma, 2019; Gori, 2019).

The findings indicate that although the school governance practices are individually and jointly strong predictors of financial management, the addition of internal capacity of BOMs into the combined model does not strengthen the predictive capacity of the moderated multivariate ordinal logistic regression model. With reference to descriptive and qualitative results presented and discussed in section 4.9, aspects of internal capacity of BOMs are crucial in ensuring prudence in financial management although their moderating influence on the relationship between school governance practices and financial management is not statistically significant. This meant that that measures to strengthen the internal capacity of

BOMs were still required although not statistically significant. Despite the lack of appropriate studies comparing or contrasting these findings, the influential contributions of systems and participatory leadership theories are recognized. This is because, effective management of finances in secondary school relies on the management and availability of resources, accountability, transparency, evidence of participatory decision-making and good governance which work best when the concerned stakeholders have the required competencies. Therefore, these theories were valuable in addressing the study constructs.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter captures the entire study by providing summary on the findings derived from chapter four, conclusions and giving recommendations. The study was set out to evaluate how school governance influence prudence in management of finances in public high schools in Kericho County. This was achieved through investigating aspects of school governance practices that included: financial control, financial reporting, participatory decision making and governance documentation. The study further investigated the moderating role of internal capacity of BOM between school governance practices and financial management. The study utilized systems theory and participative leadership theory in explaining the phenomenon. It utilized concurrent nested research design and collected from 361 respondents comprising of 72 principals, 72 bursars, 72 BOM chairpersons, 72 school presidents and 1 county school auditor. Data were gathered by means of questionnaires for principals, bursars and student presidents and interview schedules for BOM chairpersons and county school auditor. Descriptive statistics and inferential analysis were employed on quantitative data while thematic analysis was applied on qualitative data.

#### **5.2 Summary of Findings of the Study**

The findings were summarized based on the main sections of the results. Firstly, a summary was provided on the response rate, indicating the percentage of participants who completed the study. Next, the background information of the respondents was summarized, including their demographic details and other relevant characteristics. Finally, a summary was presented based on the variables investigated in the study, highlighting the key findings and outcomes related to each variable.

### **5.2.1 Summary on Response Rates**

The study achieved an overall response rate of 213 (88.4%); who constituted 68 principals (94.4%), 57 bursars (79.1%), 68 students' presidents (94.4%), 19 BOM chairpersons (79.1%), and 1 county school auditor (100%). The response rate was regarded adequate for the study.

### **5.2.2 Summary on Background Information of Respondents**

Concerning principals, there was gender imbalance where female principals were approximately a quarter, 18 (26.5%), while the male principals were 50 (73.5%). On aspect of the highest education qualification, the study noted 44 (64.7%) principals had undergraduate degree, and that majority, 45(66.2%) had worked in the current station between 1 and 5 years. The female bursars were approximately a quarter, 14 (24.6%), while male bursars were 43 (74.4%). The school bursars were moderately educated. Most bursars 26 (45.6%) had professional certificates; while, 17 (29.8%) had undergraduate degree. The results indicated that the majority of school bursars, 26(45.6%) had an experience of between 6 and 10 years. Those who had an experience of between 1 and 5 years were 18(31.6%), while only 4(7%) had worked less than a year.

On students' presidents, there was a higher representation of males compared to females. Students' presidents in public secondary schools in Kericho County. The female students' presidents were 14 (35.9%), while male students' presidents were 25 (64.1%). The study noted that the involvement of school prefects in BOM meetings was relatively low. This is because, half of the students' presidents, 23 (59%) indicated that they sometimes participated in BOMs meeting; 8 (20.5%) said all the times, while a similar number side that had never. Finally, the county school auditor had a 3-year experience in the office, hence he was a key informant in the study

Overview of key findings were drawn from the research and then presented according to the objectives of the study. A highlight on the profiles of respondents has been presented first.

### **5.2.3 Financial Management in Public Secondary Schools in Kericho County**

The management of finances in government secondary schools in Kericho County was the center of discussion in this study considering it was the dependent variable. The study noted seven factors that were deemed influential to financial management. These factors included adequate governance documentation, implementation of clear financial policies, participative decision-making process, employee training and development, good financial record keeping practices, educated and exposed BOM members and financial control measures.

However, management of finances in government secondary schools in Kericho County was facing several challenges at the implementation stage which was attributed to delays in disbursement of funds from the government to schools, inadequate qualified staff, inadequate adoption of ICT, frequent change of government policies, and weak involvement of stakeholders.

### **5.2.4 Financial Control in Public Secondary Schools**

The first objective was set out to examine the influence of financial control on financial management in government secondary schools in Kericho County. The study's findings noted that many government secondary schools had established financial control measures and systems which to a great extent reduced the risk of funds misappropriation in the schools. For instance, the BOM members were tasked with overseeing, confirming, monitoring, establishing control measures, providing directions and ensuring school funds were properly utilized. Furthermore, the government through the Ministry of Education and treasury established frameworks such as PFM, PPADA circulars, IPSAS standards and other policy guidelines to ensure effective financial control in public secondary schools. The

implementation of the guidelines required adequate staffing. This posed a great challenge considering that there was only one County school auditor in charge of all government high schools in the county. The study noted that overcoming the challenges facing implementation of the stipulated policies and achieving full compliance with the guidelines would ultimately lead to good financial control, hence, prudent financial management. According to the results, there was a statistically substantial positive correlation between financial control measures and financial management.

#### **5.2.5 Financial Reporting in Public Secondary Schools**

This was the second objective which aimed to determine the influence of financial reporting on management of finances in government secondary schools in Kericho County. The results of the study indicated that reporting of financial performance followed the stipulated guidelines and policies put in place. The study further noted that there was transparency in financial reporting among the stakeholders. Similarly, the BOM members noted that they ensured good financial reporting by embracing good book keeping practices, cash flow accounting systems, establishing knowledgeable finance committee and monitoring of the financial statements. The annual report of the financial statements in government high schools were prepared annually by the county school auditor and thus facilitated effective financial reporting in government secondary schools which further influenced financial management. In answering research question two, the study noted that, there was a statistically significant positive correlation between financial reporting and financial management.

#### **5.2.6 Participatory Decision-Making in Public Secondary Schools**

The third objective was to examine the influence of decision-making on management of finances in government secondary schools in Kericho County. The outcomes of this study revealed that the participation of all stakeholders in financial matters in the school was moderate. Regardless of established mechanisms and policies in involving stakeholders in

planning, controlling and implementation of school financial plan, 69.1% of the principals solely made the decisions pertaining school funds. The principals argued that stakeholders were involved mostly in budget preparation, where, department, BOM and AGM were involved. However, the process negated their involvement in the implementation in some areas, for example in procurement. Moreover, students' presidents were not involved in decision-making regarding the financial matters in the school. The study further noted significant benefits which were associated with participatory decision-making. These included reducing financial management risks, promoting collaboration from parents and other stakeholders; minimizing conflicts of interests and improving service delivery among others. Thus, the levels of participatory decision making affected management of funds in government secondary schools. This indicated that there was a statistically substantial positive correlation between participatory decision-making and management of finances.

#### **5.2.7 Governance Documentation Practice in Public Secondary Schools**

The fourth objective was about assessing the influence of governance documentation on management of finances in government high schools in Kericho County. Four aspects of governance documentation were noticed which had significant influence on financial management in public secondary schools. The aspects included good record keeping of financial information, presence of security systems that protects financial records, clear standardized operational framework that guides on financial matters and establishment of financial record management practices in public secondary schools. Several measures were put in place to ensure quality governance documentation in several public secondary schools. These were: annual auditing of financial records, strict adherence to procurement laws and procedures and embracing technology in receiving and disbursing funds in secondary schools. The findings also indicated clearly that the BOM members in collaboration with the county school auditor were responsible for implementation of the measures in public secondary

schools. Thus, the study noted that there was a statistically significant positive correlation between governance documentation practice and financial management.

### **5.2.8 Internal Capacity of BOM in Public Secondary Schools**

The study further determined the moderating role of internal capacity of BOM on the relationship between school governance practices and management of finances in government secondary schools in Kericho County. The results of the study noted that financial management discipline was a key element that all BoM members were expected to be fully conversant. This was amplified the need for BOM members having not only the knowledge on financial matters but also the skills in managing the school funds. The study identified key financial management roles of BOM that included fiscal resources management, funds rationalization, monitoring and oversight role; making key financial decisions, implementation of approved budget and formulation of fiscal policy. Effective performance of these roles was curtailed considering that several BOM members in public secondary schools had low skills and knowledge on financial management. The situation was blamed on lack of structured guidance on equipping BOM members with required skills and knowledge on financial management. The study noted that internal capacity building of BOM members was necessary towards achieving effective management of school finances.

### **5.2.9 Overall Summary**

The purpose of the study was to assess the influence of school governance practices on financial management as well as the moderating influence of internal capacity of BOM on school governance practices and management of finances in government high schools in Kericho County. The findings of multiple linear regression show that all the four aspects of school governance practices investigated in the study; that is, financial control, financial reporting, and participatory decision-making and governance documentation practices had statistically substantial influence in determining financial management in government high

schools in Kericho county. However, the results of regression weights indicated that although the four predictor variables were jointly statistically significant in a combined model, the most significant ones were financial control, financial reporting practices and governance documentation practices in management of finances in government secondary schools in Kericho County. The study further noted that internal capacity of BOM failed to moderate the relationship between school governance practices and financial management.

### **5.3 Conclusions**

The prudent financial management is crucial in every public secondary school. It requires a concerted effort of all stakeholders. The effectiveness of financial management was characterized by adequate governance documentation, implementation of clear financial policies, participative decision making process, employee training and development, good financial record keeping practices, educated and exposed BOM members and financial control measures. Other crucial aspects needed are knowledgeable and skilled principals, accounting staff and BOMs members whose deficiency was evident in some government high schools in Kericho County. It was clear that some guidelines and policy on financial management existed but there was weak implementation mechanisms arising from delays in disbursement of funds from the government to schools, inadequate qualified staff, inadequate adoption of ICT, frequent change of government policies, and weak involvement of stakeholders. The conclusion made regarding each objective is stipulated below.

#### **5.3.1 Financial Control of Public Secondary Schools**

Regarding the first objective, the study noted that financial control had substantial influence on financial management in government secondary schools. The establishment of financial control systems and measures in public secondary schools played part in reducing misappropriation of funds; hence, resulting into prudent financial management. The weighty

responsibility of financial control was shouldered on principals, school bursars and BOMs. The Ministry of Education also noted having a crucial role in establishing frameworks and guidelines on financial control measures across all public secondary schools.

### **5.3.2 Governance Documentation**

The governance documentation practice was found to be substantially significant in influencing management of finances in government secondary schools in Kericho County. Some public high schools had established measures such as annual auditing of financial records, strict adherence to procurement laws and procedures and embracing technology in receiving and disbursing funds. These measures influenced governance documentation practice which in turn influenced financial management in government high schools.

### **5.3.3 Financial Reporting**

Financial reporting was statistically significant in influencing financial management in government high schools in Kericho County. Good financial reporting involve ensuring good book keeping practices, cash flow accounting, ensuring knowledgeable finance committee, monitoring strictly the financial statements and preparing annual report of the financial statements. The adoption of these measures would enhance transparency in financial reporting, which was critical in fostering prudent management of finances in government secondary schools.

### **5.3.4 Participatory Decision Making**

Concerning objective three, the participatory decision-making was conclusively found to be significant in influencing management of finances in government high schools in Kericho County. Nevertheless, there were low levels of participatory decision-making in public high schools which deprived the most schools significant benefits such as reducing financial

management risks, promoting collaboration from parents and other stakeholders, minimizing conflicts of interests and improving service delivery among others. Regardless of low participatory levels in decision making of all the stakeholders, the variable was weighty in influencing financial management.

### **5.3.5 The Internal Capacity of BOMs in Public Secondary Schools**

The moderating role of internal capacity of BOMs was found to be insignificant in influencing the relationship between school governance practices and financial management in public secondary schools in Kericho County. This was mainly because effective financial management was dependent on management and availability of resources, transparency, participatory decision-making, accountability, evidence and these were greatly influenced by competency of stakeholders.

### **5.3.6 The Internal Capacity of BOMs in Public Secondary Schools**

## **5.4 Recommendations**

The study drafted some recommendations based on the findings, and further described the implication of the results on theories, policies and practices. The recommendations provided here in this sub-section are organized according to the objective of the study.

### **5.4.1 Recommendations on Public Secondary Schools Financial Control**

Controlling finances in schools eliminate the chances of misappropriation of funds and bursars are held accountable in case of misuse of funds. Thus, the study noted the need for autonomy, power, responsibility and the place of bursar in management hierarchy to be established. This will not only increase transparency on the allocation of funds but also result into increase accountability and responsibility in financial reporting and record keeping. The study however noted that, adhering to financial control measures was a challenge and thus, it recommends

that bursars should be encouraged to adhere to public procurement regulation plan for better implementation of financial management in public secondary schools.

#### **5.4.2 Recommendations on Public Secondary Schools Participatory Decision-Making**

The involvement of stakeholders was essential in financial management through budget implementation and procurement. However, the level of their involvement was reported to be low as principals predominated many aspects of decision making which required other stakeholders' participation. This proved to be case regardless of the existence of policies and procedures regarding financial decision making. The low involvement of stakeholders implied the need to involve all stakeholders in decision making on matters regarding management of finances in schools. Furthermore, collaborative involvement called upon the need to define clear roles and responsibilities for all school stakeholders in order to achieve effective financial management.

#### **5.4.3 Recommendations on Public Secondary Schools Governance Documentation Practice**

The importance of governance documentation practice in financial management noted the need for policy to guide on the adoption of financial record management. Furthermore, the study indicated the need for strict adherence to budget which will lead to quality governance documentation practices. This will in turn minimize misappropriation of funds in schools.

Optimum governance documentation requires good record keeping of financial information. Thus, the study recommends that technology should be employed by MOE in keeping track of disbursement and allocation of funds by adopting integrated financial control systems in government secondary schools.

#### **5.4.4 Recommendations on Public Secondary Schools Financial Reporting**

As evidenced in the study, the level of financial reporting was weak as stakeholders indicated reasonable disclosure of financial information. Therefore, this points to the need for principals to make more effort in establishing financial reporting systems such as automated system of reporting financial information. The study further recommends that accounting officers should be remunerated as per qualification in order to encourage the bursars to keep good records of finances for annual auditing.

#### **5.4.5 Recommendations on Public Secondary Schools Financial Management**

Poor financial management indicates the need to enforce good policies and well documented control systems in schools which provides guidance to staff and officers involved in handling financial matters in the school. The issue of staff lacking knowledge and skills in handling financial issues also featured predominantly indicating the need for retooling the staff. Therefore, the principals should organize training sessions for continuous professional development of the bursars which re-sharpens their skills and in turn makes them valuable and relevant in management of finances.

#### **5.4.6 Recommendations on Internal Capacity of BOMs in Public Secondary Schools**

The importance of internal capacity of BOM in moderating financial management and school governance practices underscores the need for the Ministry of Education to revise appointment criteria and requirements for BOM members. The BOM played a critical role in financial management such as fiscal resources management, funds rationalization, monitoring and oversight role, making key financial decisions, enforcing implementation of the approved budget, and formulation of fiscal policy. These roles imply a need for a well-versed committee membership that results in sufficient internal capacities hence effective financial management.

Lastly, the government through the Ministry of Education should establish and enforce guidelines of financial policies that influence organizing, planning, controlling and directing the financial activities in public secondary schools at all times. Through employment of internal school auditors and procurement officers.

#### **5.4.7 Implications of the Findings on Theories**

The findings of the study concluded that the school governance practices had positive and substantial influence on management of finances in government secondary schools in Kericho County. These findings supported the argument drawn from systems theory and participative leadership theory that underpinned the importance of parts of a system working together for the benefit of the entire unit. The findings from the studies reviewed in chapter two are in line with the findings from data analysis where both support the argument that school governance practices influence financial management in government secondary schools.

#### **5.4.8 Implications of the Findings on Practices and Policies**

The findings of the study have implications on the policies and practices of the selection of BOM members as committee members by the Ministry of Education are encouraged to revise appointment criteria and requirements for BOM members who are educated and knowledgeable on financial matters. The study further has an implication on the government, which through the ministry of education should develop public procurement regulation plan that is to be followed by the school bursars.

The study implicates the school finances by urging the principals to fund the training sessions of school bursars to make them more effective in financial management. The proposed changes encourage a drastic policy shift by supporting autonomy and clearly defining responsibilities of bursars in government high schools.

## **5.5 Recommendations for further Studies**

Considering the findings which have underscored the prevalence of deficiencies in financial management and also school governance strategies, the study, drafted the following recommendations for further studies:

- i. The study observed that participatory decision-making played a significant role in the management of government secondary school finances. However, the specific reasons for denial of participation and access to financial records and minutes by the stakeholders was not ascertained in this study. Hence, an additional study should be undertaken to examine the potential factors behind this disparity and factors behind the little involvement and accessibility to financial records and minutes of stakeholders on the same.
- ii. The study investigated the financial management phenomena and discovered that competencies, professionalism and training for financial accounting stakeholders was very crucial. A wider study can be carried out to investigate this further and even recommend a training module for principals, bursars, BOMs, accountants and student presidents.
- iii. The study recommended the adoption school governance practices for improving financial management in government high schools. Further study should therefore be done to private secondary schools to compare the same.

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## APPENDICES

### APPENDIX I: INTRODUCTION LETTER

KENYA METHODIST UNIVERSITY  
P.O. BOX 267 -60200  
MERU

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: RESEARCH VISIT TO YOUR SCHOOL**

I am a Post Graduate Student at KEMU University. I am conducting a study on the evaluation of governance practices on the management of public secondary schools in Kericho County, Kenya. The respondents for the study are principals and teachers in Kericho County.

The purpose of this letter is to seek your participation in the study. The information gathered from respondents will be used for purposes of this study only. To ensure confidentiality of your identity, please do not write your name on the questionnaires.

Thank you for your co-operation.

Yours Faithfully,

**Zachary Muturi**

**Reg. No : EDU-4-0529/1/2019**

**Cell: 0728 535 268**

## APPENDIX II: QUESTIONNAIRE FOR THE PRINCIPALS

### INSTRUCTIONS

You are kindly requested to complete this questionnaire honestly by inserting a tick (✓) against your option in the appropriate box and offer explanations for the questions that require your answer through a word of explanation. For confidentiality purposes, you need not write your name on the questionnaires. Thank you for your anticipated cooperation.

#### Section A. Demographic Data

1) . Please indicate your gender:

Female [    ]

Male [    ]

2) Please indicate your highest professional qualifications.

KCPE Certificate [    ]

KSCE Certificate [    ]

Certificate [    ]

Diploma in Education [    ]

Undergraduate degree [    ]

Undergraduate degree with a post graduate diploma [    ]

Masters' degree [    ]

PhD [    ]

3) For how long have you served here?

Less than a year [    ]

Between 1- 5 years [    ]

Between 6-10 years [    ]

Between 11-15 years [    ]

Between 16- 20 years [    ]

Over 20 years [    ]

4) Please indicate the category of your school.

Mixed day and boarding [ ]

Boys Boarding [ ]

Girls Boarding [ ]

Boys day [ ]

Girls' day and boarding [ ]

Mixed boarding [ ]

Boys' day and Boarding [ ]

Mixed day [ ]

**Section B: Financial Management in Public Secondary Schools**

5) Indicate by ticking (√) the extent to which you agree or disagree with each sentiment relating to financial management in secondary schools such that, SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	Investment in financial employee training and development in public secondary schools banks contributes to the achievement of financial management					
2	Financial control among secondary schools possesses influence on financial management					
3	Engagement of employees performing financial oriented tasks in the school of contributes to improved financial management					
4	Strong and adequate governance documentation possesses positive effect on financial management					
5	Enacted and implementation of appropriate legislation accounting policies and standards					

	possess positive influence on school financial management					
6	Supportive leadership influence school financial management					
7	Educated and well exposed BOM members possess the potential to influence the school financial control, decision-making, documentation and reporting practices					
88	Regular auditing have influence on the school financial management					
99	Adequate financial record keeping practises have influence on the financial management of public secondary schools					
110	Financial transparency and accountability achieved through stakeholder participation on both decision-making and availing financial communication possesses no influence on school financial management					

6) Provide your suggestions on what should be done to improve financial management in in this secondary school.

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### Section C: Financial Control

7) Kindly, indicate by ticking (√) the extent to which you agree or disagree with each statement provided below on financial control match in your school such that; SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	We have appropriate management committees in-charge and responsible for current expenditures					
2	Our school had adopted and implemented appropriate legislative and operational frameworks guiding how our finances are controlled					
3	Our school finance docket is regularly audited by the set internal and external auditors by the ministry of education					
4	We are trained through seminars and workshops on how to ensure financial control of our school					
5	All school stakeholders have rights or authorization of access to our school financial records					
6	We have a designated place that is secure for housing our financial records for the school					
	We normally stick to the budgetary provisions in the utilisation of funds in our school					
7	All the financial management stakeholders such as the principal and the BOM are usually informed about the school financial status					

8) Suggest how else do you ensure control of your schools' financial resources

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**Section D: Financial Reporting**

9) In this section, use the scale 1 = Strongly Disagree (SD) 2 = Disagree (D) 3 = Neutral (N) 4 = Agree (S) 5 = Strongly Agree (SA) to show the extent of your agreement or disagreement with respect to financial reporting in ensuring financial management in your school.

	<b>STATEMENTS</b>	<b>SD(1)</b>	<b>D(2)</b>	<b>N(3)</b>	<b>A(4)</b>	<b>SA(5)</b>
1	Our school is usually regularly audited by the authorized auditors					
2	Financial status of the school is availed to the authorized stakeholders					
3	Our staff are trained on financial reporting					
4	Our school usually comply with school regulations on financial reporting					
5	Financial statements are usually presented to authorized stakeholders					
6	The school has a clear guidelines on reporting its financial performance					

10) What other ways you may utilize to achieve quality financial reporting in your school

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**Section E: Participatory Decision Making**

11) Please, indicate by ticking(√) whether you Strongly Disagree (SD), Disagree (D), No Opinion (NO), Agree (A), Strongly Agree (SA), regarding each of the following statements in relation to the participatory decision-making and how it influences financial management in your secondary school.

	<b>Statements</b>	<b>SD(1)</b>	<b>D(2)</b>	<b>N(3)</b>	<b>A(4)</b>	<b>SA(5)</b>
1	The principal delegates financial responsibilities and obligations					
2	Many decisions pertaining school funds are made by the principal					
3	We involve all stakeholders when making financial decisions					
4	I am actively involved in planning, controlling, implementing financial plan					
5	We normally outsource for accounting experts					
6	Stakeholders are aware of how the school funds are utilized					
7	Each stakeholder has been assigned a financial duty in the decision making process					
8	We have written policies and procedures regarding decision-making					

12) Which ways help you ensure smooth participatory decision-making regarding the management of finances in your school?

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**Section F: Governance Documentation Practice**

13) In this section, tick where your best opinion lies ((√)) while making use of this scale; scale 1 = Strongly Disagree (SD) 2 = Disagree (D) 3 = Neutral (N) 4 = Agree (S) 5 = Strongly Agree (SA) to show the extent of agreement or disagreement with the given statements on governance documentation on financial management in your school.

	Statements	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	We have good record keeping of all the financial information					
2	All the financial records we create, use, and store abide by the international public sector accounting standards					
3	We have clear operational framework that guide our financial documentation activities					
4	We have a policy on financial documentations at our school					
5	We have a committee which oversees our financial documentation					
6	The external auditor appraises our financial record keeping					
7	Our school has a record management policy and retention schedule					

14) What mechanisms do you employ to ensure quality governance documentation of your financial records so as to achieve financial management in your school?

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**Section G: Internal Capacity of BOM**

15) Please, indicate by ticking (√) the extent to which you agree or disagree with each sentiment provided below with regard to the internal capacity of BOM construct in your secondary school; SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

No	Sentiments on Internal Capacity of BOM	SD(1)	D(2)	N(3)	A(4)	SA(5)
1.	Our BOM officials possess adequate knowledge and skills on financial management					
2.	BOM's knowledge in financial matters influence the school governance practices					
3.	BOM members have training on financial management					
4.	Financial discipline is considered during appointment of BOM members					
5.	BOM have clear fiscal roles					
6.	There is a policy guiding BOM appointment and procedure					

16) What do you think is the role of BOM members in averting faulty financial management in secondary schools?

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**Thank you for your cooperation**

## APPENDIX III: QUESTIONNAIRE FOR THE SCHOOL BURSARS

### INSTRUCTIONS

You are kindly requested to complete this questionnaire honestly by inserting a tick (✓) against your option in the appropriate box and offer explanations for the questions that require your answer through a word of explanation. For confidentiality purposes, you need not write your name on the questionnaires. Thank you for your anticipated cooperation

### Section A. Demographic Data

1) Please indicate your gender:

Female [    ]

Male [    ]

2) Please indicate your highest level of academic and professional qualifications.

KCPE Certificate [    ]

KSCE Certificate [    ]

Certificate [    ]

Diploma in Education [    ]

Undergraduate degree [    ]

Undergraduate degree with a post graduate diploma [    ]

Masters' degree [    ]

PhD [    ]

3) For how long have you served as the school bursar here?

Less than a year [    ]

Between 1- 5 years [    ]

Between 6-10 years [    ]

Between 11-15 years [    ]

Between 16- 20 years [    ]

Over 20 years [    ]

**Section B: Financial Management in Public Secondary Schools**

4) Indicate by ticking (√) the extent to which you agree or disagree with each sentiment relating to financial management in secondary schools such that, SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	Good training among financial stakeholders attracts prudent financial management					
2	Full financial control significantly influences school financial management					
3	Implementation of clear financial policies influences better financial management in our school					
4	Participatory decision-making influences financial management					
5	My good record keeping practices influences the school financial management					

5) Provide your suggestions on what should be done to improve financial management in in this secondary school.

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**Section C: Financial Control**

6) Kindly, indicate by ticking (√) the extent to which you agree or disagree with each statement provided below on financial control match in your school such that; SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	I have access and authorization to control how school finances are sourced, utilized, reported and managed					
2	I am well trained on regular basis on financial control matters					
3	During my appointment I was given a clear job description on the duties I am to undertake for this school					
4	When hiring bursars in this school, the academic and professional qualification are not taken too serious					
5	I am aware of the financial control practices embraced by this school					

7) How do you contribute to financial control as the bursar of this institution?

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**Section D: Financial Reporting**

8) In this section, use the scale 1 = Strongly Disagree (SD) 2 = Disagree (D) 3 = Neutral (N) 4 = Agree (S) 5 = Strongly Agree (SA) to show the extent of your agreement or disagreement with respect to financial reporting in ensuring financial management in your school.

	<b>Statements</b>	<b>SD(1)</b>	<b>D(2)</b>	<b>N(3)</b>	<b>A(4)</b>	<b>SA(5)</b>
1	I avail school records for auditing annually					
2	I am aware of the guidelines for reporting school financial status to the stakeholders					
3	I am skilled and equipped on reporting of financial information					
4	We disclose to students and parents how their tuition fees are utilized					
5	We have a policy that help to ensure quality of reporting school financial position to stakeholders					

9) What other ways you may utilize to achieve quality financial reporting in your school

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### Section E: Participatory Decision Making

10) Please, indicate by ticking(√) whether you Strongly Disagree (SD), Disagree (D), No Opinion (NO), Agree (A), Strongly Agree (SA), regarding each of the following statements in relation to the participatory decision-making and how it influences financial management in your secondary school.

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	I usually receive invitation to attend BOM meetings					
2	I am allowed to speak up, contribute ideas and opinions regarding school finances during the BOM meetings					
3	I am usually consulted by the principal and financial committees before a financial decision is made					
4	I am allowed to access minutes taken during BOM meetings					

### Section F: Governance Documentation Practice

11) In this section, tick where your best opinion lies ((√)) while making use of this scale; scale 1 = Strongly Disagree (SD) 2 = Disagree (D) 3 = Neutral (N) 4 = Agree (S) 5 = Strongly Agree (SA) to show the extent of agreement or disagreement with the given statements on governance documentation on financial management in your school.

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	I usually record all the financial decisions and transactions undertaken by the school					
2	The school has provided me with a clearly standardized operational framework for managing financial records					

3	There is adequate office space, equipment and infrastructure to store the school financial records					
4	We have a policy on financial documentations					
5	The school has a security system which ensure financial records are not accessed and manipulated by unauthorized personnel					

**Section G: Internal Capacity of BOM**

12) Please, indicate by ticking (√) the extent to which you agree or disagree with each sentiment provided below with regard to the internal capacity of BOM construct in your secondary school; SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

NO.	Sentiments on Internal Capacity of BOM	SD(1)	D(2)	N(3)	A(4)	SA(5)
1.	Our BOM officials possess adequate knowledge and skills on financial management					
2.	BOM's knowledge in financial matters influence the school governance practices					
3.	BOM members have training on financial management					
4.	Financial discipline is considered during appointment of BOM members					
5.	BOM have clear fiscal roles					
6.	There is a policy guiding BOM appointment and procedure					

13) What do you think should be done to the school BOM members for them to be influential in impacting both the school governance practices and financial management in secondary schools?

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**Thank you for your cooperation**

## APPENDIX IV: QUESTIONNAIRE FOR THE STUDENT PRESIDENT

### INSTRUCTIONS

You are kindly requested to complete this questionnaire honestly by inserting a tick (√) against your option in the appropriate box and offer explanations for the questions that require your answer through a word of explanation. For confidentiality purposes, you need not write your name on the questionnaires. Thank you for your anticipated cooperation

### Section A. Demographic Data

Please indicate your gender:

Female [    ]

Male [    ]

1. Please indicate your class.

Form Two [    ]

Form Three [    ]

Form Four [    ]

2. How often is the school president involved in BOM meetings?

Never [    ]

Sometimes [    ]

All the times [    ]

## Section B: Financial Management in Public Secondary Schools

- 1) Indicate by ticking (√) the extent to which you agree or disagree with each statement relating to financial management in secondary schools such that, SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	The school financial governance practices practiced in our school are effective in impacting financial management					
2	The clearly implementation financial policies influences better financial management in our school					
3	The school good record keeping practices influences the school financial management					
4	My involvement in financial decision-making makes difference in how school finances are managed					

## Section C: Financial Control

- 2) In this section, indicate by ticking (√) the extent to which you agree or disagree with each statement provided below on financial control match in your school such that; SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	Our school operations are always guided by the set budget					
2	I am aware of the strategies my school utilizes to achieve financial control					
3	We are allowed to access our school financial records					
4	There is good control on how school finances are sourced, utilized, reported and managed					

5	Financial control measures are emphasized during BOM meetings					
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### Section D: Financial Reporting

3) In this section, use the scale 1 = Strongly Disagree (SD)      2 = Disagree (D)

3 = Neutral (N)    4 = Agree (S) 5 = Strongly Agree (SA) to show the extent of your agreement or disagreement with respect to financial reporting in ensuring financial management in your school.

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	Our school presents its financial reports annually					
2	I am aware of the criteria followed when presenting the school financial status to the stakeholders					
3	The Ministry of Education school auditor comes to our school to audit our financial records					
4	Financial performance of our school is usually disclosed to students and parents					
5	We have a policy and clear criteria for ensuring quality and accuracy reporting of the school financial position					

### Section E: Participatory Decision Making

4) Please, indicate by ticking(√) whether you Strongly Disagree (SD), Disagree (D), No Opinion (NO), Agree (A), Strongly Agree (SA), regarding each of the following statements in relation to the participatory decision-making and how it influences financial management in your secondary school

NO.	Statements	SD(1)	D(2)	N(3)	A(4)	SA(5)
1.	The school student governing body are usually represented in the BOM					

2.	Our school involves parents, BOM, principal students leaders and other school stakeholders when making financial decisions					
3.	The school discloses to students and parents how tuition fees are utilized					
4.	The school discloses to students and parents how project fees are utilized					
5.	I am allowed to speak up, contribute ideas and opinions regarding school finances during the BOM meetings					
6.	I have the freedom to view the school financial records and minutes of BOM meetings on financial matters of the school					

**Section F: Governance Documentation Practice**

5) In this section, tick where your best opinion lies ((√) while making use of this scale; scale 1 = Strongly Disagree (SD) 2 = Disagree (D) 3 = Neutral (N) 4 = Agree (S) 5 = Strongly Agree (SA) to show the extent of agreement or disagreement with the given statements on governance documentation on financial management in your school.

NO.	STATEMENTS	SD(1)	D(2)	N(3)	A(4)	SA(5)
1	Our school embraces good documentation of financial records					
2	Student leaders have rights to access school financial records					
3	Our school implements clear standardized operational framework for financial records					
4	Our school has a security system which ensure financial records are not accessed and manipulated by unauthorized personnel					
5	The school has a policy on documentation of financial information					

6	The school has an established financial record management practices					
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### Section G: Internal Capacity of BOM

8) Please, indicate by ticking (√) the extent to which you agree or disagree with each sentiment provided below with regard to the internal capacity of BOM construct in your secondary school; SA = Strongly agree (5), A = Agree (4), N = Neutral (3), D = Disagree (2), SD = Strongly disagree (1).

NO.	Sentiments on Internal Capacity of BOM	SD(1)	D(2)	N(3)	A(4)	SA(5)
1.	Our BOM officials possess adequate knowledge and skills on financial management					
2.	BOM's knowledge in financial matters influence the school governance practices					
3.	BOM members have training on financial management					
4.	Financial discipline is considered during appointment of BOM members					
5.	BOM have clear fiscal roles					
6.	There is a policy guiding BOM appointment and procedure					
7.	In my opinion, the BOM members understand the financial reports presented during meetings					

**Thank you for your cooperation**

## **APPENDIX V: INTERVIEW SCHEDULE BOM CHAIRS**

### **SECTION A: Demographic Information**

- 1) For how long have you served as a BOM Chairperson in this secondary school?

### **SECTION B: Financial Management in Public Secondary Schools**

- 1) What specific role do you engage in as a BOM Chair to ensure the achievement of quality financial management in this public secondary school?
- 2) What is the status of your school in line with adopting school governance practices in response to achieving quality financial management?
- 3) As the BOM Chair of this public secondary school, explain what hinders your school from adopting prudent financial management to thrive while suggesting possible solutions that can solve the underlying problems.

### **SECTION C: Financial Control**

- 2) Please, explain the status of financial control practices in ensuring adequate financial management in your school.
- 3) Please explain what you do to ensure you are in full control of the school financial resources for effective financial management.

### **SECTION D: Financial Reporting**

- 4) As the BOM Chair in this secondary school, explain how you conduct financial reporting so as to foster financial management.
- 5) What challenges do you encounter in effecting financial reporting practice in your school?

### **SECTION E: Participatory Decision Making**

- 6) Describe the influence participatory decision-making has on financial management in the school you chair as the BOM.
- 7) Explain how you deal with participatory decision-making scenarios and inconsistencies so as to ensure adequate financial management of the school you are heading as BOM chair

### **SECTION F: Governance Documentation Practice**

- 8) Describe how governance documentation practice influences school financial management in your school.
- 9) How do you ensure optimum embrace of governance documentation practice in your BOM position so that it does not negatively affect financial management?

### **SECTION G: Internal Capacity of BOM Chairs**

- 10) As the BOM Chair of this school, explain how you get equipped with required skills to perform the tasks allocated to you with respect to achieve better financial management
- 11) Describe the role you play in ensuring a good culture of school governance practice in enhancing financial management.
- 12) Give a detailed elaboration of the position of internal capacity of BOM Chairs in moderating school governance practices and secondary school financial management
- 13) What challenges do you encounter in effecting your role?

**Thank you for your cooperation and time**

## **APPENDIX VI: INTERVIEW SCHEDULE FOR COUNTY SCHOOL AUDITOR**

### **SECTION A: Demographic Information**

- 1) For how long have you served as the county school auditor for this public secondary school?

### **SECTION B: Financial Management in Public Secondary Schools**

- 2) What is the status of this school in line with adopting school governance practices in response to achieving quality financial management?
- 3) As the school auditor in this public secondary school, explain what you think is hindering this school from complying with prudent financial management while suggesting possible solutions that can solve the underlying problems.

### **SECTION C: Financial Control**

- 4) Please, explain the criteria, standards, policies and frameworks you utilize to appraise the status of financial control practices in ensuring adequate financial management in this school.
- 5) What do you do to ensure the school complies with financial control practices once you notice non-adherence to the set standards?

### **SECTION D: Financial Reporting**

- 6) How do you report the financial status of the school you audit?
- 7) What constitute complete and comprehensive financial reporting when you are undertaking auditing of schools financial management compliance?
- 8) What challenges do you encounter in effecting financial reporting practice in secondary schools?

### **SECTION E: Participatory Decision Making**

- 9) Describe the influence participatory decision-making has on financial management in this school
- 10) What criteria do you utilize to check participatory decision-making practice when auditing the school for financial management compliance?

### **SECTION F: Governance Documentation Practice**

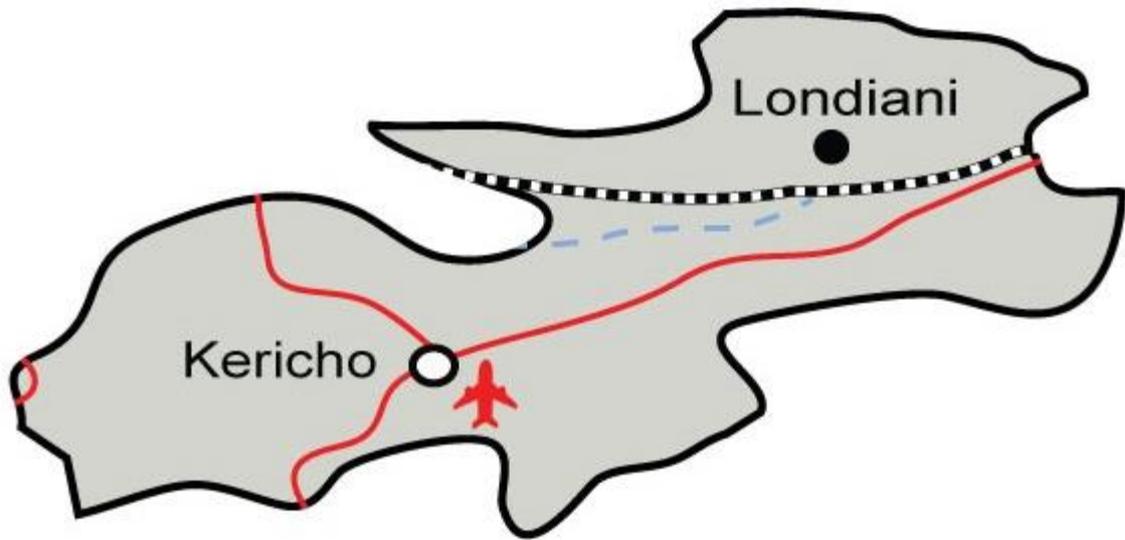
- 11) Describe how governance documentation practice influences school financial management in your school
- 12) What evidences do you critically look at when auditing the school for governance documentation compliance?

### **SECTION G: Internal Capacity of BOM Chairs**

- 13) Do you think well trained, skilled, knowledgeable and BOM professionalism moderate between the school governance practices and financial management in public secondary schools?

**Thank you for your cooperation and time**

APPENDIX VII: A MAP OF KERICHO COUNTY



## APPENDIX VIII: INTRODUCTION LETTER FROM KeMU



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya  
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162  
Email: [deanrd@kemu.ac.ke](mailto:deanrd@kemu.ac.ke)

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### DIRECTORATE OF POSTGRADUATE STUDIES

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August 3, 2022

Commission Secretary,  
National Commission for Science, Technology and Innovations,  
P.O. Box 30623-00100  
**NAIROBI.**

Dear Sir/Madam,

**RE: ZACHARY GITONGA MUTUIRI (REG. EDU-4-0529-1/2019)**

This is to confirm that the above named is a bona fide student of Kenya Methodist University, in the School of Education and Social Sciences, Department of Education undertaking a Doctoral Degree in Leadership and Education Management. He is conducting research on "Influence of School Governance Practices on Financial Management of Public Secondary Schools in Kericho County".

We confirm that his research proposal has been presented and approved by the University.

In this regard, we are requesting your office to issue a research license to enable him collect data.

Any assistance accorded to him will be appreciated.



**Dr. John Muchiri, Ph.D**  
**Director, Postgraduate Studies**

Cc: Dean SESS  
CoD, Education  
Postgraduate Co-ordinator-SESS  
Student Supervisors

**APPENDIX IX: NACOSTI RESEARCH PERMIT**


  
**REPUBLIC OF KENYA**


  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

**Date of Issue: 10/January/2023**

**RESEARCH LICENSE**



**This is to Certify that Mr. ZACHARY gitonga MUTURI of Kenya Methodist University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kericho on the topic: INFLUENCE OF SCHOOL GOVERNANCE PRACTICES ON FINANCIAL MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN KERICHO COUNTY, KENYA for the period ending : 10/January/2024.**

**License No: NACOSTI/P/23/19693**

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**Applicant Identification Number**

  
**Director General  
NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION.**

**Verification QR Code**



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