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**AN INVESTIGATION OF ROLE OF BOARDS OF MANAGEMENT IN
PROVISION OF QUALITY EDUCATION (CASE OF FINANCIAL
MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN GATANGA SUB
COUNTY IN MURANGA COUNTY, KENYA)**

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Master of Arts in Social Ministry with Specialization in

Governance

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DECLARATION

I, the undersigned, declare this thesis is basically my original work achieved through personal experience, hard work, thorough reading, consultation, research and reflection. This thesis is submitted in partial fulfillment of the requirements for Degree Master of Master arts in Governance. This work has not been presented to any College or University for academic credit. All the information obtained from other sources has been rightfully been acknowledged.

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Tangaza College

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ACRONYMS

ACECA	Anti-Corruption and Economic Crimes Act
AGV	Accomplishment of Great Vision
AUCPACC	African Unity Convention on the Prevention and Combating of Corruption
BOG	Board of Governors
BOM	Board of Management
CDF	Constituency Development Fund
CLARION	Centre for Law and Research International
CPI	Corruption Perception Index
DEO	District Education Offices
FPE	Free Primary Education
EMIS	Education Management Information System
FMA	Financial Management Act
GCE	Global Campaign for Education
GCR	Global Corruption Report
KACC	Kenya Anti-Corruption Commission
KANU	Kenya African National Union
KPA	Kenya Ports Authority
KR	Kenya Railways
MA	Master of Art

MDGs	Millennium Development Goals
MOE	Ministry of Education
MOEO	Ministry of Education Officials
MTEFs	Medium-Term Expenditure Frameworks
NAC	National Audit Commission
NACP	National Anti-Corruption Plan
NGO	Non-Governmental Organization
NAO	National Audit Office
NCPB	National Cereal and Produce Board
NIS	National Integrity Systems
POEA	Public Officer Ethics Act
SPSS	Statistical Package for Social Sciences
SWAPs	Sector-Wide Approaches
TI	Transparent International
TKK	Toa Kitu Kidogo
TMIS	Teacher Management Information Systems
TSC	Teachers Service Commission
UNDP	United Nation Development Plan
UNESCO	United Nations Educational, Scientific and Cultural Organization
U4 ACRC	U4 Anti-corruption Resource Centre

WB	World Bank
WTO	World trade OrganizationCommunity
PA	Parent Association
PFM	Public Financial Management
PTA	Public Audit Act
P TA	Parent Teachers Association
PCJP	Pontifical Council for Justice and Peace
UNHC	United Nation High Commissioner
UDHR	Universal Declaration of Human Rights

KEY DEFINITIONS

Accountability	Accountability refers to the sharing of information to the parties concerned in a governance process
Audit report	written opinion of an auditor regarding whether an entity's financial statements present fairly its financial position.
Child	An individual who has not attained the age of eighteen years
Character formation	Distinguishing moral qualities, moral virtues, and moral reasoning developing in a person
Corruption	Impairment of integrity, virtue, or morals
Good governance:	A method or system of management
High academic performance	Facilities that improve the learning environment while saving energy, resources, and money
Integrity	Steady-fast adherence to a strict moral or ethical code
Mismanagement:	Misuse of public trust
Parent	Mother, father or guardian of a child and includes any person who is responsible under the law to maintain a child or is entitled to a child's custody
Principal	The head teacher of the Secondary School
Quality development	Systematic improvement elimination of waste and losses in school development.
Quality of life	Well-being of a person in terms of health and happiness.
Transparency	Decisions that follows rules and regulations where information is freely available and directly accessible to those who will be affected by those decisions

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ABSTRACT

The purpose of this study was to investigate the role of boards of management in provision of quality education (case of financial management in public secondary schools in Gatanga Sub County in Murang'a County, Kenya). The body entrusted to oversee the governance and management of public secondary school is board of management. The research objectives aimed at identifying the role of boards of management in public secondary schools in Gatanga Sub County; finding out the extent to which school finances are mismanaged in public secondary schools in Gatanga Sub County and their root causes; finding out ways towards quality education in Gatanga Sub County public secondary schools; finding out possible solutions towards good governance and financial management of public secondary schools in Gatanga Sub County. The researcher used descriptive survey to illustrate the structure of the research. The researcher used both qualitative and quantitative paradigms of study to investigate the problem statement. The target population of the study was 12 public secondary schools in Gatanga Sub County. Out of the 12 targeted schools all participated in the study. The school principals, school deputy principal, BOM chairpersons, PA chairpersons and School bursar constituted the respondents. Each school was expected to have 5 respondents making a total of 60 respondents and only 42 participated. Stratified sampling procedure was used and probability sampling technique to select 1 principal, 1 deputy, Chairperson BOM and Chairperson PA and school bursar; making a total of 5 respondents from each school of the 12 schools out of 40 public secondary schools making it 30 % population size. The researcher also use purposive sampling for better representation. The researcher used structured and unstructured questions based on the objectives this research. The raw data collected was analyzed through the Statistical Package for Social Sciences (SPSS), version 21 for windows and presented using tables, pie charts and graphs. The key findings was that majority respondent reported being contented by the role of boards of management in their respective schools. The finding indicated the need to create awareness of the roles and functions of the board of management. Participatory monitoring and social accountability was operational in most schools. Motive, opportunity and unethical orientation were pointed to be factors influencing bad governance and financial mismanagement in public secondary school. While cheating and deceit, waste and financial mismanagement, fraud and stealing were other elements detected in most public schools. The value of education was high among the responds despite the poor performance in academics in Gatanga Sub County. Pedagogical process and professional practices were identified as major determining factors toward quality education. The study findings established that bad governance and financial mismanagement of school resources affected area such as academic performance due to mismanagement of time; while high expenditures resulted from high wastage observed in most schools. The researcher recommendations included regular empowerment programmes and capacity building; transparency and accountability, and regular auditing of financial statements and proper recording; reinforcement of financial control systems and use of information computer technology; alternative resource mobilization to improve the infrastructure in existence; proper internal monitoring, regular assessment and supervision by Education Officers; development plan identifying key projects according to the need of the each school, implementation plans and comprehensive evaluation.

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter discusses the background information, the researchers' insertion to the study, the background of the study, the problem statement, , objectives of the study, purpose of the study, research questions, significance and justification of this study, scope and the limitations and brief conclusion. (Discover deficiencies of board of governance), which factors correlate to the problem

1.2 The Insertion

The researcher has been involved into the area of school governance and management for a period of seven years a long side parish administration. The researcher is Gatanga Sub County Education Coordinator representing the interest of the Roman Catholic Church in both public primary schools and public secondary schools sponsored by the Catholic Church under the jurisdiction of Murang'a Catholic Diocese in Muranga County in Kenya. The researcher's educational background includes wood and furniture technology, philosophical and theological studies, counseling and human development formation programs, managerial and governance studies. This research focused all the public secondary schools in Kenya while targeting Gatanga Sub County in Muranga County. My interest in this study developed while ministering some of the public secondary schools within Gatanga Sub County since 2009. I observed a number of governance and management issues during my interaction with some public secondary schools while attending the Board of Governance (BOG) meetings over the years currently referred as Board of Management (BOM) according to the Basic Education Act 2013 (Republic of Kenya, 2013).

The governance and managerial issues observed in 2009 included a fee ascribed to every form one pupil seeking admission; some public secondary schools complained of not having enough financial resources and yet the parents were paying the school fee for their children. In one of the school there were a number of cases reported that claimed that some non-teaching staff were involved in theft of some school resources.

In most schools the audit report on public secondary school's financial position presented by the county school auditors (previously referred as the District School Auditors) every financial year to the BOM was read only once within one single BOM meeting and few recommendations were made as a normal procedure. The issues raised and recommendations made in the audit report were either scantily dealt with or not revisited at all. Such trend occurred in more than four public secondary schools within Gatanga Sub County.

In 2011 the researcher observed another incident in one of the public secondary school. The school had huge debts and suppliers complained of not being paid for the deliveries they had made; students complained of not getting enough food and poor accommodation; while non-teaching staff salaries were delayed. Some of the non-teaching staffs were caught stealing food stuffs and other supplies meant for school use. Some of the teachers transacted crummy business with the students by selling goodies within the school compound. Similarly, some members of the Board Governors (BOG) had vested interest in the then ongoing multimillion-project within the school. The school also registered poor academic performance with a down downward mean score trend as indicated in Table 1 below.

Table 1 KCSE analysis

Years	2009	2010	2011	2012
Mean Score	6.040	5.728	5.723	5.174

Source: Gatanga Sub County Assistant Director of Education Office

The consequences of 2011 experience ended by demotion and transfer of the affected school principal. A new principal was appointed and the school started to register improved student's wellbeing; academic performance strategies were set and the general infrastructure phase lift was notable. In a short period the Board of Governance (BOG) finished its three year cycle tenure and a new governance and management team was appointed. The new management team committed themselves towards transforming the image of the school. The effort was short-lived because the new school principal and his management team encountered strong opposition from some of the previous board members and from some political leaders as well as some officials from the ministry of education because of their commitment to curb any kind of financial abuse.

The principal was accused of failing to calm the school strike in 2012. The school strike was not an isolated case of that particular public secondary school, since there were a series of public secondary schools within Murang'a County which had gone on strike reacting against the extension of the school term following the national strike of teachers. The new principal also could not survive due to political-ethnic influence. Similarly even that principal faced immediate transfer. Having observed the anomaly made by Teachers Service Commission (TSC), the BOG made moves to undo the transfer but it was unsuccessful.

1.3 Background of the study

Governance, in education may be defined as the structure and function of the public secondary schools systems as a whole. The legislative and regulatory frame work for education provision and governance which provides the structure, roles, and responsibilities of the central education ministry and its decentralized offices, and the local steering mechanisms for public secondary schools (for example, boards of management and parents associations. Management covers the processes and practices established by legislation or through practice to realize educational objectives at the level of the school and the community. Quality education can be defined as essential elements like residential communities where various public secondary schools serve; the organizational cultures and leaders construct among staff and students; views and values held by individual members (Bush T., & Bell L. ed., 2002). Quality education is one of the government main objectives in Kenya.

School governance and management comprises of operations such as budgeting, staffing, teaching and learning relationships with students, parents and the community. Some of the indicators of quality education includes teacher student and all stakeholders working relationship; individual and collective perception; collaboration of values and practice; informed pedagogical process and professional practice; assessment processes; subject knowledge; syllabus construction and coverage and academic performance (Goodall J., Vorhaus J., Capenteli J., & Harris A., 2010). The Basic Education Act in Kenya entrusts the Cabinet Secretary the overall governance and management of basic education. The cabinet secretary in turn entrusts the governance and management of basic education and training to any agency, body, organ or institution as directed by the Act.

The Body entrusted to oversee the governance and management of public secondary school is Board of Management (BOM) (Republic of Kenya, 2013). Public secondary schools in Kenya have several stake holders which influence their performance adversely. The key stake holders are the parents, the government and the school managers. Each stake holder has a very important role to play in school. It is therefore important that the members appointed to be BOM of public secondary schools they should have prerequisite skills in the roles of BOM in order to adequately direct the school towards quality education and safe guard the school resources. School resources include human resources, natural resources, financial resources, infrastructure resources, equipment resources, and investments resource of the school among others.

Some of the indicators that may suggest financial mismanagement in the public secondary schools in Gatanga Sub County include dilapidated infrastructures, huge accumulated debts, complains from students and other human resource working in the schools as well as stored projects. According to Gatanga Sub County Assistant Director of Education Office there are 40 public secondary schools which are governed and managed by different BOMs. The public secondary schools under boards of management falls under the four classification in Gatanga Sub County as Table 2 indicates:-

Table 2 Public secondary schools classification

Classification
1. Boys' Boarding Public Secondary School
2. Girls' Boarding Public Secondary School
3. Mixed Day Public Secondary School
4. Mixed Day and Boys' Boarding Public Secondary School

Table 3 indicates Gatanga Sub County Secondary Schools KCSE analysis over a period of six years (Material source:Director of Education Office Gatanga Sub County , 2014).

Table 3 Gatanga Sub County secondary schools KCSE analysis

KCSE Analysis	2014	2013	2012	2011	2010	2009
Public schools	40	35	35	29	29	29
Mean score of 8	0	1	0	0	0	0
Mean score of 7	1	0	1	1	1	1
Mean score of 6	2	2	1	1	1	1
Mean score of 5	6	5	7	4	5	3
Mean score of 4	1	9	1	9	1	6
Mean score of 3	20	17	12	13	15	20
Mean score of 2	3	5	5	2	1	2

Source: Gatanga Sub County Education Office

Observing Table 3 above Gatanga Sub County Education public secondary school's KCSE analysis trend in most schools falls under a mean score of between 4 and 2 over the last six years. The question is why should there be a decline in performance? The researcher's assumptions is that the boards of management failed to be keen on the entry behaviour in most public secondary schools. There may be a possibility of embezzlement of funds intended for teaching materials, school construction, and commercialization of tutorial services. Discipline among students and staff may have affected performance negatively, poor infrastructure development and maintenance of the same may have contributed to the poor performance as well. If the above assumptions are true there is need to clarify the roles of boards of management and financial management of public secondary schools in Gatanga Sub County.

There would be need also to create fair and equitable systems to enable good governance, management and quality education in public secondary schools by enforcing good social relationships and transformation of the entire region. The role of a leader is to guide, attract and show the way by enhancing mature decisions for the good of the community (Chima, 1984).

Key stakeholders who can serve in public secondary schools boards of management and participate in decision-making of the school include teachers, parents, alumni and community members. Their role is to run the school and formulate policies that best responds to the needs of the school which includes students' interests, school planning, quality education for their students and nurture talents. School managers should dedicate their time and energy for the above roles. School boards of management should have a good understanding of the school and the trend of education development in Kenya as well as possess relevant governance and management skills to enable them to perform the role of school managers effectively (Education and Man Power Bureau, 2006). In order to execute their roles properly the school board of management requires appropriate administration in financial matters, cost effective and capacity buildings to strengthen the institutional integrity (Staphurt Rick & Kupndeh J. Sah ed., 1999).

1.4 The Problem Statement

Today there is growing need to comprehend the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya. School governance and management has four aspects namely management of material equipment which includes material things such as furniture and equipment; management of school plant which entails school building, laboratories and playground; management of human resource which implies mobilization of all people who are involved and are interested in the educational activities of the school such as pupils, parents, school staff, experts, board of management etc. (Nirav S, 2015); management of ideas and principles which entails organisation of ideas and principles into school system, curriculum, time schedule, norms of achievement, co-curricular activities. The people appointed to be members of the board of management in public secondary school have a vital role to play towards safe-guarding the school's resources, ensuring quality education and financial management. Quality management of public secondary school will determines quality education. The public secondary school quality education will therefore be influenced much by the degree to which the board of management understands its roles.

This study focused an investigation on the role of boards of management in provision of quality education (case of financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya). When the Board of management understands its roles the school runs effectively towards realizing its purpose (Kitonga , 2012) . The importance of effective, efficient and co-operative school boards of management cannot be underestimated (Sang1 J. K., & Sang2 Hillary K., 2011).

A study conducted in Gucha district revealed many cases of financial mismanagement and misappropriation affected quality education as was evidenced in poor KCSE results. The study also found that it was almost impossible to find a parent who knew how funding was done and what criteria was applied in spending the money. Most parents had very little schooling, financial terms and procedures were not part of their vocabularies and common knowledge. This hindered parents control over school decisions (Mobegi, F. O., Ondigi, B. A. & Simatwa, E. M., 2012).

1.5.0 Research objectives

1.5.1 The General objective

The study aimed at investigating the role of the boards of management in provision of quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya.

1.5.2 Specific objectives

The study aimed at identifying the role of boards of management in public secondary schools in Gatanga Sub County; finding out the extent to which school finances are mismanaged in public secondary schools in Gatanga Sub County and their root causes; finding out strategies towards quality education in Gatanga Sub County public secondary schools; finding out possible solutions towards good governance and financial management of school public secondary schools in Gatanga Sub County.

1.5.3 Research Questions

The following were the research questions based on research objectives above stated:-

1. In your opinion what are the roles of board of management in your public secondary school?
2. In your opinion what is the extent to which school finances are mismanaged in your school and what would be the root causes?
3. What one major strategy would you propose towards provision of quality education in your school?
4. What suggestions would you propose as possible solutions towards good governance and financial management in your school?

1.7 Significance and justification of the study

The board of management will find the information valuable for their administrative purposes of public secondary schools and advance the skills to enhance their roles in provision of quality education and financial management. The policy makers in education sector will find information towards good governance in provision of quality education and enhance proper financial management in public secondary schools. School managers within Gatanga and beyond will have tools that will assist them to execute their roles diligently and detect any malpractice and opportunistic behaviour before they occur. Gatanga Sub County public secondary schools will act as a mentor region to other public secondary schools towards execution of the roles of board of management in providing quality education and financial management, transparency and accountability. The findings of this research will provoke new dimensions for further research in trying to resolve roles of board of management in providing quality education and financial management in public secondary schools.

1.8 The scope and limitations

This study was conducted at Gatanga Sub County in Muranga County in Kenya, other counties are not included. Some of the limitations included the distance to reach the entire sub county within a limited time. Some of the respondents were fearful to respond to the questionnaires while others looked suspicious. The targeted participants were the school principals, school deputy principals, chairperson of board of management, chairperson of parents association and the school bursar. The research focused on role of boards of management in provision of quality education case of financial management in public schools in Gatanga Sub County in Muranga County, Kenya.

1.9 Assumptions of the study

The researcher assumed that respondents would be a representative of the whole population. It was also assumed that the respondents would be honest and they gave all the required information.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the role of boards of management in public secondary schools in Gatanga Sub County; the extent to which school finances are mismanaged in public secondary schools in Gatanga Sub County and their root causes; path ways towards quality education in Gatanga Sub County public secondary schools; possible solutions towards good governance in providing quality education and financial management in public secondary schools in Gatanga Sub County.

2.2 The role of the board of management in public secondary schools

The structure of governance and management of education in Kenya aims at decentralizing decision making process in such matters as financial, human resource, quality education and other related areas. It also encourages cooperation and collaboration among all stake holders in the basic education service. The establishment of secondary school governance and management is under a board of management whose role is to promote the interest of the school and ensure development; promote quality education; provide proper and adequate physical facilities for the school; advice the County Education on the school staffing needs; handle cases of discipline; provide regular reports to County Education Board (CEB); provide guidance and counselling to learners; provide welfare and human right policies that promote safety of pupils, teachers, and non-teaching staff; allow use of school facilities by community for social, and lawful purposes; administer and manage the use of resources belonging to the school; receive, collect and account the funds received and perform any other function that is legitimate for the welfare of pupils and entire school (Republic of Kenya, 2013).

The roles of school BOM are to run the school and formulate policies that best suit the needs of the school, look into the interests of the students, oversee the school planning with a view to creating an ideal quality education environment for the students and nurture talents. Following that view the BOM should dedicate their time and energy for the above roles. The BOM should have a good understanding of the school and trend of education development in Kenya; and possess relevant management skills to enable them to perform the role of a school managers effectively (Education and Man Power Bureau, 2006).

2.2.1 Participatory monitoring and social accountability

The board of management in public secondary schools objectives focuses student's interest, transparency and accountability as well as participatory decision making. Literature revealed a range of participatory monitoring and social accountability initiatives with various degrees and modalities of participation in executing the roles of BOM in public secondary schools. The researcher supports the fact that quality leadership of Board of Management (BOM) is a vital elements towards quality education. Accountability systems can only operate in the context of laws which promote transparency legal frame work in public secondary schools. Good will is required to enhance proper execution of roles of BOM in public secondary schools to institute authentic systemic changes that would bring real transformation which the public secondary schools may require (Staphurt Rick & Kupndeh J. Sah ed., 1999).

Following the decentralization processes in Kenya the devolvement of funds from central government to schools has been in the increase. Such establishment requires strong, transparent and accountable school boards of management (BOM) to plan, budget and control of finances of public secondary schools.

The school BOMs are established under section 55 of the Basic Education Act 2013 in Kenya. Article 56, 1a-g and 2 advocate's community representation in public schools management. Article 59 outlines the roles of the BOM and sections a, b, c, d, f, g, and i of Art 59 relate directly to this study (Republic of Kenya, 2013).

The impact of board's involvement in school monitoring varies. Literature has it that in some public secondary schools there are reports of increased oversight and better usage of school financial and material resources. In some other schools, board's chairperson and school principals appear to dominate the board's proceedings and rarely allowed other members to oversee finances or raise their concerns. Some years back in Kenya it was noted that in some public secondary school boards, the only literate members were the school principal and the chairperson with other members having limited understanding of accountancy. Such situations often resulted to the abuse of school resources.

For better financial management of school Bangladeshis undertook a task towards reformulation of the role and the composition of the school boards which increased parental participation and that of women in the school decision and policy making (Cf. Lugaz, C. and De Grauwe, A., (2010) as cited by (U4 AntiCorruption Resource Centre, 2006) which bore good results in public school financial management. In Indonesia, parents' involvement in the school management resulted to reduced opportunity of financial mismanagement of schools. Following the above argument public secondary schools should lay strategic policies for quality school management. Such measure would include establishing strong auditing mechanisms to detect any deviations. The findings of such measures should be shared to all the stake holders concerned in public secondary schools' management.

Audit of actual public secondary schools' enrollment is necessary to facilitate quality education; transparency and accountability on the issues of funds received from the school fee collection, donations, income generating projects or any initiative with monetary gain started by Parents Association (PA). Where evidence of abuses by errant school officials may be found strict measures must be taken upon them (ibid).

As earlier stated the Basic Education Act 2013 of republic of Kenya defines the roles Board of Management (BOM) as the governing body entrusted with the affairs of the school in terms of quality education; discipline of students, human resource designated to work at the schools; financial management, recruitment of employees and overseeing the infrastructure development (Republic of Kenya, 2013). With BOMs' such a mandate why would there be cases of mismanagement in public secondary schools? Fusco a superintendent of schools provided a number of probable reasons as to why that would happen. He stated that some BOM members would prefer silence other than ruffling feathers of establishment. He further argued that in every society there are voracious people found in all levels of education sector. Some BOM members also lack significant information on internal operations of the schools affairs while in other instances systemic mismanagement of resources may be deep rooted in the school's structure and operations. Such kind of phenomenon blocks initiative, creativity and effective decision making. Money issue stands as a major reason for poor public secondary school management. Fusco further argued that BOM members and all those who work in the school must be trained to acquire the necessary skills to offer quality service. In Fusco's understanding only school children have a sole right to the schools' funds and other school resources because every shilling which goes out due to mismanagement reduces the children' chance to profit and develop (Fusco, 2005).

Below is an example of financial mismanagement incidences in Kenyan public secondary schools rolled out by Kenya Anticorruption Commission to carry out a forensic auditing and investigation into the alleged disappearance of public secondary schools' property. Following numerous complaints by the Parent Teachers Association (PTA) and BOMs in a number of public schools in the then Nyanza province. The report recorded loss of public schools' utensils meant for feeding students such as plates, cooking pots and electronic materials e.g. radio and TV set. Funds raised by the PTA for the purchase of schools buses and funds for laboratory equipment were also reported missing. That behavior caused a blame game between the incoming public secondary school principals, their predecessors and supervisors during the handing over event. Due to political patronage some culprits found their way to the same schools they were being accused of (Omolo, 2011).

In conclusion the role of the BOM in public secondary schools is good governance, management of the school finances and provision of quality education. A strong board of management guards all the resources and works closely with all stakeholders following its mandate to oversee the school affairs in terms of quality education; discipline of students, human resource designated to work in the schools; management of funds, recruitment of employees and overseeing the infrastructure development (Republic of Kenya, 2013) as earlier stated.

2.3.0 The extent to which school finances are mismanaged in public schools

2.3.1 Tracing financial mismanagement history in Kenya

In general financial mismanagement in Kenya has its roots in the systematic distortion of social cultural values that governed the African way of life. Virtues like reverence for elders, people in authority and the traditional African hospitality of gift or token exchange got perverted and were transformed into demands of bribes before rendering public services. Financial mismanagement in public sector emanated from colonialism system of governance based on authoritarianism, injustice, deceit and plunder of the Kenyan national resources. Such systems nurtured mismanagement of resources which was transmitted to the independent state. From 1960 to 1970 financial mismanagement thrived due to interventionist policies which the state managed its economic life through licensing and other forms of regulation. Political and Economic Reforms of 1980,s and 1990,s also nursed financial mismanagement greatly. Kenya large scale financial mismanagement targeted revenue collection, property transfers, access to state funds through tendering and procurement.

That kind of state operation resulted to poor institutional governance, impunity to the rule of law, low morale, inefficiency and so much state control of public wealth causing patronage, looting and bribery. Financial mismanagement in public institutions stands as a grand challenge to Kenya today. It undermines good governance, distorts public policy, and causes misallocation of resources, low economic growth, discourages investments and crumbles learning institutions (National Anti-corruption Plan Kenya, 2005). World Bank defines mismanagement as the abuse of public office for private gain where public official accepts, solicits, or extorts a bribe.

Such an abuse caused patronage, nepotism, theft of state assets and loss of state revenue due to weak regulated financial systems (Banon, 1999). Financial mismanagement breaches the trust, worthiness and good reputation with other people whose primary meaning implies lack of integrity (Dictionary Collins, 1819).

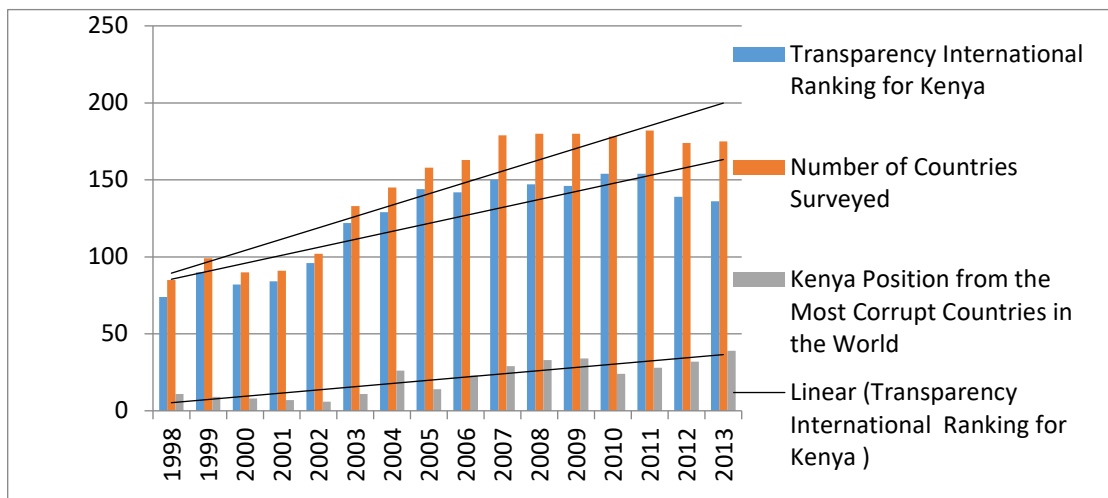
2.3.2 Constituent elements of financial mismanagement

Elements that constitute financial mismanagement includes motive, opportunity and unethical orientation in the offending people. In the first element the perpetrator takes an advantage in the conduct of business without necessarily paying for it. The motive of the perpetrator is the desire to earn money without observing the regulations that are in place. Secondly the perpetrator finds an opportunity to indulge the desire. In this case the intention finds expression when the opportunity arises. Thirdly the perpetrator takes an unethical orientation to accomplish the malpractice (Owino, 2000).

Financial mismanagement emanates from erosion and distortion of values and existence of opportunities. Financial mismanagement in public institutions is perceived to include abuse of office for personal gain or for taking advantage over another person. It also involves an act of bribery, theft, embezzlement and fraud. Other constitutive elements include evasion of payment of revenues, taxes, rates, fees and other dues; and such elements as practicing of nepotism, tribalism, clannish, discrimination on the basis of religion, gender or disability, inversion and distortion of social values, soliciting for and giving sexual favours and negligence of professional ethics (National Anti-corruption Plan Kenya, 2005). Financial mismanagement in public secondary schools affects quality education and the student's life. Kenya is no stranger to this phenomenon. Education sector is often one of the top two or three leading sectors in terms of government funding (Weinstein, 2011).

Ranking the countries in terms of financial mismanagement of resources and corruption perception index Transparency International ranked Kenya 74th out of 85th countries in 1998 and position 11 among the most corrupt countries in the World. In 1999 Kenya was ranked 90th out of 99 Countries, position 9 of most corrupt countries in the world. In 2000 Kenya was ranked 82nd country out of 90 countries, position 8. While in 2001 Kenya ranked, position 7. In 2002 Kenya was ranked 96th out of 102 Countries, position 6. In 2003 Kenya was position 9 being ranked 122nd out of 133 countries. In 2004 Kenya was ranked position 129 out of 145 countries and position 26. The ranking continued until 2013 where Kenya was ranked 136th country out of 175 countries and position 39 (Transparency International, 2013).

Table 4 Kenya corruption rating



An example of high financial mismanagement is the money lost meant for funding public schools in Kenya worth more than 11 million text books as per the report of a survey done by Kenya transparency international meant for Free Primary Education (FPE).

Some of the reason given as to why such endemic phenomenon happens in education sector is the fact that some parents want the best for their children and in the process they are often exploited by unscrupulous officials controlling access to vacancies in public secondary schools and tertiary institutions.

Massive expansion in demand for university education has also created rich opportunities for illicit charges. The demand for high qualifications has generated fake institutions of higher learning. Students in need of degree level qualifications are under great pressure to get vacancies and on leaving they want good grades. Such factors provide a fertile ground for financial mismanagement, corruption and cheating.

Financial mismanagement in public secondary schools has a corrosive effect on education because it raises the running cost, lowers the quality of education and undermines the credibility of education systems. From human right point of view financial mismanagement in public secondary schools causes a serious problem because it causes millions of children never to access school. Bad governance has contributed greatly to this endemic following massive abuse of education sector and teaching profession has been discredited due to financial mismanagement (Coughlan, 2013). In 2010 the United States and Britain suspended financial aid for education sector to Kenya because more than \$50 million were stolen between 2005 and 2009. Embezzlement of funds raised by local Non-Governmental Organizations NGOs and Parents' Associations (PA) and allocations made by politicians to particular public secondary schools to gain political support during general election and subsidies from Constituency Development Programme (CDF) in Kenya also fall prey of mismanagement.

The U4 Anti-corruption Resource Centre stated that the financial mismanagement stated above happens in cyclic manner, where each level of the bureaucracy influences the other levels. This kind of systemic decay causes mistrust and anger among parents who are the key financier of public secondary schools. The students become losers by receiving a substandard education lacking quality (U4 AntiCorruption Resource Centre, 2006). Cf. Figure 1.

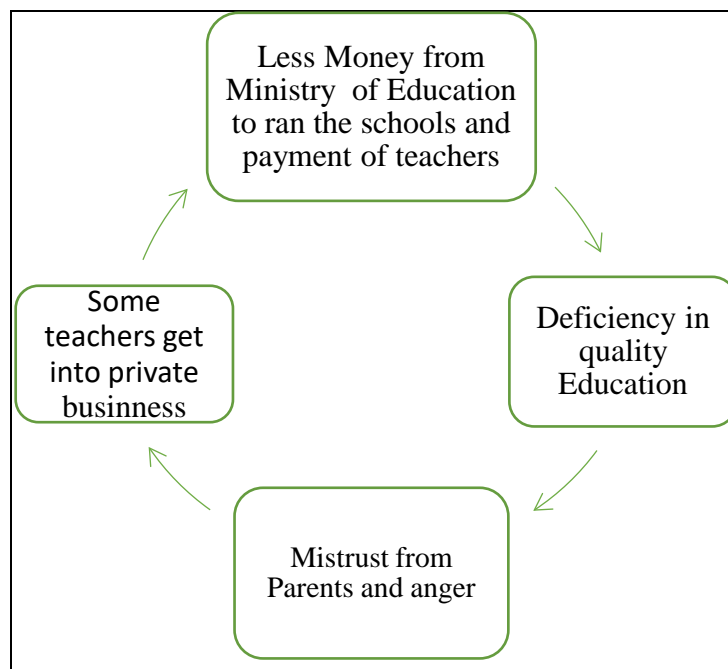


Figure 1 Cyclic motion of financial mismanagement trend

2.3.3 Common financial mismanagement practices observed in public schools

i. Mismanagement of school resources at political level

U4 Anticorruption Resource Centre classifies financial mismanagement of resources in education system in three different levels namely political, administrative and school levels. The researcher tackled first two levels in brevity. It is important to emphasize the fact that the researchers' interest is in the third level because it is where daily

transactions of school business occurs. Financial mismanagement at political level in education afflicts the allocation of funds of the education budget.

Most decision makers in education sector prefer investments with huge sums of money that they can manipulate either along ethnical lines or political black mailing causing unfair distribution of the education financial allocations (U4 AntiCorruption Resource Centre, 2006).

ii. Financial mismanagement at administration level

Financial mismanagement in education at administration level usually occurs at the ministry of education (MOE). It involves diversion of funds mainly from procurement of school supplies and construction materials. The funds are generally meant to be distributed to lower departmental levels of the MOE (ibid). The East Africa Standard Daily reported that the Auditor General's report exposed alleged massive embezzlement of project funds in the then national and provincial public secondary schools. The report raised questions of the alleged Kenya shillings 5.5 billion meant for free primary and secondary education in 2010 and 2011 (Standard Media, 2013). Huge sums of funds were pocketed by few MOE officials before it reaches its designated stations.

From the literature the researcher found out that Kenyan education in 2011 lost tens of millions from Ministry of Education. The finance minister presented a report of an internal investigation which found that over 4.2 billion Kenyan shillings amounting to \$ 46 million were missing from the Ministry of Education initiative started to provide Free Primary Education (FPE). The scandal caused the donor countries like United Kingdom which had contributed about \$77millions to Kenya's FPE program to demand a refund of its money.

Withdrawal of donor funding meant suffering of about 1.5 million Kenyan children who were to benefit from FPE program. Withdrawal of donor funding was a denial of about four million Kenyan children to access education for the first time since the project was started. The FPE program had been funded by bodies such as the Global Campaign for Education (GCE) since its inception in 2003 (Voice of America, 2011).

iii. Financial mismanagement at the school level

Literature has it that today financial mismanagement is wide spread at the school level. Such practices may occur in teacher's recruitment and promotion which lowers the quality of education in public secondary schools. According to (Fusco, 2005) financial mismanagement in public secondary schools falls into three categories namely cheating and deceit, waste and mismanagement, fraud and stealing.

a. Cheating and deceit

Cheating and deceit affects virtually all public secondary schools. In Fusco's view cheating and deceit occur due to moral and ethical decay of the people working in the schools. Financial mismanagement of school may take an academic angle where teachers may award high grades in the internal school exams so that they can earn themselves a name of quality education and a performing school which ultimately affects the credibility of academic quality education. Fusco argued that financial mismanagement in public schools occur especially where schools may be permeated with a culture of cheating and deceit whose root is a systemic foundation of fraud and stealing, waste and mismanagement. Such practice is an unfortunate occurrence because some adults who ought to be more responsible in education system are the very ones who defraud and cheat, forming a part of mismanagement culture system.

Literature has it that the common deceitful practices found in schools include lying about school dropout, finances, inflating budget and attendance figures. Deceit may also occur through claims of particular programmes or activities a school may be achieving or is about to achieve. In this case deceit arises when needs are termed as wants and programs or services are overstaffed or have outlived their usefulness or budgets are fictionalized and reports lack real critical facts. Deceit may also result at school when the whistleblowers keep silent which breeds financial mismanagement systems in the school.

Deceit may occur where remedial classes are offered and teachers demand extra payment. Such behaviour often is not identified as part of mismanagement of school finances and dishonesty because it is looked as a matter of teaching and enhancing quality education. Students who are not able to pay for such illegal services are left out or sent home. Cheating and deceit allows ravishingly spending, it gives parents and public false information of what the student knows and what moral and ethical life is all about. That trend explains why there is so much cheating and deception among the students because majority of them may cheat because their parents and teachers did so. When cheating is practiced by the students it becomes part of their life style in adulthood loosing vital values and rationalization.

b. Waste and financial mismanagement of school resources

In most schools decay of values and ethics occurs where complacency, waste and mismanagement of school finances exist. Waste and mismanagement of school finances is not viewed as a form of dishonesty. Actually it is because there exists unspoken contract between the tax payers and public secondary schools to spend every shilling appropriately, efficiently and effectively.

Systemic waste and inefficiencies totals billion of shillings lost through mismanagement of school finances caused by outdated information systems, communication breakdown, poor or no planning. Teachers' absenteeism causes waste and mismanagement of school resources yet at the end of the month they are paid salaries for instruction they never attended (ibid).

From the literature some educators can divert school funds, and supplies whose source is the community, parents, or government due to self-interested motives. Some school principals and teachers may also access unauthorized fees for real or imaginary services e.g. paper fee in order to take an exam or create the need for private tutoring. Such operations reduce teachers' motivation in ordinary class service delivery and affects quality education. Like Fusco, Hallk and Poison argued that illegal levies on school admission forms is not acceptable, because it contradicts equity meant to be accorded to all school children. Hallk and Poison argued that embezzlement of funds intended for teaching materials, school building and supplies of substandard educational purchases are colluded between manufactures and suppliers. Unlike Fusco, Hallk and Poison argued that there are cases of most schools monopolizing meals and uniforms which results to poor quality supplies with high prices (Muriel H., Jacques P., 2007).

In some other instances public secondary school properties are used for private commercial purposes e.g. a school vehicles may be used to transport construction material for individual private projects (Fusco, 2005). Hallk and Poison also stated that there may be instances where teachers' recruitment and posting has been influenced by bribes or sexual favours and some managers bribing auditors as to conceal the misuse of funds.

Like Fusco, Hallk and Poison argued that financial mismanagement includes illegal acts of bribery and fraud which involves education officials demanding some form of pay offs for services they are supposed to render by virtue of their office (Muriel H., Jacques P., 2007). Little or poor maintenance of records is another avenue of financial mismanagement in schools.

c. Fraud and stealing

Fraud and stealing occur when tax-payers money is stolen in some ways through embezzlement and theft by individuals who use public resources for personal financial gain in terms of gifts, favours or opportunities. In Fusco's view fraud and stealing is found mostly where money is involved and nobody has immunity. He further stated that financial mismanagement in public secondary schools will continue if no proper measures are set and firm decision made upon culprits because it remains hidden and often self-protection mechanism is used to conceal it. A major reason as to why much research has not been done in public schools on this subject is because most researchers have strong financial interest in public schools. They intentionally maintain a positive relationship with public schools because most of them are silenced with money. Financial mismanagement in public secondary schools increases transaction costs, reduces efficiency and quality of services; distorts decision making process and undermines values (Fusco, 2005).

2.3.4 Effects of bad governance and financial mismanagement in public schools

Literature presents the global interest across regions to improve access to quality education possibly due to increased value placed on education today. From the international community perspective financial mismanagement hinders economic development, reduces social services, and diverts investments.

It also ruins services, institutions and infrastructure by undermining efforts to achieve educational planned national targets. Its negative impact affects poor families by fostering undemocratic environment by causing uncertainty, unpredictability, decay of moral values, disrespect of public property, crumbles public learning institutions and the rule of law by escalating undemocratic practices, disregard of human rights and principles of good governance. The effects produced by financial mismanagement include wasteful spending, bigger budgetary deficits and greater economic inequality. (National Anti-corruption Plan Kenya, 2005).

Financial mismanagement respects no boundaries because it affects even the most complex countries of the world (Eigen, 2001). According to (McCluskey, 2005) financial mismanagement in public secondary schools is a widespread spread phenomenon. He gave examples of Floridians who misused public high school scholarship money and vouchers and New Yorkers who hired at least twenty five special-education bus drivers with criminal records and Maryland high school giving two A's and an NC (Noncredit) to a student who was not even enrolled at that high school. Some school officials also embezzle money to buy cars and others going out for vacations using the school finances.

Financial mismanagement in public secondary schools often increases transaction costs, reduces efficiency, quality service, distorts decision making process, undermines values and quality education. Financial mismanagement in schools denies most children access to quality education and under development of talents. In a culture permeated by financial mismanagement a generation of children may be nurtured with the beliefs that personal efforts and merit do not count because in their view success comes through manipulation, favouritism and bribery.

Until finance mismanagement in public secondary schools is recognized for its effects on student's life, quality education, performance and infrastructure development, cure for the ills may be elusive (Hallak, J., & Poisson, M., 2005).

The U4, Anti-corruption Resource Centre (U4 ARC) argued that education sector is the largest or second largest budget item in most countries and most opportunistic ground for mismanagement of finances. The effects of finance mismanagement in public secondary schools includes increased high rate of schools' dropout, high poverty level, low quality teaching, poor academic achievements and distorted adolescent's culture ethical values and behaviour (U4 AntiCorruption Resource Centre, 2006).

2.3.4.1 Social effects of financial mismanagement in public secondary schools

Socially the effects of finance mismanagement in public secondary schools may affect quality education by discouraging students, parent and teachers to work together. Demanding and paying bribes may become a tradition which may cause social inequality between the rich and poor. Most families from which the students come may be forced to increased poverty and lack of basic needs like food, water and medical attention that stresses the families; which may cause psychological reactions that may be characterized by hatred and insecurity.

Finance mismanagement in public secondary schools may also cause the down fall of leadership by way of undermining the legitimacy of the schools by weakening their structures, reducing quality education and hindering schools' development. Environmentally financial mismanagement in public secondary schools facilitates environmental destruction where phenomenon of social rights to workers protection may be overlooked, unionization prevention, and child labor are down played (Samura, 2009).

2.4 The root causes of financial mismanagement in public secondary schools

There are many root causes of financial mismanagement in public secondary schools. The researcher focused only four major causes for the purpose of this research. Literature has it that the reasons for financial mismanagement in public secondary schools mainly is caused by poor governance and weak institutional structures; soft social control systems and poor law enforcement; political patronage and nepotism; psychological factors and poor remuneration.

2.4.1 Poor governance and weak institutional structures

Poor governance is evidenced by failure of public secondary schools and lack of capacities to manage them by means of available frame work of social, judicial, political, and economic and control systems. Financial mismanagement is funneled by people who are charged with the responsibility of management. Weak institutional structures occurs where there is no implementation and enforcement of the laws and policies that would ensure accountability and transparency (ibid).

2.4.2 Soft social control systems and poor law enforcement

In the recent past soft social control systems have allowed indiscipline and renders citizens passiveness causing unwillingness to complain about any financial mismanagement. Such situation forms a culture of toleration of perpetrators and impunity. Lack of control systems promotes financial accountability. Judicial systems further widens the gap of financial mismanagement in public secondary schools. Such situations causes injustices (U4 AntiCorruption Resource Centre, 2006).

2.4.3 Political patronage and nepotism

When political Patronage affects the public secondary school management it has a negative influence in the running of public secondary school the board of management executes its roles under manipulation and fear. Patrimonial influences destroys the autonomy of the school and the key decisions and policy making process. The public secondary schools may become an extension of the politician's household, patronage, ethnic and kinship ties (ibid). As it was with the case of public schools in the then Nyanza province where the political patronage had a lot of influence as earlier described by (Omolo, 2011).

2.4.4 Psychological factors and poor remuneration

Internally, some people are naturally evil and will commit criminal acts in any type of system. Pressure and peer comparison may contribute greatly to acts of financial mismanagement especially where there is social decay of morals. In an environment where an individual witnesses others around them are benefiting from financial mismanagement of public secondary schools they may as well be influenced to act the same.

Existence of poor remuneration or lack of incentives among public secondary schools teaching and non-teaching staff may be a path way towards financial mismanagement in public secondary schools (Samura, 2009).

2.5 Path ways towards quality education in public secondary schools

Teaching and learning are social processes carried out in socio-political context which include national and county governments' policies. Quality education includes a number of essential elements like residential communities where various public secondary schools serve; the organizational cultures and leaders construct among staff and students; views and values held by individual members (Bush T., & Bell L. ed., 2002).

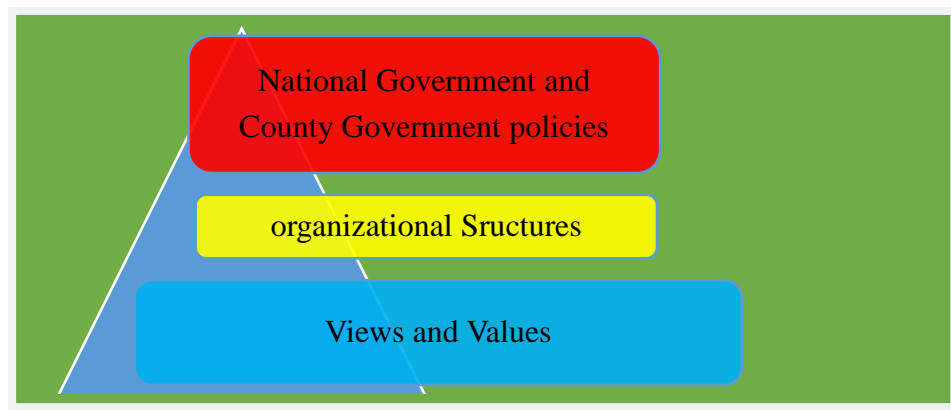


Figure 2 Social-political process of teaching and learning

The National and County Government's policies significantly may affect both the background values within which teachers have to work and their detailed practice in public secondary schools. Policies of national and county governments may affect particular values, ideologies or belief system which may affect how public secondary schools are organized. Policy context or regional maturity level affects how public secondary schools operate (ibid). The size of the classes also affects the learning strategies (Ehrenberg R.G., Brewer D.J., A. Gamoran, Willms J.D., 2001).

The residential communities may also influence the school culture and quality education due to attitudes of students from different ethnical background or beliefs. The impact of students home and community background on the disciplinary framework may affect both teachers-students performances and leadership process (Busher, 2005).

Another factor that may affect quality education is co-curricular support activities such as games, academic groups, assignments, clubs and parent's involvement in education of their children. To restore effective change in quality education school leaders and teachers need to focus students greatly following a collaborative effort of socio-political influence of family, school and the community (Sages Publication, n.d.) Involving students actively in the process of creating effective learning communities is a vital element to enhance quality education (Bland, 2012). Ribbins (1992) is cited by (Bush T., & Bell L. ed., 2002) to have argued that quality education has to do with how teachers-students-school leaders relate to each other. The how each member perceives them individually and collectively and how they think they are perceived by others matters. Leaders, teachers, and students need to work collaboratively to create a positive school culture of positive learning that enhances particular value and practices that promote success and maintains social cohesion of the school environment.

School culture includes setting high standards of performances, welcoming change, risk taking in pedagogy, and support of proper professional practice (Mess, 2008). Enhancing leaders' trust promotes proactive improvement. Involvement in vital decisions is another tool towards quality education. Leadership at this level takes a moral dimension as a functional and technical exercise (Busher, 2005). Quality education requires the staff and students valuing the competing demands of their educational process, their related professional needs and interests of each individual and the entire school community.

Interests in learning is considerably determined by teaching and learning process that the teacher creates in the student as well as what the student may be preferring. Interest in learning also includes work-related socio process such as student's groups teachers prefer to teach, which teachers are preferred by students, subject management, what co-curricular activity or out of school activity students prefer.

Such factors requires enhancement of personal goals which must be smart, specific, measurable, achievable, realistic and time bound with either short or long term context (Leithwood K., Louis K. S.,Anderson S., Wahlstrom K., 2004).To improve quality education collaborative efforts among leaders, teaching and nonteaching staff, parents and education officials must be laboured for to assist the students in their learning process. The teachers in most schools define their roles and their work related by identifying with the subject they teach and age groups of students. Quality education focuses on the recommended pedagogical process that enhances comprehension among different subjects, composition of students, their ages and abilities drawn from socio-economic background. Other significant areas which may contribute towards quality education include syllabus construction, public examinations and assessment processes. Quality education has to focus on government prescribed processes and inspection regulation or staff appraisal that enhances effective teaching, curriculum development, understanding, subject coverage and medium in which they are published. Following the above views we can draw the following conclusions that quality education has to do with evaluation of the current situation of learning practice in each public secondary school. Raising awareness among students and staff that change is vital is key to quality education. Engagement of all stake holders in decision making; prior noticing of the conflicts between preferred values and actual practices of quality teaching and learning are also important elements.

Proper use of available school resources such as time, money, books, materials, rooms and staff are also essential. Coherent vision for action, consultative plan for all which provides a road map of operation determining the course of action; implementation processes, monitoring and evaluation procedures; teaming up, target tasks and time frame and measures to overcome resistance are all important for quality education (Goodall J., Vorhaus J., Capentieri J., & Harris A., 2010).

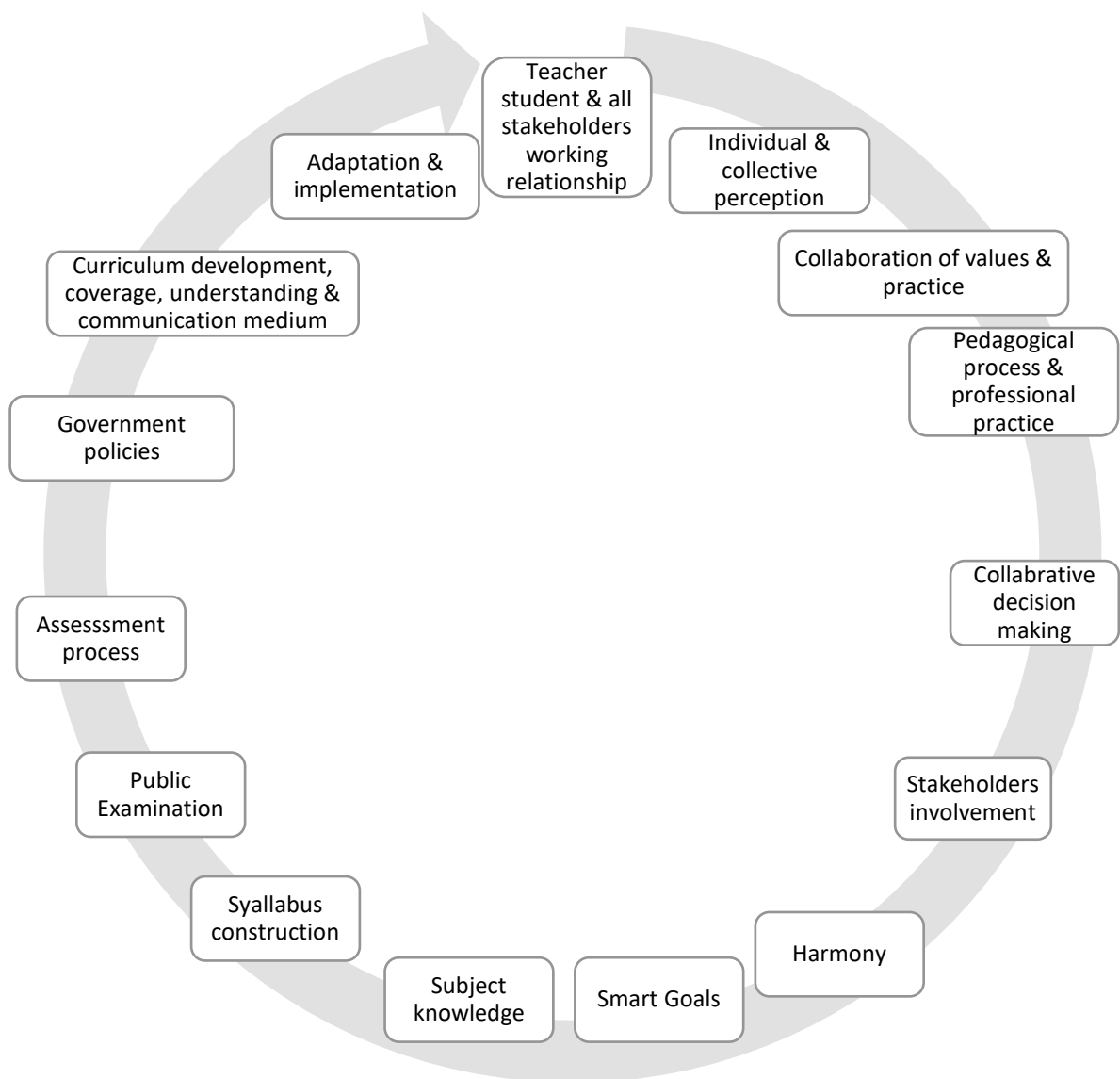


Figure 3 Factors determining quality education in public schools

2.6 Possible solutions towards good governance and financial management in schools

According to (The World Bank Paper No. 127, 2008) Public Secondary education and training are prerequisites for increased economic growth and social development. It promotes productive citizenship and healthy living for young adolescents. To be competitive labour markets in Africa there is need for more graduates with modern knowledge, better skills which expands secondary education services. This fact requires delivering educational services more efficiently to enhance quality education. This study is about role of board of management in providing quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya. Increasingly the role of board of management is recognized as important path way for providing and delivering effective services in public secondary schools. In view of the growing demand for more and better services, there are crucial issues that need to be addressed urgently. The following factors are some of the ways that would enhance good governance and financial management in public secondary schools:-

2.6.1 Honest administration and use of correct financial management procedures in public secondary schools

The UNDP defines financial mismanagement in education sector as the systematic use of public office for private benefit whose impact is significant on access, quality and equity in education. By access the researcher means the right of children getting admittance to the public secondary school. Quality means that the children have to acquire the best education that is required of them. By equity the researcher means fairness that both boys and girls ought to have in order to be treated impartially (Judy, 2002).

Financial mismanagement in public secondary schools is said to be a major barrier towards achieving the Millennium Development Goals (MDGs) (Matsheza P., Timilsina A. R., Arutyunova A., 2011). Honest administration and use of correct financial management procedures minimizes opportunities of bad governance and financial mismanagement in any institution. If such procedures are well used in public secondary schools they enhance good performance of the board of management and guarantee quality education. Such procedures require capacity building of all the stakeholders to strengthen the awareness of every member to realize quality and monitoring services (Staphurt Rick & Kupndeh J. Sah ed., 1999). Such measures need to be strengthened by increasing the detecting logistics and punish the transgressors.

Measures and strategies that are aimed at improvement of good governance in public secondary schools include increasing transparency and accountability; good leadership practice; establishment of good governance and management procedures; promoting strategic planning and creating reliable policy framework that improves financial awareness by establishing better informed and empowered board of management. The Board of Management (BOM) in public secondary schools is supposed to create channels for disclosing the misdeeds while respecting the integrity and security of people with vital information as provided in the 2013 Education Act (Republic of Kenya, 2013).

To promote transparency in public schools the Ugandan government adopted a policy which authorized that all public schools fund be transferred to the District Education Offices (DEO).

The fund was also to be published in the newspapers, be broadcasted on radios and be posted on a public notice boards of all inflows of funds received. That strategy was reported to be 90 % successful. To improve the public secondary schools we need to strengthen firm decision that are made by the boards of management that promote quality education and that respects the public norms for efficiency and sound governance and management in all public secondary schools (Turrent, 2009).

2.6.2 Codes of conduct, rule of law, integrity and legislation

Code of conduct is a tool in education sector which guides education human resource e.g. education officers, principals, teaching and non-teaching staff, board of management and all the stakeholders on how to uphold professional behaviour and performance. To facilitate access, quality and equity of education among children in public secondary schools rule of law and integrity must be upheld by all stake holders. In this view the researcher aligns with the other researchers in education field that rules and procedures on procurement of public secondary school facilities, teaching and learning materials and staff conditions of service must be scrutinized thoroughly.

2.6.3 Transparency and accountability

Documented requirements for transparency and accountability in the education sector include advocacy campaigns, awareness-raising, anti-corruption education and the use of media in information dissemination; Public Expenditure Tracking System (PETS), service delivery, surveys, community oversight; children's monitoring and procedures to reduce teachers' absenteeism among others (U4 AntiCorruption Resource Centre, 2006). The main education areas where such approaches are applied include education finance, school grants, school management, school personnel behaviour and procurement. Financial reporting on school notice boards is also a tool of local transparency oversight.

Transparency deals with good flow of information from national to regional levels, down to every public secondary school.

2.6.4 Public administration systems and financial management

To improve financial and accounting systems in public secondary schools literature has it that better use of up to date technology is important to address issues concerning education aid, education finance, school grants, procurement, teacher certification, recruitment and deployment, examinations, school fees, and admittance of pupils to the public secondary schools. The literature emphasis the use of internal and external auditors to increase levels of transparency by use of software and technology. Such programmes include information systems, community participation and oversight of school finance, governance and management, policy development and gender representation in public secondary schools. Strengthening school financial systems stands as measure of good governance and management to improve public secondary school financial planning and management methods. Public financial management (PFM) establishes sound budget systems, account generations and expenditures consolidation.

Financial systems method may be useful in public secondary schools to facilitate integrity. U4 Anti-corruption Research Centre Cites Pearson, M. (2002) to have defined Medium-term expenditure frameworks (MTEFs) as multi-year public expenditure exercises used to set the future budget requirements for existing services to assess the resource implications of future policy change. Such a programmes takes three to five year planning and budgeting frame-work, with annual budgets to improve predictability of funds; efficiency, accountability and policy decisions. Bangladeshis used such policies in public schools and worked well.

The researcher is aware that even while using such methods management of funds disbursement, reconciliation of expenditures needs critical analysis (U4 AntiCorruption Resource Centre, 2006). Such interventions need improved electronic systems and use of the banking system rather than cash to make payments for teacher salaries and other operational transactions which still stands as a challenge due to skills and infrastructure at most local levels.

2.6.5 School bank accounts, school grants disbursement, returns and liquid

Bank account is a tool to avoid dealing with cash directly and a methodology of tracking the transactions through the agreed procedures and signatories to enhance accountability public secondary schools. School grants today are commonly channels directly to schools accounts with the understanding that these funds will reach to the beneficiaries and main stakeholders who are pupils and parents. In Kenya, textbook grants were transferred directly to school bank accounts for purchasing textbooks locally. Following that trend Lewis, M. &Patterson, J. (2009) was cited by U4 Anti-Corruption Resource Centre to have stated that little leakage was discovered. Since public schools governance has become an issue in providing quality education and enhancing proper financial management World Bank distributes its financial resources right to the individual schools. Returns and liquid as financial processes should be followed by public secondary schools to justify their spending of the funds before being entitled to the disbursement of the second or third tranches of the grants or government subsidies, school fees and monies contributed for development as to enhance proper accountability and ownership of financial transactions carried out.

2.6.6 Open and transparent procurement

The literature captures some key steps towards open and transparent procedures in procurement in public secondary schools. A well-documented case study is the procurement of textbooks in Argentina where a range of combined and simultaneous strategies were used to address allegations of financial mismanagement in the textbook tendering process. Transparent selection process was carried out with all concerned parties holding open discussion on procurement criteria and bidding documents with publishers and an integrity pact between publishers and the Ministry of Education on procurement process was formalized with a signed declaration by all stakeholders.

2.6.7 Timeline information systems and better IT for administration

Timeline information systems are procedures and schedules dealing with time frame work of when the information is supposed to have reached the relevant offices for authentication in order to ascertain accountability and disbursement of the next allocations to public secondary schools is also a key factors of governance and management. To enhance good governance and financial management in public secondary schools use of software and current information technology (IT) is of paramount importance in such areas as teacher registration and payment, student records, examinations and access to the public secondary schools. Programmes such as educational management information systems (EMIS) and teacher management information systems (TMIS) may strengthen the governance and financial management in public secondary schools. Better information systems can reduce opportunities for financial mismanagement in public secondary schools.

Information systems and payroll management in Uganda paved way for reduction in the number of ghost teachers, through payroll clean-up and teachers' census where involvement of parents and schools board of management proofed substantive elements in public secondary schools (U4 AntiCorruption Resource Centre, 2006).

2.6.8 Advocacy and awareness-raising

Advocacy campaigns consist of mobilization the general public conscience on the on the role of board management in providing quality education and financial management of resources in public secondary schools. Such campaigns proofed fruitful in education sector in Mali and Peru. In 2006 advocacy campaign in Peru aimed at exposing areas prone to financial mismanagement in the education sector by analyzing complaints at regional level. The result was an increased number of complaints, increased awareness of teachers, parents, children and local communities on the role of board management in providing quality education and financial management in public secondary schools. The identified cases were referred to the competent authorities who dealt with the anomalies. The government was also tasked to set up a commission to develop a probity policy for the education sector. In view of that a multi-stakeholder governance and management of school finances forums were set to review regulations pertaining the investigation of teachers involved in such acts. Factors that contributed to the success of the campaign were attributed to an enabling political environment aligned with new education legislation. The limitation was lack of direct links with change processes in the education sector which impeded attempts to transformative action. However, greater self-discipline and awareness of the rights and duties of citizens was instilled in peoples' minds.

Such methodology offered an opportunity for discussing governance and management of public school resources practices in the education sector and how they affect students' education rights and quality education. In Sierra Leone such an approach was used to curb the negative political and socio-economic impacts of financial mismanagement in public schools and it worked. The project combined awareness-raising through radio and TV programmes; educational material for young people with supporting teacher aids like cartoons, posters, etc. Six integrity clubs in public secondary schools were also piloted, with students taking an active role in raising awareness on the on the role of board management in providing quality education and financial management of resources in public secondary schools among their fellow students and the wider community education (ibid).

Educationist argues that proper governance and management of finances in education enhance greater self-discipline and awareness of the rights and duties of citizens including children and young people. Most financial mismanagement awareness discussed in the literature focuses on anticorruption in general rather than on education sector specifically. Despite that limitation many of the anti-corruption awareness activities are implemented in the education sector either through specific modules or embedded in subject e.g. moral education or citizenship education. Such programmes allowed students to reflect upon experiences of governance and management of public secondary school resources. Capacity building is a strategy that empowers all the stakeholders which include teachers' training, the Parents Association (PA), children, education officials, parliamentarian to monitor and track the public secondary school budgets.

Training initiatives focusing on Parliaments have been reported in Kenya and Tanzania among other places where in both cases efforts focused on building the capacity of parliament education committees to scrutinize budgets and ensure they are in line with education policies. The role of the principal in most public secondary schools is critical in most public secondary schools. Some public secondary school principals tend to be teachers promoted after a number of years in service. That procedure may have resulted to a patronage leadership in most public secondary schools. Literature has it that some public secondary schools' principals do not normally receive any governance and management training before beginning their new jobs which contributes to inefficiency and infective. Building capacities in the public secondary school management and finance has been recognized as apriority in a number of countries focusing on accountability. The public secondary school communities must be trained on how to be accountable in order to facilitate effective financial, personnel, and resource management in the daily transactions of schools' operation (ibid). Such training has to be exposed to all stakeholders; students, parents, members of board of management (BOM) and education officials alike. All the stake holders should be enlightened on such issues as the behaviour of the public secondary schools administrators, teachers and non-teaching staff, school budget, expenditures, procedures, and operational decisions.

2.6.9 Teachers and children's monitoring

Without teachers in the classroom Kenya cannot realize its commitment to access free and compulsory basic education for all its children. Similarly, teachers who have not been properly trained cannot deliver quality education. In this area a lot of money may go to waste due to unprofessionalism labeled as peer teachers in public secondary schools.

Public secondary school children participation in school governance and management has been encouraged as a contribution to quality governance and management in the new world governance. Literature has a well- documented case study found in Uganda that demonstrated student's role in monitoring school governance and management of resources by students actively contributing to the school management. Children's monitoring covered teachers' absenteeism and in appropriate behaviours (Turrent, 2009) e.g. impregnating girls were reported to the authorities and law was administered to the culprits (Wood J., Antonowicz L., Feb 9, 2012 - October 1, 2011). Attempts to empower school going children and to provide them with forums that they can voice their concerns may be mobilized to a wider caption than probably it is in our public secondary schools.

2.6.10 Risk areas affected by poor governance and mismanagement of resources in public secondary schools

The area that are mostly affected include finances, stores, supplies, delivery, building and construction, admission forms and school income generating projects. Finances offers a fertile ground for cheating in school fees collection, forging of invoices and delivery notes, payment vouchers and receipt books etc. The Stores involves some staff members stealing school resources such as food, detergent, firewood and stationeries among others. Supplies, delivery, building and construction offers an opportunity for less supplies and substandard deliveries. Admission forms has to do with the selling of admission forms for form ones enrollment and where student may opt to transfer from one school to another. School income generating projects raises a concern for crude behaviour of rooting, dishonesty in farm products such as dairy farming, rental houses etc. (ibid).

2.6.11 Procedural measures

In an effort to curb financial mismanagement in public secondary schools the school principal should put in place effective accounting and operational controls such as maintaining an ethical environment that encourages staff members at all levels to actively participate in protecting school resources. A statement of ethical values should be displayed at an open place where everybody in the institution should read it as a reminder of values the school holds. This means that every public secondary school should establish a clear governance and management policy and response plan.

Training must be carried out to promote the stakeholders awareness of the roles of board of management in providing quality education and enhancing proper financial management, detection measures and remedy procedures. Mechanism should be set in recruiting the staff as to employ honest staff by checking their references and background thoroughly.

Regular internal and external audits should be encouraged in order to tract any mischief. To avoid any irregularities all transactions should be recorded properly and all payments should be made through cheques. The school should have an organized system where responsibilities are clearly defined and allocated to specified human resource. All business transactions should be recorded and the person responsible for the recording to sign the transactions. Regular supervision by the public secondary principal or the deputy should be made. Alongside with that regular inspection from the Sub County Education office should be made. The policy must spell out categorically the measures that would be taken by the BOM if one is involved in mismanagement of school resources. Such measures include suspension which may be temporary in order to allow proper investigations; or summary dismissal if one is found guilty.

Surcharging measure may also be used in order to repay from personal funds any losses stemming from negligent or intentional financial mismanagement of school resources. Imprisonment could also be used as to confine the culprits who mismanage the school resources and for having overstepped the requirements of the law (ibid).

The BOM role is to carry vital decisions of the entire school and to recommend disciplinary measures to be taken to any stakeholder involved in the scuffle of financial mismanagement of the schools. Every public secondary school should have a reporting box strategically placed and accessible to any stakeholder who may be holding vital information and freely place his or her case. The public secondary schools' email address should also be well exposed for anyone who would want to share some vital information to freely do so. Public secondary school hotline number should clearly be displayed in the schools' letter heads, notice boards, sign boards, and mail envelopes for anyone who want to communicate some vital information to do so. Such reporting procedures should be well explained on a notice board which is accessible to all stake holders.

To conduct fare and just procedures prompt action is to be taken whenever a case arises without delay to the parties involved. Confidentiality must be maintained and maximum protection of the whistle blowers should be guaranteed. Handling of parents, community and government generated funds for public secondary schools can be highly susceptible to mismanagement. Proper involvement of parents associations in deciding how the funds and other resources are to be used and monitoring measures to ensure transparency and accountability should be stated clearly in the policy. A financial plan at beginning of the year mapping distinctively how the community generated fund, or government funds will be used clearly stating the school income and expenditures during a particular financial year should be well articulated.

The system must be highly structured and transparent as to direct all the public secondary school funds and other resources focusing the student wellbeing, quality learning and improvement of the school infrastructure. Structural and operational fault in education system are symptoms of financial mismanagement in public secondary schools. Key root causes in the system must be addressed e.g. decent wages, delay or unpaid salaries for teachers and non-teaching staff. The seed of mismanagement of resources is deeply entrenched in the structures of governance, leadership and policies (ibid).

2.6.13 Authentic good governance systems in public secondary schools

According to (Kibwana K., Wanjala, Smokin, Owiti O. ed, 1996) adherence to the rule of law and order is important. Where rule of law and order are disregarded the individual self-overrides the social self and the ground for financial mismanagement is nurtured. To stamp out mismanagement of resources in public secondary schools we need strongly to deal with cartels of patronage, quality leadership, perfect organization, quality coordination and knowledge of law enforcement, create public awareness campaigns and education. Mass education on the cost of financial mismanagement of schools. Ineffectiveness of laws that undermines good management mandate have to be streamlined, structures and reporting systems may also need further redress. Where mismanagement of school resources may be happening we all have a role to transform the attitudes, values and social ethics which will enhance proper governance and management of finances in public secondary schools systems and promote good quality leadership.

2.6.14 Integrity aspect in public secondary schools' governance and financial management of public secondary schools

The researcher underlines the element of integrity as one of the most significant factor in public secondary school's management. Leading with integrity is a key component in governance and most prized quality in the today's world. Integrity stands as one of the greatest challenges in most institutions because leading by example is not an easy task. By understanding the intricacies of integrity one has to comprehend a set of values which incorporates honesty and freedom from deception. The institute of leader's art define integrity as doing the right thing regardless of the surroundings (The Institute of Leaders Art, 2014). Following that school of thought integrity demands an absolute honesty which is a golden rule of any leader. Integrity keeps the spoken word and chooses harder rights over the easier wrong ones and guards an individual's principles by doing the right thing.

A value driven person has a set of ideals that he or she lives by to enhance good governance and management that include good leadership; transparency and accountability; informed formulation of policies; sound decisions and practical implementation of policies (Dictionationary Collins, 1819). The value of integrity stands a significant position in public secondary schools because it is in these institutions that marks a major formative stage of good honest state men and women.

Chapter six of the 2010 Kenyan constitution discusses strongly about leadership and integrity. It intensively directs how public trust is to be exercised in a manner that is consistent with the purpose and objectives of the constitution (The National Council for Law Reporting, 2009).

Following that view the 2010 Kenyan constitution demands that every state officer must demonstrate respect for the people by bringing honour to the entire nation and dignity of office by promoting public confidence and integrity of office (Cf. 2010 Kenyan Constitution Chapter 6 Article 73, 1a, b). That kind of service may only be realized by upholding selfless value of service based on public interest demonstrated by honesty in the execution of public duties and declaration of any personal interest. The constitution further stressed accountability and actions which ought to prevail as to maintain the discipline and commitment to the service of people in Kenya Cf. Chapter 6 Articles 73, 2a, b, c, d, and e.

2.6.15 Policy guide on governance and management of resource in public secondary schools

Governance and policy guide for public secondary schools is a strategy designed to enhance the role of the board of management in providing quality education and financial management in public secondary schools. The policy statement is meant to help the public secondary schools to assist the BOM to be clear and distinctive in governance and management process in public secondary school's administration. The policy empowers the public secondary schools' stakeholders' confidence over their security if one has to report any case that may emerge. The policy demands vigilance and prompt reporting of all cases that would suggest poor governance and mismanagement of public secondary schools resources. The public secondary schools community and any other person visiting the school need to have a feel from the school gate that financial mismanagement is not tolerated in the school from the school gate. Such a policy affects everyone working in the public secondary schools.

The policy may incorporate other policies and laws e.g. officer ethics act 2005, the public audit act, proceeds of crime and anti-corruption act; witness protection act 2006, policies parties act 2007, Teachers Service Commission (TSC) code of regulation for teachers, TSC code of ethics for teachers, BOM and PA members, Principals and head teachers, teachers, bursars and account clerk School, drivers, parents, pupils, non-teaching staff and suppliers. Every staff member should know that any act that deviates from the school vision and the mission may be termed as governance and resource management misalignment. Collective responsibility of all the stake holders is required by the policy. Following that view every stake holder All the stake holder should be able to identify the risk areas and report all cases of poor governance and mismanagement of school resources by gathering all possible evidences (Wachira, 2005).

The policy demands that the witness protection must be guaranteed so that the efforts may not be futile. Upon receiving the information of mismanagement of school resources, the school principal has to inform other relevant offices. If the school principal is the one involved in mismanagement of school resources alleged cases, information should be shared to the Board of Management (BOM) and Parents Association (PA) chairpersons who in turn informs the Sub County Education Director's office as to organize an investigation procedure.

2.7 Theoretical frame work

Lacking the proper understanding of the role of the boards of management in providing quality education and financial management in public secondary schools governance is fundamentally a problem of ethics and lack of appropriate moral framework in some individuals within the society. If such behaviour occurs in public secondary schools it means that there is a serious moral problem in public secondary schools.

There are many moral theories like human right approach, the capacity approach, virtue ethics, various feminist moral theories, social contract theory, utilitarianism theory and Kantianism theory among others of which all could offer possible solution to the role of the boards of management in providing quality education and financial management in public secondary schools.

In this study the researcher used the Kantianism theory that argued that human beings should never be treated as a means to another person's end. Citing the Kantian theory (Couto, 2010) wrote that people who treat other human beings as means through poor governance and financial mismanagement manipulate other human beings to achieve self-interested goals. The German philosopher Immanuel Kant thought that human beings occupy a special place in the entire creation and hence great respect must be accorded to them. Following that view when financial mismanagement occurs in public secondary schools it affects the general life of students, quality education and school infrastructure development. Kant's theory argues that human beings have an intrinsic worth, i.e., dignity, which makes them valuable above all price. Due to that human being should never be used as means to an end under any circumstances.

Applying this theory in the public secondary schools domain it means that should there be traces of financial mismanagement in public secondary schools, certain categories of people use the students as means to achieve their ends. In Kant's view such behaviour is basically manipulation of other human beings for selfish motives and disrespect of human dignity. Morality demands that we treat other people always as an end and never as a means because the value of human beings is above all prices.

According to (Rachel, 1986) people have desires and goals and other things have value for them in relation to their projects. In this case human beings have an intrinsic worth, dignity emanating from the fact that they are rational agents created by God. That means human beings are free agents, capable of making their own decisions and can set their own goals guided by their conduct dictated by law of reason. The only way that moral goodness can exist in the world is for rational creatures to comprehend what they should do and act from a sense of duty out rightly. If there were no rational beings, the moral dimension of the world would simply disappear. Therefore, it makes no sense, to regard rational beings merely as one kind of valuable thing among others.

Rational beings are the only beings for which mere things have value and they are the only beings whose conscientious actions have moral worth. Therefore Kant concluded that human being value must be absolute and not comparable to the value of anything else. If their value is beyond all prices it follows that rational beings must be treated always as an end and never as a means only. Therefore we have a strict duty of beneficence toward other persons and must strive to promote their welfare by respecting their rights, avoid harming them and endeavour to promote the ends of others. Following that view we may never manipulate people, or use them to achieve our purposes, no matter how good those purposes may be.

The money paid by parents for school fee, funds from government and other resources available in public secondary schools are strictly meant for the facilitation of the wellbeing of students, quality education and facilitation of the school development. Whatever good reasons there may be the money and other resources available in the public secondary schools cannot be used for other purposes that may divert their course and the wish it was intended for.

Telling the truth is the only justifiable means to reach a conclusive decision. By so doing one is allowing the parents and the boards of management to exercise their powers of reason, consulting their own values, wishes, and eventually make a free, autonomous choice in proper management of the public schools.

If the public secondary school principal and Board of Management (BOM) does not follow that step they would be choosing to make that purpose their own. This is what Kant termed as merely manipulating others which is basically unethical. Following Kant's theory rational beings must always be esteemed and must be looked from the perspective of an end and not as merely means. Rational beings are people capable of reasoning about their conduct and who can freely decide what can be done in a given situation on the basis of their own rational conception of what is best by the mere fact that they have capacities and are responsible for their own actions. Therefore treating someone as a responsible being and treating someone as a being who is not responsible for his conduct are two different things (ibid). People who lack rational capacity and are mentally ill are not in control of their actions. Such people cannot not be held accountable for what they are not responsible may it be good or ill they cause. Only rational beings are responsible for their behaviour.

That is why the role of the board of management in providing quality education and financial management in public secondary schools is important. Finance mismanagement in public secondary schools is a grave offence because it is conducted by a rational being for the fact that such institutions are normally entrusted to responsible people on behalf of the community; and anybody working contrary to that should be held accountable.

That is what we found in chapter one that financial mismanagement in public secondary schools manipulates others for selfish motives and consists in abusive violation of public trust for personal gain.

Figure 4 below shows that financial mismanagement in public secondary schools constrains essential human freedoms, limits opportunities and choices. It frustrates student's development and fails to support efforts that are supposed to combine for the progress of the school. It also erodes compassion and concern for the wellbeing of students, hinders quality education and frustrates the entire school infrastructure progress. Finance mismanagement undermines individual and social justice, equity and diminishes respect for fundamental human dignity failing to generate maximum utility of school resources for the greatest number of students threatening the establishment of the common good of the entire school (Banon, 1999).

Human Being have an Intrinsic Worth: Never to use others as mean but look at them as an end

Lacking moral values towards students

Causes defects in the role of the boards of management in providing quality education and financial management in public secondary schools

Root Causes

- Poor governance
- Weak institutional structures
- Poor remuneration
- Poor law enforcement
- Soft financial control systems
- Political patronage
- Nepotism
- Psychological factors

Effects:

- Erode compassion, care and concern for students
- Manipulates students for self-interested goals
- Diminishes respect for student's dignity
- Constrains on student freedom
- Limits students choices
- Limits quality education opportunities
- Poor academic performance
- Frustrates infrastructure
- Undermines justice and equity treatment
- Financial constrains

Proper execution of the roles of the board of management in providing quality education and financial management in public secondary schools

- **Proper governance and management of resources policies are followed**
- **Respect of student's dignity is enhanced**
- **Quality education is realized**
- **School infrastructural progression is recorded**
- **Proper financial management**

Figure 4 Theoretical framework

2.8 Conceptual frame work

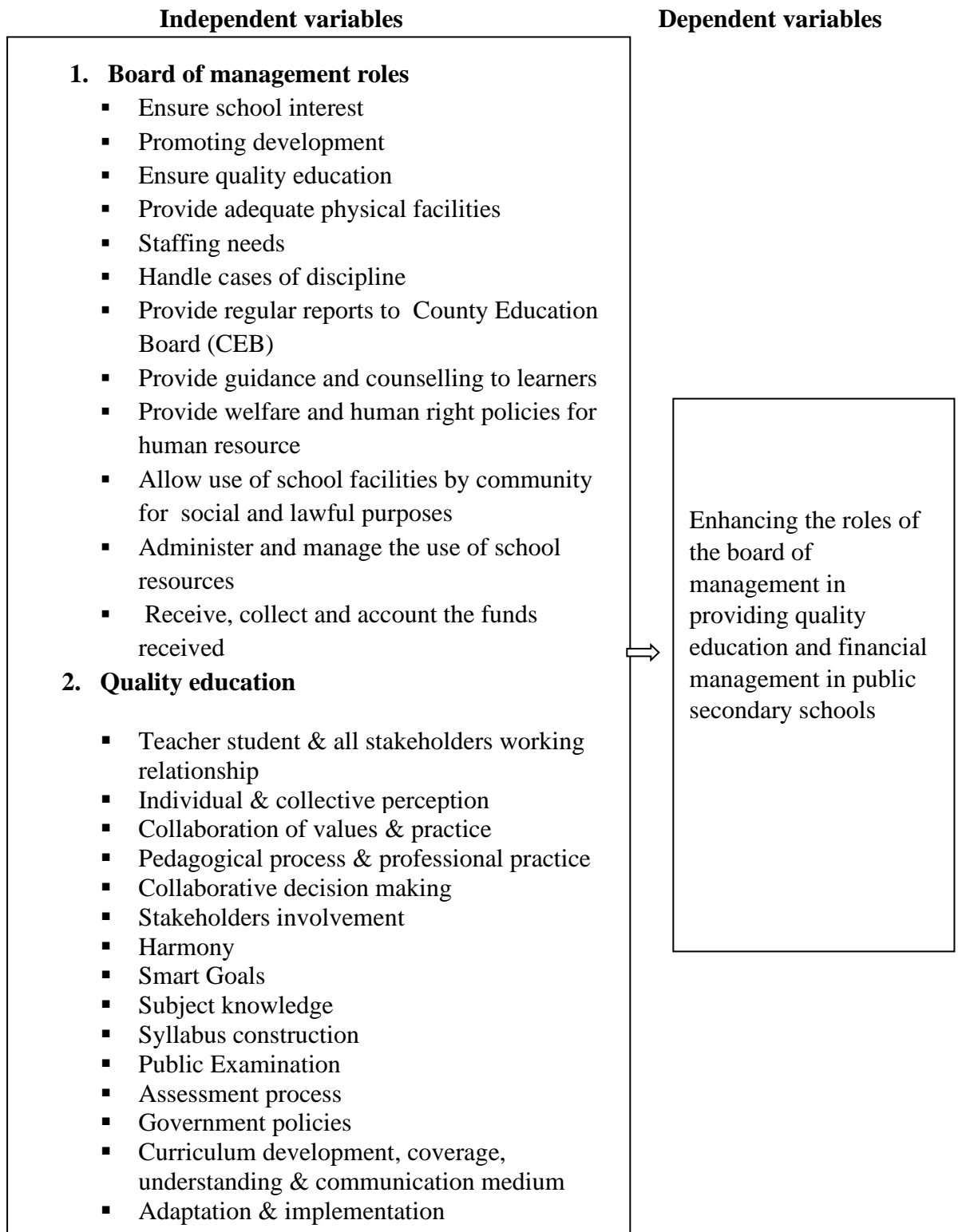


Figure 5 Conceptual frame work

Figure 5 above shows that the board of government have a role to play in providing quality education and offering proper financial management in public secondary schools. Successful execution of the board of management roles demands commitment of every member. The role of board of management in public secondary schools can be influenced by the type of school leadership adopted by each board member to safe guard the school finances for the interest of the child.

2.9 Knowledge gap

Though the role of boards of management according to 2013 Education Act is now widely referred in Kenyan public secondary schools today in providing quality education and focusing proper financial management, there are no documented study findings on the role of boards of management in providing quality education and focusing proper financial management in public secondary schools which may influence quality education and financial management and skills that a board ought to have to render quality service. This study was undertaken to fill this knowledge gap.

2.10 Conclusion

This chapter two dealt with literature review in order to understand the role of boards of management in provision of quality education and financial management in public secondary schools. The researcher focused financial mismanagement at the school level. The researcher was guided by the Kantian theory which argued that school managers who treated students as means manipulate them to achieve self-interested goals. By so doing they rob the intrinsic worth of the students. By understanding the role of boards of management in provision of quality education and financial management in public schools, respect of dignity of students, good governance, transparency and accountability, integrity and essentially quality education is realized.

CHAPTER THREE

3.0 METHODOLOGY OF THE RESEARCH

3.1 Introduction

This chapter outlines the methods that were used to carry out the study on the of role of boards of management in provision of quality education, case of financial management in public secondary schools in Gatanga Sub County in Muranga County, Kenya. The chapter also describes and explains the research instruments that were used in the study. The chapter looked into research design, location of the study, sample design, target population, data collection instruments, reliability and validity of the instruments, procedure and data analysis technique, ethical considerations and a brief conclusion.

3.2 Research design

Research design is a path way that defines concepts, variables, categories, relational propositions, method of data collection and analysis according to (Mugenda, O. M., & Mugenda A. G., 2003).The researcher used descriptive survey to illustrate the of structure of the research as presented by (Cooper, D. R., & Shilndler, P. J., 2000) to respond to statement problem .The researcher chose this research design because the study aimed at collecting information from respondents on their attitudes and opinions in relation to the of role of boards of management in provision of quality education, case of financial management in public secondary schools in Gatanga Sub County in Muranga County, Kenya. The researcher also used various forms of research design which included observation, exploratory and comparative (Chandaria, 2004) .

The researcher further used both qualitative and quantitative paradigms to investigate statement problem stated above. Qualitative research approach is used to collect information that shows how people in an selected area lives and functions as a community, their views, opinions, feelings, the values they hold, norms they follow, aspirations, achievements and problems of the community at large. The quantitative research method approach takes a measurement view whose results will be analyzed in percentages or correlation efficient as described by (Kabiru, M., & Njenga, A., 2009).

3.3 Location of the study

Study area is information relating to anthropological or sociological setting of an areas such as geographical region and its inhabitants, natural resources, history, language, institutions, or cultural and economic characteristics (Dictionary.com, 2015). This study was done in the public secondary schools within Gatanga Sub County, in Murang'a County in Kenya. Gatanga Sub County borders Kiambu County and is politically, economically and social influenced highly by business transaction at Thika town whose location is Kiambu County. The dominant religion within the region is Christian and a small percentage of Muslim community.

The main farming activities found in the study area is subsistence farming, small scale dairy farming for house hood consumption, bananas and coffee. It has also a stretch of tea in the upper zone of Gatanga Sub County, while the lower part is semi-arid area. There are some flowers plantations owned by multimillion companies where a good percentage of people from within and without Gatanga are casual labourers. A considerable percentage of people are traders in the interior markets of the Sub County (Guide, 2015).

The researcher selected the area mainly because he has been ministering in the study area as diocesan Roman Catholic clergy and had interacted with Gatanga people for six years as earlier stated. Following that fact the researcher had identified some key areas which needed further research among them the problem statement of this research. The researcher preferred the area because of indicators mentioned in chapter one concerning the role of the board of management in providing quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya. The researcher had observed that audit report issues were scantily dealt with; there was deplorable students' wellbeing; poor performance in academics, declining quality education; looting of public school resources; crummy business and vested interest among some BOG members. The researcher also wanted to be part of the Kenyan population seeking and providing solution towards social reforms to enhance the role of the board of management in providing quality education and financial management in public secondary schools in Kenya in the era of devolved government and the 2010 Kenyan Constitution.

3.4 The target population

The target population of the study was 12 public secondary schools in Gatanga Sub County. Out of the 12 targeted schools all participated in the study. The school principals, School deputy principal, BOM Chairpersons, PA chairpersons and School bursar constituted the respondents. Each school was expected to have 5 respondents making a total of 60 respondents. Out of 60 respondents 42 responded making a total of 70 % of the respondents.

3.5 The sampling design and sample size

Stratified sampling procedure was used because of the four classification of target groups of public secondary schools namely day mixed boys and girls, boys' boarding, girls' boarding, day mixed and boys' boarding public secondary schools. Stratified random method of sampling involves the division of a population into smaller groups termed as strata. The strata are formed based on members' shared attributes or characteristics (Mugenda, O. M., & Mugenda A. G., 2003). The researcher also used probability sampling technique to select 1 principal, 1 deputy, Chairperson BOM and Chairperson PA and school bursar; making a total of 5 respondents from each school of the 12 schools out of 40 public secondary schools. There were 42 respondents out of 60 respondents expected to participate in the study as shown in the Table 5 below.

Table 5 Sample size

	Population	Sample	Percentage
Principals	8	12	67%
Deputy principal	12	12	100%
BOM chairperson	5	12	42%
PA Chairperson	5	12	42%
Bursar	12	12	100%
	42	60	70 %

Out of 40 public secondary school the researcher sampled twelve public secondary schools using systematic simple random sampling technique to select the schools. The sampling of the public secondary schools was based on information from (Kabiru, M., & Njenga, A., 2009) who argued that a good study constitutes a representation of the entire target population large enough to allow a generalization with 30% minimum population selected. The target population must be free of any bias with every member having an equal chance of being selected. Gatanga Sub County has a total number of 40 public secondary schools. This study will take 30 % of the total Public Secondary schools within Gatanga Sub County. This is a total of twelve sampled public secondary schools. The researcher used cluster and simple random sample and purposive sample for better representation with a total of 60 respondents in 12 public schools, meaning five respondent from each school out of forty public secondary schools. The researcher also purposive sample based on the knowledge of a population and the purpose of the study following some particular characteristics; where the researcher may choose an extreme or deviant cases to gain better understanding of the more regular patterns of behavior. Purposive sampling can be very useful for situations where you need to reach a targeted sample quickly and where sampling for proportionality is not the main concern (Ashley, 2015).

3.6 Data collection methods

Data collection is a process in which the researcher used to collect the required data for a successful transformative research after sample size was established (Kisilu, D. K. & Delno L.A. T., 2006). The researcher booked the appointment with the respondents through phone and then researcher wrote letters to the twelve public secondary schools seeking permission to collect data whose purpose was academic and another letter to the respondents to introduce the research topic and its purpose. The researcher visited and distributed the questionnaires through the principals of the twelve public secondary schools and met the deputy principals and school bursars. The researcher also visited the chairperson of BOM and PA chairperson in a place of their convenience. The researcher followed the pastoral circle participatory approach by getting personally involved by distributing the questionnaire in order to collect the primary information of this research. The researcher also used two assistants to hasten the process. The questionnaires used were structured and unstructured. Structured questions provided the respondent with alternative responses while the unstructured the respondent was to give their own answers according to (Kabiru, M., & Njenga, A., 2009). (Cf. Table 5 Above)

3.7 Data collection research instruments

The researcher used questionnaires as data collection instruments and readings. The researcher coded friendly questions free of intimidation, pleasant, relaxed and interacted with the respondent on equal levels while maintaining confidentiality (Mugenda, O. M., & Mugenda A. G., 2003). The questionnaires style used in this research were open ended unstructured questions (Annum Godfred, 2015).

The primary information was obtained from field research to investigate the role of the board of management in providing quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya. The secondary information were sourced mainly resources from books and journals, Catholic church ecclesiastical documents, the Sub County Education Office and online sources; In order to obtain answers to the research questions, the respondents were meet at different times and venues. They were interviewed in their schools, offices, and homes. The reason for meeting them at the places mentioned was purely on the convenience of the interviewee. The instrument chosen must be valid and reliable because they determine the appropriateness of the research to give the expected result (Annum Godfred, 2015).

3.8 Reliability and validity of the instruments

In order to ensure validity and reliability, the questionnaires was carefully constructed to avoid ambiguity. The supervisor helped in validating the questions. The questionnaires was then pre-tested in a pilot study in which a sample of one school principal, one deputy principal, one BOM member, one PA member, and one bursar in a school neighboring Gatanga Sub County, on the role of the board of management in providing quality education and financial management in public secondary schools. The respondents were able to provide the required information with ease. However it was noted that there was difficulty for carrying out face to face interview for BOM and PA member, the researcher had to keep insisting and reminding them for the interview day, while some postponed several times.

3.9 Data collection procedures

The researcher scheduled the appointment through phone calls for the 12 principals (deputy-principals and school bursar) and scheduled time to meet them and deliver the questioner in the schools stations where they were issued with the questionnaires to complete. The schools also provided the phone contacts of the PA chairpersons and BOM chairpersons. After two weeks the researcher went back to pick the completed questionnaires whereby 8 principals and 12 deputy principals, 5 PA chairpersons, 5 BOM and 12 Bursars returned completed questionnaires. The researcher ensured that the respondents understand the entire process by making it simple, comprehensible, and where possible offer a brief by giving explanations to the study population (Annum Godfred, 2015) .

3.10 Data analysis

The result of the survey was then presented using frequency distribution tables, charts and graphs. To give structure and meaning to the collected data, the researcher carried out data analysis. The researcher organized the collected data, coded it into themes and categories for analysis, edited appropriately and presented the collected data by use of a unified table presentation, figures and narrative, graphs, tables, charts, frequencies, percentages and graphics following (Mugenda, O. M., & Mugenda A. G., 2003) data analysis procedures which included analyzing data from qualitative and quantitative techniques. In this study the raw data collected was analyzed through the Statistical Package for Social Sciences (SPSS), version 21 for windows. Computer program to describe the statistical meaning, ability, percentages and frequencies from the quantitative data and qualitative approach. . The researcher used both qualitative and quantitative design techniques and measures to enable the statistical results focus the reality on the ground to ensure the validity and reliability of the instruments.

The interpretation of the findings provided new understanding to the study. Open ended questions also supplemented the quantitative data as well.

3.11 Ethical issues

Ethical issues deals with conduct guide to the researcher. In view of that, researchers are people concerned with the study population's life' rules and regulation to minimize conflict and foster understanding between the researcher and the respondents (Kabiru, M., & Njenga, A., 2009). With that in mind the researcher maintained a high degree of integrity following ethical laws governing the strategy of research. The researcher avoided plagiarism, fraud in this study. The researcher used the information collected for study purpose and maintained confidentiality, anonymity where requested and avoided any physical or psychological harm of the respondent (Mugenda, O. M., & Mugenda A. G., 2003).

3.12 Conclusion

Chapter three presented the research path way, a design in which the researcher defined the methodology and tools that he used working through a participatory pastoral ministry approach in obtaining the information needed.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter contains research findings and discussions. It gives answers to the four study questions. These are the Identifying the role of boards of management in public secondary schools in Gatanga Sub County; finding out the extent to what school finances are mismanaged in public secondary schools in Gatanga Sub County and their root causes; finding out strategies towards quality education in Gatanga Sub County public secondary schools and possible solutions towards good governance and financial management of school resources in public secondary schools in Gatanga Sub County. This presentation deals with the findings of twelve public secondary schools in Gatanga Sub County as per Appendix 2. The findings reflected on the root causes and the connection of the findings which approved the Kantian theory which stated in chapter one that human beings should never be treated as a means to another person's end (Couto, 2010) focusing the research objectives questions in order to analyze the issue of validity and reliability.

4.2 Respondents and schools background

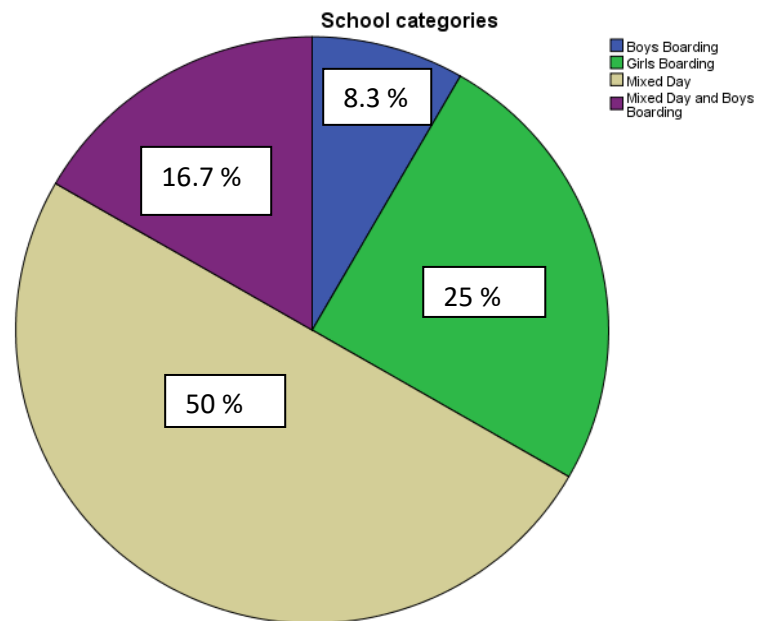
A total of 12 public secondary schools targeted participated in the study. Each school was supposed to have 5 participants. The 12 schools formed 100% of the analyzed data 8 principal formed 67% of the target population; 12 deputy principals formed 100% of the target population; 5 BOM chairpersons formed 42 % of the target population; 5 PA chairperson formed 42 % and 12 Bursar formed 100% of the target population as respondents in this study. (Cf. Table 6).

Table 6 Response rate

	Targeted Population	Participants	Percentage
Principals	12	8	67%
Deputy principal	12	12	100%
BOM chairperson	12	5	42%
PA Chairperson	12	5	42%
Bursar	12	12	100%
	42	60	70%

Source: Researcher 2015

4.3 Category of schools studied

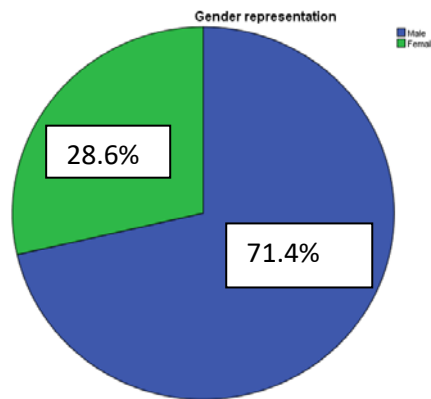


Source: Researcher 2015

Figure 6 School categories

Figure 6 above manifested the categories of public schools that made the target school included 1 boys boarding with 8.3 %, 3 Girl's boarding with 25 %, 6 mixed day schools with 50 %, 2 mixed day and boys boarding with 16.7 % of the twelve schools

4.4 Respondents gender



Source: Researcher 2015

Figure 7 Gender representation

The findings showed that the number of male to female frequency of the respondents was 30 males and 12 female making a total percentage of 71.4 % and 28.6 % respectively making a total of cumulative percentage of 100%. The gender representation shows that there were more male respondents than female. The respondents were mature people as was indicated in the Table 7 below.

4.5 Age brackets

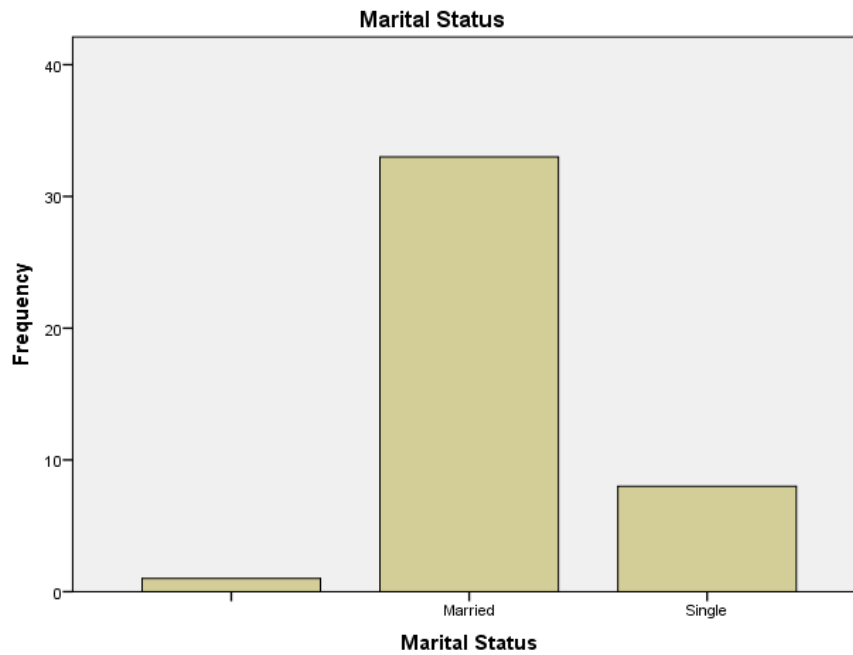
Table 7 Age bracket

Age	Frequency	Percent
21-30 years	2	4.8
31-40 years	6	14.3
41-50 years	25	59.5
51-60 years	7	16.7
60 years and above	1	2.4
Total	41	97.6
Missing System	1	2.4
	42	100

Source: Researcher 2015

Table 7 above revealed that respondent's age bracket highest percentage ranged between 41 and 50 years which makes a percentage of 59.5% meaning a mature group of respondents were involved in matters of public secondary school governance and management. Only 2.4% were above 60 years.

4.6 Marital status

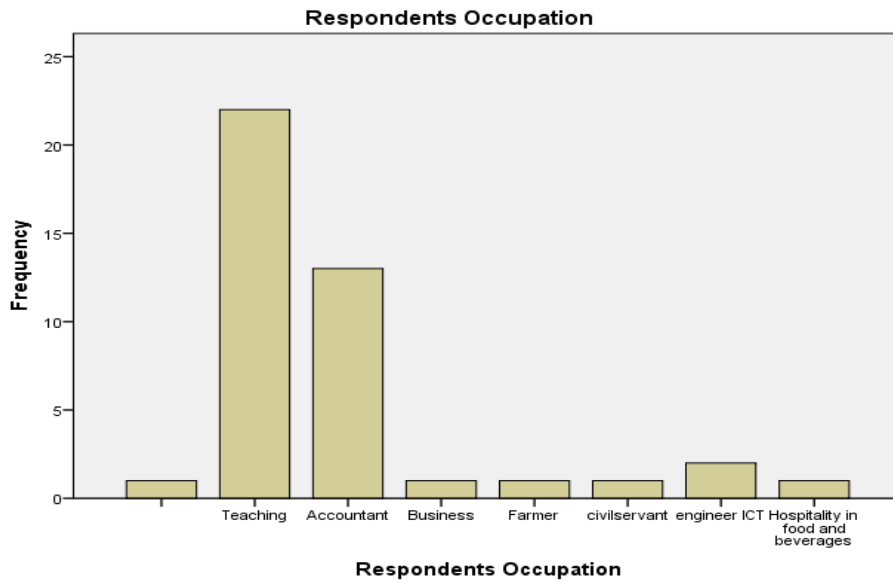


Source: Researcher 2015

Figure 8 Marital status

The marital status of the respondent revealed 79 % of the respondents were married (33) while 19% are single (8). The 2 % was the respondent who never filled the marital status. The findings revealed that married respondents involved in public secondary school governance and management make the highest percentage in Gatanga Sub County.

4.7 Respondent's occupation

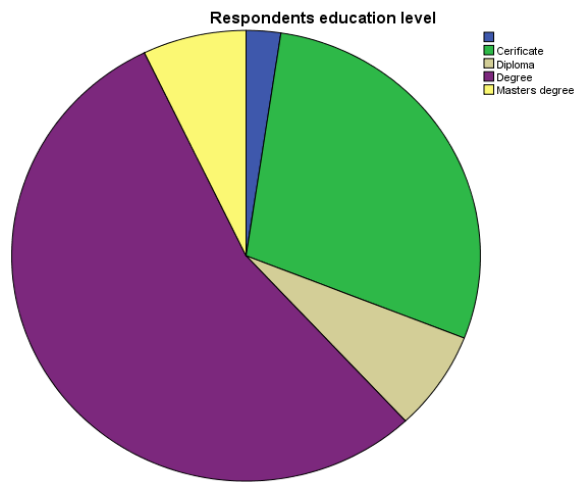


Source: Researcher 2015

Figure 9 Respondents occupation

Most respondents were teachers in profession making a percentage of 52.4 %, while the accountant formed 31% of the respondents. Farmers, civil servants, business, hospitality in food and beverages made 9.6 % of the respondents, information and computer technology made 4.8 % and 2% of the respondent who failed to fill the form.

4.8 Education level



Source: Researcher 2015

Figure 10 Respondents education level

The findings revealed that among the respondents 28.6% were certificate holders (12), 7.1 % diploma holders (3), 54.8% were degree holders (23), while 7.1 % were master's degree holders (3) and 2.4 % of the respondent who never filled the questionnaire on education level. The majority of respondents in governance and management of Gatanga Sub County public secondary schools are degree holders.

4.9 Respondent years of service in particular school

Table 8 Respondent years of service

Years	Frequency	Percentage
1-3 years	14	33.3
4-6 years	10	23.8
7-9 years	8	19.0
10-12 years	4	9.5
13-15 years	1	2.4
19 years and above years	1	2.4
1-3 months	3	7.1
Total	41	97.6
Missing System	1	2.4
Total	42	100.0

Source: Researcher 2015

The above Table 8 indicates that the majority of the respondents have worked in their respective particular schools at a period ranging between 1-3 years (33.3%); 4-6 years (23.8%) ; 7- 9years (19%); 10-12 years (9.5%), 13-15 years (2.4 %); 19 years and above (2.4%); 1-3 months (7.1%); the missing system 2.4%. It therefore means majority of the respondents were new members in governance and management of their respective schools.

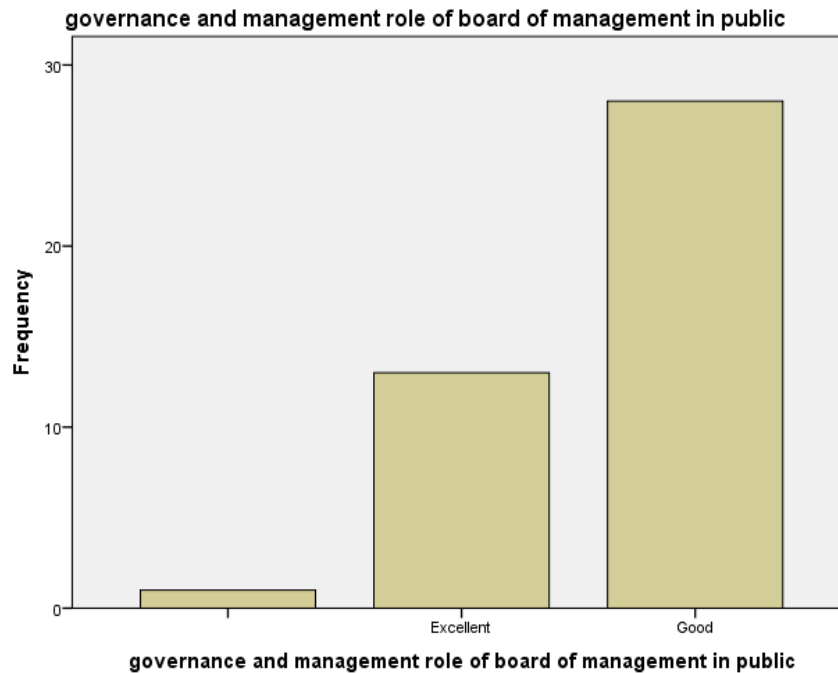
4.10 Respondents capacity in governance and management in their respective schools

Table 9 Respondents rate

	Targeted Population	Participants	Percent
Principals	12	8	19.0 %
Deputy principal	12	12	28.5 %
BOM chairperson	12	5	12 %
PA Chairperson	12	5	12 %
Bursar	12	12	28.5 %
Total	42	60	100%

The findings revealed that the number of the school principals were 8 (19.0 %), deputy principals were 12 (28.5 %), the board of management chairpersons were 5 (12 %), parent association chairpersons were 5 (12 %), and school bursars were 12 (28.5 %). The finding were that 66 % of key respondents were among the school principals, school bursars and deputy principals.

4.11 Governance and management roles of board of management

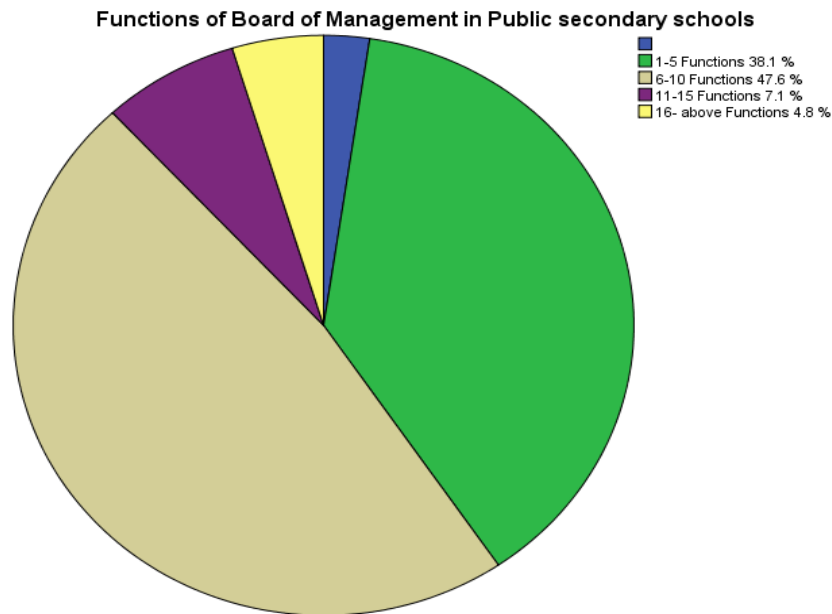


Source: Researcher 2015

Figure 11 Governance and management roles

Figure 11 above shows the finding on the governance and management roles of the board of management in public secondary schools as presented by the respondents. The valid percentage revealed that 31 % of the respondents rated the role as excellent and 66.7 % as good, which 2.4 % is missing system. The majority of the respondents were contented with the roles played by the board of management in their respective schools within Gatanga Sub County.

4.12 Functions of boards of management in public secondary schools

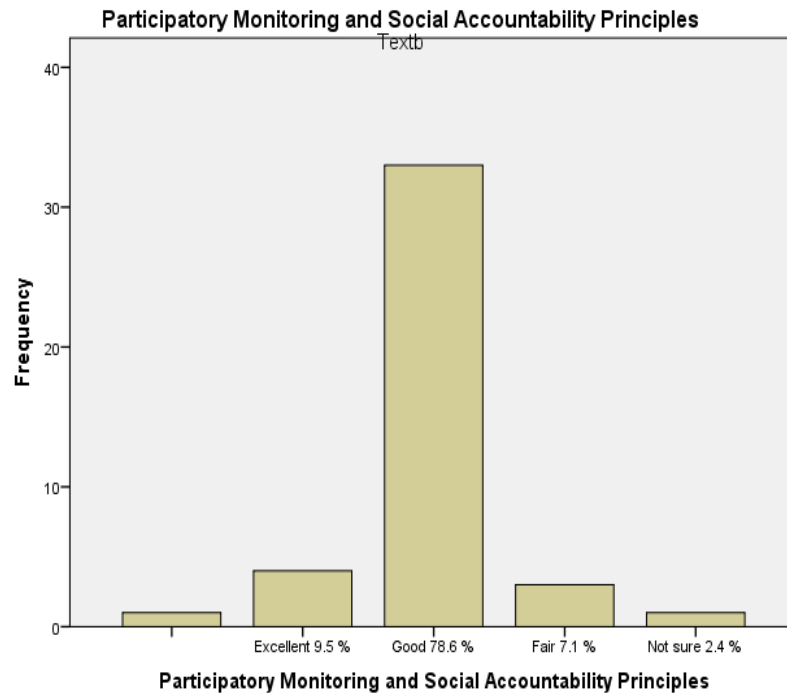


Source: Researcher 2015

Figure 12 Board of management functions

Figure 12 above chart represents the awareness of the respondent on the functions of BOM in public secondary schools. The findings were that 38.1 % of the respondents listed 1-5 functions, 47.6 % listed 6-10 functions, 7.1 % listed 11-15 functions, 4.8 % listed above 16 functions and 2.4 % was missing system. The findings revealed that average awareness of the functions of the BOM was 47.6 % meaning that there is need for people in governance and management of public secondary schools to be aware of the functions of the BOM and in line with the Basic Education Act of 2014 in accordance with 2010 Kenyan Constitution.

4.13 Participatory monitoring and social accountability principles



Source: Researcher 2015

Figure 13 Participatory principles

Figure 13 above indicates the findings of participatory monitoring and social accountability principles in public secondary schools within Gatanga Sub County and the respondents rated 9.5% as excellent, 78.6 % as good, 7.1 % as fair, 2.4 % as not sure and 2.4 % missing system. The findings revealed that the participatory monitoring and social accountability principles in public secondary schools are operational as 33 respondents rated.

4.14 Extent to which school finances are mismanaged in public secondary school

A. Scale of motive in influencing financial mismanagement of schools

Table 10 Scale of motive in influencing financial mismanagement

Rating	Frequency	Percentage
High	3	7.1
Average	19	45.2
Low	19	45.2
Total	41	97.6
Missing System	1	2.4
Total	42	100%

Source: Researcher 2015

The motive towards financial mismanagement of the school ranged between low and average scale of 45.2 % each with a frequency of 19 each. Though the motive to mismanage the school finances rated 7.1 % the probability is that there is a thin margin between mismanagement and proper management of the school finances.

B. Scale of opportunity in influencing financial mismanagement of school

Table 11 Scale of opportunity

Rating	Frequency	Percentage
Extra high	1	2.4
High	3	7.1
Average	11	26.2
Low	26	61.9
Total	41	97.6
Missing System	1	2.4
Total	42	100%

Source: Researcher 2015

Table 11 above showed that the scale of the opportunity to mismanage the school finances is prevalently low with a percentage of 61.9 %. At close observation the opportunity to mismanage rated an average 26.2 % which means there would be a possibility of high mismanagement of resources in some of the public secondary schools in Gatanga Sub County with representation of 7.1 %.

C. Scale of unethical orientation in influencing mismanagement of school finances

Table 12 Scale of unethical orientation

Rating	Frequency	Percentage
High	3	7.1
Average	14	33.3
Low	24	57.1
Total	41	97.6
Missing System	1	2.4
Total	42	100%

Source: Researcher 2015

Table 12 above revealed that the scale of unethical orientation towards mismanagement of school finances is low in most schools rating 57.1 % with an average response of 33.3 % and 7.1 % felt the unethical orientation was high. The extent to which the unethical orientation influence financial mismanagement in the public secondary schools within Gatanga Sub County still stands as a factor to be dealt with .

4.15 Factors leading to bad governance and financial mismanagement in public secondary schools

Table 13 Assessing factors towards bad governance and financial mismanagement

No. of Factors	Frequency	Percentage
1-5 Factors	26	61.9
6-10 Factors	14	33.3
Total	40	95.2
Missing System	2	4.8
Total	42	100%

Table 13 above indicates the respondents who listed factors leading to bad governance and financial mismanagement in schools between 1-5 factors were 26 (61.9 %), 6-10 factors were 14 (33.3 %) and those who listed nothing were 2 (4.8 %) of the interviewed respondents. This means among the respondent a degree of ignorance may be present on the factors that would lead to explanations of bad governance and financial mismanagement in public secondary schools.

4.16 Common mismanagement practices observed in public secondary schools

Table 14 Common mismanaging practices

No. of Practices	Frequency	Percentage
Those who refrained	4	9.5
1-5 Practice Observed	33	78.6
6-10 Practice Observed	5	11.9
Total	42	100%

Source: Researcher 2015

Most respondents listed 1-5 common mismanagement practices observed in their schools (78.6 %); 11.9 % of the respondents had observed 6-10 common mismanagement practices. The frequency rated of 1-5 observed common practices were made by 33 respondents and 5 respondents had noted 6-10 common mismanagement practices and 5 respondents missed to list the observations (9.5 %). The conclusive findings was that there was indication of the presence of some common practices of financial mismanagement in the public secondary schools within Gatanga Sub County.

4.17 Degree of cheating and deceit, waste and financial mismanagement, fraud and stealing in public secondary school

A. Degree of cheating and deceit

Table 15 Degree of cheating and deceit

Rating	Frequency	Percent
Extra high	1	2.4
Average	19	45.2
Low	21	50.0
Missing System	1	2.4
Total	42	100 %

Source: Researcher 2015

Table 15 above indicated that though the majority rated the degree of cheating and deceit as low as 50 %, it's evident that with an average percentage of 45.2 %, 2.4 % extra high and missing system of 2.4 % there are traces of cheating and deceit in most of the public secondary schools in Gatanga Sub County.

B. Degree of waste and financial mismanagement

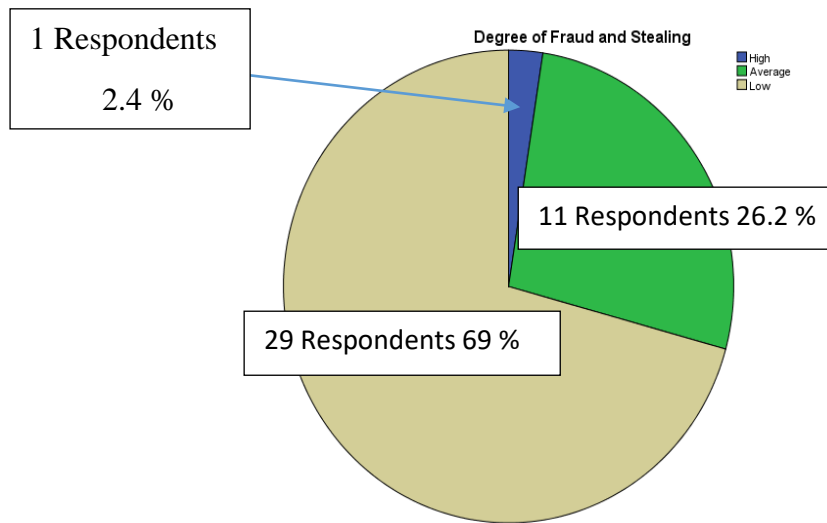
Table 16 Degree of waste and mismanagement

Rating	Frequency	Percentage
Extra high	1	2.4
High	7	16.7
Average	25	59.5
Low	8	19.0
Total	41	97.6
Missing System	1	2.4
Total	42	100%

Source: Researcher 2015

The finding indicated that the average degree of wastage and mismanagement of school finances rated 59.5 % of the respondents with a frequency of 25 respondents. This fact proofed that there is a certain considerable percentage of waste and financial mismanagement in public secondary schools in Gatanga Sub County. A frequency of 7 respondent rated the degree of waste and financial 16.7 % high; while 8 respondents rated it low.

C. Degree of fraud and stealing



Source: Researcher 2015

Figure 14 Degree of fraud and stealing

From the respondents it was evident that the degree of fraud and stealing is low rating 69.0 %, with a minimal percentage of 2.4 % on the high levels. The facts revealed that with an average degree of 26.2 %, fraud and stealing occurs in public secondary schools in Gatanga Sub County.

4.18 Effects of bad governance and financial mismanagement in public secondary schools

Table 17 Effects of bad governance and financial mismanagement in schools

No. of Effects	Frequency	Percentage
1-5 Effects	32	76.2
6-10 Effects	9	21.4
Total	41	97.6
Missing System	1	2.4
Total	42	100%

Source: Researcher 2015

The findings of effects of bad governance and financial mismanagement in public secondary school indicated that the frequency of respondents numbered 32 (76.2 %), which suggested that there is a percentage of ignorance of respondents in establishing the effects as stated above which adds up to the problem of bad governance and financial mismanagement in Public secondary schools in Gatanga Sub County.

4.19 Rating the importance of education in public secondary schools

Table 18 Rating the importance of education

Rating	Frequency	Percent
Extra high	5	11.9
High	19	45.2
Average	15	35.7
Low	2	4.8
Total	41	97.6
Missing System	1	2.4
Total	42	100%

Source: Researcher 2015

Table 18 findings indicated that most of the schools value education meaning that Gatanga Sub County public secondary schools in general view education as a treasure in their lives. However great effort is to be made to raise the standard of education in Public secondary schools in reference to the table below also found in chapter one.

Table 19 Gatanga Sub County secondary schools analysis

KCSE Analysis	2014	2013	2012	2011	2010	2009
Public schools	40	35	35	29	29	29
Mean score of 8	0	1	0	0	0	0
Mean score of 7	1	0	1	1	1	1
Mean score of 6	2	2	1	1	1	1
Mean score of 5	6	5	7	4	5	3
Mean score of 4	1	9	1	9	1	6
Mean score of 3	20	17	12	13	15	20
Mean score of 2	3	5	5	2	1	2

Source: Sub County Education Office

4.20 Factors determining quality education in public secondary schools

Table 20 Quality education factors

Rating	Frequency	Percent
MS	1	2.4
Motivation	5	11.9
Learning material High	4	9.5
Discipline	4	9.5
Individual-collective perception	3	7.1
Collaboration of Values and Practice	7	16.7
Pedagogical process and professional practice	8	19.0
Syllabus coverage	3	7.1
Subject Knowledge	2	4.8
Assignment accomplishment	1	2.4
Parental involvement	2	2.8
Testing	2	2.8
Total	42	100%

Source: Researcher 2015

The respondents were to mention one major factor determining quality education in their respective school. The respondent listed eleven major factors. The most recurrent factors was motivation (11.9%), collaboration of values and practice (16.7 %), and pedagogical process and professional practice (19 %).

4.21 Possible solution towards good governance and financial management of public secondary schools

Table 21 Possible solutions

Possible Solutions	Frequency	Percent
Monitoring and supervision	8	19
Capacity building Motivation	9	21.4
Audit and record keeping	11	26.2
Qualified staff	13	31.0
Total	41	97.6
Missing System	1	2.4
Total	42	100 %

Source: Researcher 2015

Most respondents 31.0 % indicated that there is need of qualified staff in governance and financial management of public secondary schools and 26.2 % of the respondents proposed proper audit and record keeping. 9 of the respondents indicated the need for capacity building for all the stakeholders while 19 % of the respondents felt that monitoring and supervision was necessary.

4.22 Area mostly affected by poor governance and financial mismanagement in public secondary schools

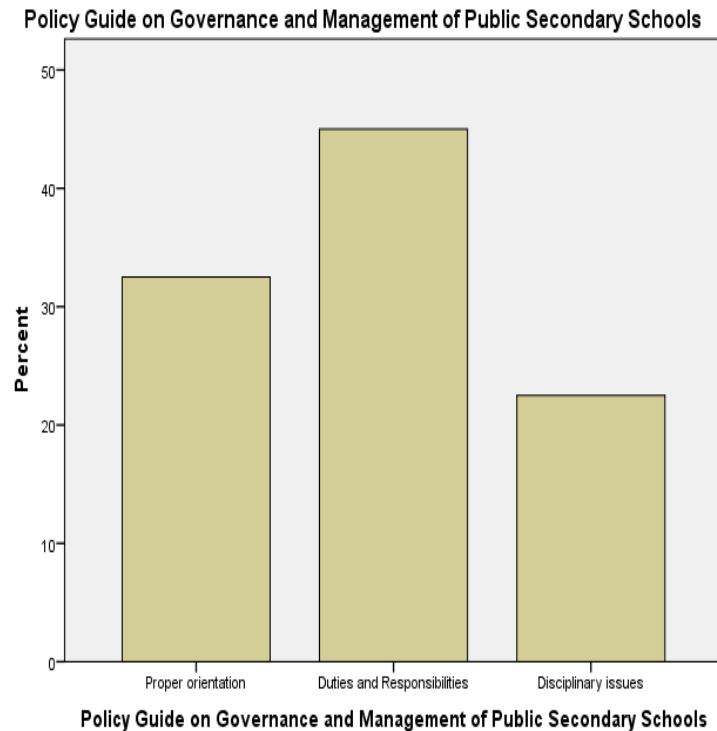
Table 22 Areas most affected

Areas	Frequency	Percent
High Expenditures	11	26.2
Academic Performance	15	35.7
Mismanagement in Kitchen and Store	3	7.1
Time Mismanagement	4	9.5
Wastage	3	7.1
Lack of parental responsibility	3	7.1
Total	39	92.9
Missing System	3	7.1
Total	42	100%

Source: Researcher 2015

Table 22 above indicates that the most affected areas in of matters bad governance and finance mismanagement were the academics performance with 35.7 % of the respondents; high expenditures with 26.2 % of the respondents, time management with 9.5 % of the respondents. The poor academic performance may have resulted from the consequences of time mismanagement; while occurrence of high expenditures may have resulted from mismanagement in kitchen and stores as well as wastage.

4.23 Policy guide on governance and financial management in public schools



Source: Researcher 2015

Figure 15 Policy guide

The findings from the respondents indicated that there is necessity of inclusion of duties and responsibilities in the policy guide whose representation marked 42.9 %, of the respondents. The 31 % of the respondents emphasized that proper orientation of new staff members is important; while 21.4 % of the respondents emphasized disciplinary issues to be included in the policy guide concerning governance and financial management in the public secondary schools. The findings calls for revision of available policy guidelines or reinforcement of existing policies and where there not in existence to be formulated in public secondary schools in Gatanga Sub County.

4.24.0 Discussions

4.24.1 Gender representation

Following the above named findings it was evident that there were more male respondents than females. The male respondents marked 71.4% while the female respondents marked 28.6 %. This representation was not in line with gender rule of not more than 2/3 representation of 2010 Kenyan Constitution (Government of Kenya, 2010) (Government of Kenya, 2010) in governance and management of public institutions.

4.24.2 Age brackets

The years of the respondents were categorized as 21-30 years, 31-40 years, and 41-50 years, 51-60 years and above 60 years. The highest age brackets percentage ranged between 41-50 years scoring 59.5% which made a mature group of respondents involved in matters of school governance in Gatanga Sub County. Only 2.4 % of the respondents were above 60 years meaning that age bracket was ready for the retirement.

4.24.3 Marital Status

The marital status of the respondents indicated that 79 % were married and 19 % were single and the missing system marked 2 %. This would mean that the majority of the respondents involved in school governance were a population who were married and were expected to offer quality service to the public secondary schools within the Gatanga Sub County. That group of population form the majority of the society who are energetic and can execute their roles qualitatively in governance of public secondary school.

4.24.5 Respondent's occupation

The occupation tabulation findings indicated that teaching profession made 52.4 % of the respondents meaning that the value of education marked the majority who were degree holders who made a population of 54.8% and were involved in public secondary school governance in Gatanga Sub County. **This was in line with chapter two which stipulated that those involved in school leadership must dedicate their time and energy for the service of school and possess relevant governance and management skills.**

4.24.6 Respondent years of service in particular school

The years of service indicated that 33.3 % of the respondents had worked in their respective school within a range of 1-3years. The findings unfolded the fact that majority of respondents were not too familiar with issues of schools on matters concerning the role of boards of management in provision of quality education, and financial management in public secondary schools in Gatanga Sub County in Muranga County. Therefore a lot of capacity building probably may be needed to assist them to offer quality service and be conversant with what is expected of them.

4.24.7 Respondents capacity in governance and management in their respective schools

Observing the capacity trend, the key respondents were among the school principals, school bursars and deputy principals. School managers and those who form the managing team ought to have a good understanding of the school trend of education, development and possess relevant management skills to enable them to perform the role of school governance, provide quality education and proper financial management (Education and Man Power Bureau, 2006). The finding was in aligned with chapter two whose emphasis was skillful governors and managers of schools.

4.24.8 Governance and management role of boards of management

The majority of the respondents (66.7%) were contented with the role played by Board of management (BOM) in their respective schools. Some of the respondents were in line with governance and management roles outlined in the Basic Education Act of 2013 with such roles as transparent and accountable school boards of management, planning, budgeting and control of finances of public secondary schools as enumerated in Article 59 (Republic of Kenya, 2013) as earlier discussed in chapter two.

4.24.9 Functions of board of management in public secondary schools

However, on requesting the respondents to list the functions of the BOM, only 47.6 % of the respondents were able to list between 6-10 functions. That response means that there is need for improvement and sensitization in the majority of those involved in governance and management of public secondary schools within Gatanga Sub County.

4.24.10 Participatory monitoring and social accountability principles

Testing the participatory monitoring and social accountability principles, a total of 78 % of respondents were contented with how the public secondary schools operated. The remaining percentage minus missing system percentage means there is lack of proper participatory monitoring and social accountability in some public secondary schools within Gatanga Sub County.

4.24.11 Extent to which school finances are mismanaged in public secondary school

We can access the extent to which public secondary schools finances are mismanaged by observing the scale of motive, opportunities and unethical orientation. Majority of the respondents enunciated that indicated that the margin to mismanage the resources was evidently very thin.

However 7.1 % of the respondents felt that unethical orientation stood high in some public secondary school in Gatanga Sub County. The motive, opportunity, and unethical orientation towards mismanagement of school finances evidently were indicated as constitutive elements contributing financial mismanagement in public secondary schools as earlier established in chapter two (Owino, 2000).

4.24.12 Factor leading to bad governance and financial mismanagement in public secondary schools

On requesting the respondents to list factors leading to bad governance and financial mismanagement, only 26 respondents were able to list between 1 and 5 factors making 69.9 % of the respondents. This finding indicated that the level of ignorance was quite high as indicate in chapter two on the need of capacity building. Some respondents indicated traces of lack of transparency and accountability especially where large petty cash payments were made. Poverty was also listed as a factor leading bad governance and poor financial management. Basic governance and management skills were also highlighted which included poor team spirit and failure to delegate.

Other factors which were listed included unavailability of essential learning material which caused low academic performance and low education levels of parents formed poor attitude in their children in matters providing quality education. Other area which indicated bad governance in public secondary school were poor control systems, laxity, poor budgeting, intimidation, greed, noncommittal, in disciplined student, wastages, corruption, delayed school fee, dishonesty, poor tendering system, big debts, student breakages, and loss of school items.

Lack of participation, misappropriation of funds, negligence, poor recording, time mismanagement, nepotism, failure to prioritize, poor procurement knowledge and poor process; single sourcing, poor monitoring, local politics and inadequate human resource were also indicated as factors towards bad governance and financial mismanagement by the respondents

4.24.13 Common mismanagement practices observed in public secondary schools

Most respondents listed 1 to 5 common mismanagement practices observed in their schools making a total of 78.6 % of the total respondents. The finding indicated that common mismanagement practices were evident in most schools. Such common mismanagement practices included, communication breakdown, misalignment of academic programmes, poor recruitment methods, lack of evaluation, bribes, boy-girl relationships, discipline issues, financial mismanagement, poor syllabus coverage, don't care attitudes, loss of school items, overpricing, damage, theft, cheating, time mismanagement, misappropriation of funds, lack of budget control, wastages, rampant vested interest, poor procurement procedures and exam cheating etc.

4.24.14 Degree of cheating and deceit, waste and financial mismanagement, fraud and stealing in public secondary school

The degree of Cheating and deceit, waste and financial mismanagement, fraud and stealing findings rated as follow:-

a. Cheating and deceit

From the respondent rating it was evident that most of the schools were affected by cheating and deceit which was rated as low as 50 %, average percentage of 45.2 % and extra high of 2.4 % of the respondents in most of the public secondary schools in Gatanga Sub County.

b. Wastage and financial mismanagement

The degree of wastage and financial mismanagement rated average with 59.5 % as the highest rating by the respondents with a frequency of 25 persons. This fact proofed that there was a certain considerable percentage of wastage and financial mismanagement in public secondary schools in Gatanga Sub County.

c. Degree of fraud and stealing

Most of the respondent (69.0 %) rated the degree of fraud and stealing as low in their respective schools; while some of the respondents (2.4 %) rated the degree to be high in their schools. The facts revealed that with an average degree of 26.2 %, fraud and stealing occurs in public secondary schools in Gatanga Sub County. The findings was in agreement with the argument of Fusco who categorized cheating and deceit, waste and financial mismanagement, fraud and stealing as factors yielding high expenditures in public secondary schools (Fusco, 2005) as earlier stated in chapter two.

4.24.15 Effects of bad governance and financial mismanagement in public secondary schools

The findings indicated that a frequency of respondents numbered 32 (76.2 %) who listed effects of bad governance and financial mismanagement in public secondary schools. From the findings it was evident that some the respondents were not aware of the effects of bad governance and financial mismanagement in public secondary schools in Gatanga Sub County. That understanding meant a probability of weakening the role of board of management in its role to provide quality education and finance management in Public secondary schools. The findings on the effects of bad governance and financial mismanagement was in agreement with the argument in chapter two that indicated financial mismanagement in public secondary schools causes increased high rate of schools' dropout, high poverty level, low quality teaching, poor academic achievements and distorted adolescent's cultural ethical values and bad behaviour (U4 AntiCorruption Resource Centre, 2006).

4.24.16 Importance of education in public secondary schools

The importance of education in Gatanga Public secondary schools rated high in most of the schools (45.2 %). Thus the value of education was held as a treasurable enterprise by the general population despite poor academic performance over the years (Cf. Table 18 of Chapter 4)

4.24.17 Factors determining quality education in public secondary schools

Most of the respondent listed the pedagogical process and professional practice as the major determining factor of quality education rating 19 % of the respondents. Table 23 indicate some of key determining factor listed in the questionnaires.

Table 23 Factors determining quality education in public secondary schools

Quality education factors	Percent
Motivation	11.9
Discipline	9.5
Individual and collective perception	7.1
Collaboration of values and practice	16.7
Syllabus coverage	7.1
Subject knowledge	4.8
Assignment accomplishment	2.4
Parental involvement	4.8
Testing	4.8

This was in line with chapter two.

4.24.18 Area mostly affected by poor governance and financial mismanagement in public secondary schools

The findings from the respondents indicated that the most affected area was poor academic performance (35.7 %). The root cause of the poor performance could be time mismanagement which rated 9.5 % of the respondents. Second most affected area was high expenditure (26.2 %) which may have resulted from wastages (7.1 %), kitchen and store mismanagement embezzlement of funds.

4.24.19 Possible solutions towards good governance and financial management in public secondary schools

Most respondents identified qualified staff as the most immediate remedy towards good governance and management of school resources with highest number of respondents of 31%. Other remedies highlighted were monitoring and supervision, capacity building, audit and record keeping among others. The factors earlier mentioned in chapter two were all covered in the remedies identified above as the possible remedies toward school governance and management. Therefore the findings were in agreement with literature in chapter two.

4.24.20 Policy Guide on Governance and Management of Public Secondary Schools.

The findings from the respondents proposed need for revision of policy guidelines or reinforcement of existing policies on governance and management of public secondary schools in Gatanga Sub County. The elements suggested to be included in the policy guide were proper orientation procedures; clear and distinct duties and responsibilities as well as disciplinary issue of those involved in governance and management of the public secondary schools in Gatanga Sub County.

4.25 Conclusion

Following Kant's theory that argued that human beings have an intrinsic worth, i.e., dignity, which makes them valuable above all price, students cannot be used as means to an end under any circumstances. Morality demands that students to be treated always as an end and never as a means because the value of human beings is above all prices.

The finding attests the theoretical frame work that human being have an intrinsic worth and therefore lacking moral values towards other human beings causes poor governance and financial mismanagement in public secondary schools.

This phenomenon weaken the school structures, causes poor remuneration, and poor law enforcement, breakdown of financial control systems, political patronage, nepotism and psychological effects. Such experience erodes compassion, care and concern for students, diminishes respect for student's dignity and affects the provision of quality education and financial mismanagement in public secondary schools. The effects constrains on student's freedom, limits students choices, causes poor academic performance, frustrates school infrastructure development, undermines justice and equity treatment and manipulates students for self-interested goals. With proper execution of the role of boards of management in providing quality education and financial management there is an establishment of respect of student's dignity and quality education is realized. School infrastructural progression and proper governance and financial management policies are followed.

Having done that we affirm the conceptual frame work that emphasized the role of board of management is to ensure school interest, promoting development, provide adequate physical facilities, ensure staffing needs, handle discipline cases, provide regular reports, provide guidance and counselling to learners, provide welfare and human right policies for human resource, allow use of school facilities by community for social and lawful purposes, administer and manage the use of school resources receive, collect and account the funds received and provide quality education. When that is done we enhance the roles of the board of management in providing quality education and financial management in public secondary schools.

CHAPTER FIVE

5.0 THEOLOGICAL ANALYSIS AND REFLECTION

5.1 Introduction

This chapter focused on the reality and social transformation, world views underlying the emerging solutions towards the role of boards of management in provision of quality education and financial management in public secondary schools in Gatanga Sub County. The study made conclusions on the attitudes, values and assumptions that justified different perspectives of the respondents involved in governance and management of public secondary schools among the study population. The researcher main objective was to investigate the role of boards of management in provision of quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County.

The researcher aimed at identifying and understanding the situation on the ground as to transform the systems, structures and the perspectives in accordance with the problem statement of this study in order to have better public secondary schools in Gatanga Sub County. The findings in chapter four unfolded the underlying problems, attitudes and values that were held by the study population. The findings clarified assumptions that justified different perspective and made a critical approach towards solutions. The call and duty of the researcher was to collaborate in order to transform world views of study population in line with the problem statement after a serious theological analysis and reflection. The theological analysis and reflections methodology is pastoral cycle approach after insertion, social analysis and before pastoral action plan which helped in identifying the root causes of the gaps observed as to effect social transformation (Parise, 2011).

5.2 The insertion

In carrying out the investigation of the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County the researcher prepared the questionnaires. A good percentage of study population were welcoming and friendly in the 12 public secondary schools in Gatanga Sub County where this study was conducted. The situation on the ground was not very easy because some of the respondents seemed suspicious, others fearful while others expressed non-committal attitudes. Some respondents seemed not conversant with the role of the boards of management in providing quality education and financial management in public secondary schools.

In chapter one the researcher had observed notable issues concerning governance and management in public secondary schools namely admittance forms were levied, complains of financial nature, claims of some non-teaching staff being involved in theft of some school resource, audit report implementation delay, unsatisfied student body, huge debts and vested interest with some of the management team members and poor academic performance. Some respondents were unable to fill the questionnaire meaning either they deliberately refrained or were not informed of the inner operation of their respective schools. The findings indicated that there is need of serious awareness of the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County among the population involved in school governance and management as to enable quality education and proper financial management in public secondary schools in Gatanga Sub County.

5.3 The social analysis basis

From the findings in chapter four over the role of the boards of management in providing quality education and financial management in public secondary schools in public secondary school in Gatanga Sub County, some of the board's stakeholders in governance and school management failed to practice the right Christian virtues such as honesty, transparency and accountability. The study also indicated that the some people involved in governance and management of schools failed to set good example to the students. This fact interfered with the spiritual growth of the students and social teachings of the Church. A sense of mistrust among school members in governance and management was observed, lack of respect to each other and indiscipline of students was also noted. The risk affected areas pointed financial mistrust, kitchen and store, procurement and academic performance among others as were reflected in chapter two (Wood J., Antonowicz L., Feb 9, 2012 - October 1, 2011). Such occurrences caused relational breakdown, bad reputation, guilty conscious, conflicts, negligence of duty and responsibilities. Such trends may be attributed to weak institutional structures; poor financial control systems and social-economic-political influences as the findings indicated. Such matters included gender representation, age bracket, educational level, respondents occupation, working experience, respondents capacity, governance and management functions of BOM, participatory monitoring and social accountability principles, factors influencing financial mismanagement of schools, factors and effects leading to bad governance and financial mismanagement of schools, path ways towards quality education as well as possible solutions to enhance the role of boards of management in providing quality education and financial management in public secondary schools as found in chapter four.

5.4 Reflections

The Christian faith becomes a lived reality only if it includes a commitment for liberation of men and women in the society because the word of God is about the promise of a fulfilling present and a bright future. This fact is affirmed by John 10:10 where Jesus the Son of God stated his mission on earth. Jesus came that all may have life in abundance (Charles, 1978). “I will give you a new heart and a new Spirit (Ezekiel 36:26-27)”. Jesus invites us to a deeper fulfillment in our daily commitments.

With regard to gender issues in matters of governance and management in the bible we find that women were among key governors and managers in public administration. Esther a poor girl became a queen and saved the Jewish community from being suppressed. In the same understanding women can play vital roles in public secondary schools administration (cf. Esther 2: 15-18). Similarly Judith was involved in matters of governance and management in Israel’s liberation (Judith 8:1-27). The social teaching of the Church guides men and women to discover the truth and choose a direction that will encourage her children to bear witness with the spirit of service to the Gospel in every sector of life (Pontifical Council For Justice and Peace, 2004). The Church has a divine duty to teach eternal truth. It speaks against evils and matters that affect the moral lives of the people of God in order to enable God’s people to live justly to attain full salvation (Ruwa, 2001). The process of internalization gives rise to greater depth and realism in social action making possible attitudes of justice and solidarity (Pontifical Council For Justice and Peace, 2004). Concerning age brackets we find Apostle Paul charging Timothy a young adult to govern the matter of the Church. Paul encouraged Timothy to proclaim the word, be persistent, convince people, reprimand and encourage other through patience and teaching.

Further he encouraged Timothy to put up with the hardships of an evangelist and perform gentle duties in his social transformation ministry. Paul in that view admitted that his retirement period had come (2 Timothy 4:1-8). This means those who are within the retirement age bracket in public secondary schools governance and management should honorably accept their state and give space to the younger generation. Addressing the situation of qualification of governors and management human resource Apostle Paul advised Timothy that in appointment of leaders they must be irreproachable, married, temperate, self-controlled, hospitable able to teach, good role models and manage their hold well keeping their children under control with perfect dignity (1 Timothy 3:213). Chapter four finding indicated that most of the respondent were married and those who were single had blameless Character. Paul the Apostle of Christ in defending his position in matter of governance and management of Church affairs established his identity himself as a qualified lawyer and was zealous in his ministry based on the education he had received. He praised with great honour his professor Gamaliel (Acts 22: 1-5). The findings in chapter four indicated that most of the respondents working in public secondary schools in Gatanga Sub County were degree holders. Thus majority of the respondents were competent for their tasks. In regard to working experience Apostle Paul emphasized the fact that governance and management amount to honour and thanks giving to God. Through administration of public service, we not only offer service to people but we also glorify God. Following that understanding our quality service contribution to others becomes an act of thanks giving to God (2 Corinthian 9:12). The population involved in governance and management of public secondary school in Gatanga must uphold this great value. Service to humanity is service to God. Thus, in service to humanity we to relate to others as an end but not merely means as earlier stated in chapter two following Kantian theory.

The extent of the sincerity of acceptance of God's love is the extent to which that love changes us. When God's Spirit is poured in human hearts His justice and solidarity take root in us. God's will is articulated in the Decalogue rooted in the innermost being of our hearts which enhances the reality and social transformation (Cf. Ex. 34; John 13:13-34; 15:14-17). The body of Christ is formed by distinct member with specific roles and function. Each member is required to diligently work for the unity of the entire organism with respect to individual differences. The variety of each part becomes an essential component for entire operation. In 1 Corinthian 12, different roles of service are outlined in respect with giftedness of each person. To some is given mighty deeds, prophecy, discerning spirits, variety of tongues and interpretation among others; all for the benefit of the entire body. This fact calls those in governance and management in public secondary school to appreciate the role each plays and work diligently to provide quality education and better financial management of public secondary schools in Gatanga Sub County. Bad governance and financial mismanagement of public secondary school causes the school to suffer injustice.

According to Pope Paul the VI the most important aspect of today's world is to appreciate that the social question that ties all people together in the world in the development of the peoples (Paul, 1967). "There is need to explore the surroundings and, go beyond what is given...." (Imoda, 1998). In response to the injustices in the world the Church scrutinizes the signs of the times and seeks to detect the meaning, share aspirations and questions the human situations and analyzes the depth of the human conditions in order to better the human condition (Flannery, 1998). In John 15:16, Jesus emphasizes results from the work we do.

The observation that the Church is sent to awaken the world calls every person involved in matters of public secondary school's governance and management bear fruits that will last (Pope Paul VI, 1975). Quality performance in the role of the board of management in providing quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya is therefore of paramount importance. According to Pope Francis "we are invited to promote a generative, not simply administrative, a dynamic to embrace the spiritual event present in our communities and in the world, movement and grace that the spirit works in each individual person, viewed as a person. We are invited to commit ourselves to dismantling lifeless models to describing the human person as marked by Christ, who is never revealed absolutely in speech or action" (Pope Francis, Rejoice, 2014) Faith is a light that draws us into it. Faith invites the human person to explore horizons that illumines better working condition by seeking an understanding ever deeper to closeness to God (Pope Francis, The Right of Faith, 2013).

Therefore proper monitoring and supervision was indicated as essential factors in the role of boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya. (Cf. Parable of the tenant farmers Luke 20:9-19). To judge the realities found in chapter four we need to approach the findings with gaze of good shepherd who seeks not to judge the manifested attitudes but to love (Pope Francis, The Joy of The Gospel, 2013). In matters concerning governance and management in public secondary schools within Gatanga Sub County the attitude is not to judge but to love to ensure social transformation.

5.5 Lesson drawn from the study

From the findings and interaction with the respondents the study population was generally friendly and hospitable. Majority were very much concerned with the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County. All respondents were in favour to work for quality academic performance in Gatanga Sub County. Notably an element of a small percentage were dissatisfied with remuneration package. In matter concerning policy guide most respondent were in agreement that improvement and revision was necessary. The majority of respondent noted the gap of exclusion of the chairperson of the Board of Management and school principal in the procurement committee. The suggestion was revision of the policy, improvement of financial and other control systems to reduce wastage and mismanagement. In some schools account clerks were the persons termed as school bursar. In all 12 target schools a clear distinction of roles was observed, however a few complained of overwrapping. All in all the general observation was that most public secondary schools had great respect to the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County.

5.6 Pastoral plan

Having observed the gender disparity representation, fairness demand that in public secondary schools gender rule be emphasized in matters of the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County. The finding indicated there was 2.4 % of age brackets above 60 years.

It would be fair for such respondents to plan for their retirement so that they can allow younger generation to be recruited in governance and management of public secondary schools. Further, married respondents were involved in the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County making the highest percentage in Gatanga Sub County. Therefore, it would mean that greater responsibility is expected of them in governance and management of public secondary schools. Having observed that teaching profession and education level made a bigger percentage the expectation of the majority is quality performance and high standards of education in Gatanga Sub County. Similarly majority of the respondent were observed to be new members in governance and management of their respective schools, thus the need of capacity building and proper orientation.

Most respondents were contented with the roles played by the boards of management though the findings indicated that there is need of awareness of the functions of the boards of management by a considerable percentage of respondents. Participatory monitoring and social accountability principles in public secondary schools within Gatanga Sub County was noted to be operational in most of schools.

The researcher also noted that there was high probability of financial mismanagement as a result of either bad motive, being opportunistic or due to unethical orientation though they were rated as average in most of the institutions. Most of the respondents were not aware of the factors that could lead to bad governance and financial mismanagement in public secondary schools. The findings was an indication of the presence of ignorance, manipulation and loopholes for exploitation of financial resources by opportunistic individuals.

The findings indicated presence of common practices of mismanagement of resource in public secondary schools within Gatanga Sub County. A considerable degree of cheating and deceit, waste and mismanagement, fraud and stealing in most of the institutions was observed. The findings indicated that most of the respondents treasured education in their lives. However great effort was to be made to raise the standard of education. The major determining factors of quality education included motivation, collaboration of values and practice, pedagogical process and professional practice as was found in chapter four. The pastoral action was to ensure a policy guide that includes qualified staff in school governance and management, enhance proper record keeping, thorough monitoring and supervision as well as proper auditing to enhance quality education and proper financial management.

5.7 Conclusion

The theological reflection clarified the attitude, values, assumptions and beliefs among the study population. Observation made in chapter one and the literature review in chapter two confirmed most of the observable gaps namely that of understanding the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County. The researcher found out that key governance and management issues like poor academic performance resulted from time mismanagement. High expenditures emanated from wastages and improper record keeping and poor audit systems. Such findings caused manipulation and abuse of human and financial resources.

CHAPTER SIX

6.0 MINISTERIAL ORIENTATIONS AND STRATEGIES

6.1 Introduction

Christ was most effective executive in the human race history. In three years He defined a mission and formed a strategic plan to execute His social transformation programme. He recruited and trained twelve men to become social transformers. In that Jesus became the greatest governor and management implementer. This chapter focused bearings, plans and policies that may enhance social transformation in the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya

The ministerial orientation and strategies looked at practical edifices to address the specific objectives of this study presented in chapter one to investigate the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County; to find out the extent to which school finances were mismanaged in public secondary schools in Gatanga Sub County and their root causes; to find out strategies towards quality education in Gatanga Sub County public secondary schools and to suggest possible solutions towards good governance and management of school resources in public secondary schools in Gatanga Sub County. This was to provide strategies that would result to social transformation in matters of the role of the board of management in providing quality education and financial management in public secondary schools in Gatanga Sub County. This was to facilitate informed advocacy, governance and management systems and influence informed policy making, legislation in public secondary school as to improve the education situation as observed from the KCSE analysis over the last six years in we found in chapters one.

The findings of Chapter four also signified proper uses of finances meant for public secondary schools to enhance due respect of dignity of students, good governance and management, transparency and accountability, integrity and essentially quality education. Quality education instills hope in children and encourages a spirit of shared responsibility for our planet and for the entire humanity. Through education students internalize values and principles such as dignity, integrity, liberty, equality, non-discrimination, participation, accountability and transparency. Such values and principle should be reflected in public secondary school curriculum, textbooks and in practice. By promoting human rights, education becomes an effective tool to make children aware of their dignity because the legitimacy of any school is measured by how they deliver fundamentals life skills (Transparency International, 2013) as earlier discussed in chapters one and two.

This effort envisaged the need for plan of action which has ecclesial, civil society, national and county government dimension in order to realize participatory decision making and policy development in matters the role of the board of management in providing quality education and financial management in public secondary schools.

Conclusions reached in chapter two laid emphasis on the fact that quality education has to do with evaluation of the current situation of learning practice in each public secondary school. Raising awareness among students and staff that change was key to quality education. Collaborative decision making; prior noticing of the conflicts between preferred values and actual practices of quality teaching and learning were also important elements. Proper use of available school resources such as time, money, books, materials, rooms and staff were also considered essential towards quality education.

Coherent vision for action, consultative plan for all which provides a road map of operation determining the course of action; implementation processes, monitoring and evaluation procedures; teaming up, target tasks and time frame and measures to overcome resistance (Goodall J., Vorhaus J., Capentieri J., & Harris A., 2010) were seen as important factors for the role of the board of management in providing quality education and financial management in public secondary schools in Gatanga Sub County.

6.2.0 General discussion

6.2.1 The role of the boards of management in provision of quality education and financial management in public secondary schools

Having established that the majority of the respondents (66.7%) were contented with the role played by BOM in their respective schools in chapter four, the researcher proposed capacity building programmes to be exposed to all stakeholders of education like board of management and parent association, students, educational official, suppliers, teaching and non-teaching staff.

The methodology to be applied to this programme will be through workshops and seminars to cater the 30.9 % of those in the study population who were not aware of roles of boards of management. Topic such as public secondary school governance, personnel management are to be included. All stakeholders must have specific skills to recruit, assess, develop and evaluate human resource to render quality service to public secondary schools. School managers must be knowledgeable in group dynamics, budgeting, 2010 Kenya Constitution, Basic Education Act 2013, public relations, governance, current technology, strategic planning and financial management.

School managers and all the stakeholders must also be trained in institutional management which encompasses skills such as creating a conducive working environment, relationships, networking, school governance, school rules and regulations, various level of Board of Management in Education, national and devolved government in matters of education and exposing information computer technology to all public secondary schools in Gatanga Sub County.

6.2.2 Factor leading to bad governance and financial mismanagement in public secondary schools

The findings in chapter four indicated that only 26 of the respondents were able to list between 1 and 5 factors leading to bad governance and financial mismanagement in public secondary schools making a total of 69.9 % of the respondents. The finding indicated that the possibility of ignorance was quite high as was highlighted in chapter two on the need of capacity building. Some schools lacked transparency and accountability as was indicated listed factors such as large petty cash payments, poverty, poor financial management, poor team spirit, financial difficulties, failure to delegate, unavailability of essential learning material, low academics, low education levels of parents, poor control financial systems, laxity, poor budgeting, intimidation, greed, noncommittal, indiscipline, student wastages, corruption, delayed school fee, dishonesty, poor tendering system, big debts, student breakages, loss of school items, lack of participation, misappropriation of funds, negligence, poor recording, time mismanagement, nepotism, failure to prioritize, lack of procurement knowledge and poor process, single sourcing, poor monitoring, local politics and inadequate human resource. Following the listed factors the researcher proposed a comprehensive finance and development plan to lower the increased cost of running public secondary schools.

6.2.3 Importance of education and factors determining quality education in public secondary schools

The importance of education in Gatanga Public secondary schools rated high in most of the schools (45.2 %). Thus, the value of education was eminently high among the respondents. Most of the respondent listed the pedagogical process and professional practice as the major determining factor of quality education rating 19 % of the respondents. Other determining factor listed in the questionnaire included motivation, discipline, syllabus coverage, individual and collective perception, subject knowledge, assignment accomplishment, parental involvement, testing, collaboration of values and practices.

The researcher proposed financial control systems on salary remunerations programmes of BOM employees and influx strategies of school enrollment vis-a-vis the present infrastructures. The researcher also proposed financial management programmes which would focus financial future of public secondary schools in Gatanga Sub County with new resources mobilization strategies to ensure continuity, accessibility and affordability. The participants in such programmes will be sensitized on setting goals and decisions making process relating to the future of public secondary schools in Gatanga Sub County. Such programmes will be held at quarterly intervals within a single financial year targeting. The focus is the fact that the individual determines the direction of an institution.

6.2.4 Participatory monitoring and social accountability principles

The findings in chapter four indicated that participatory monitoring and social accountability principles made 78 % of respondents who were contented with the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County. The remaining percentage minus missing system percentage means they lacked full participation. The researcher proposed his personal participation in selection panel of board of management done jointly with the Gatanga Sub County Director of Education Office where key leaders are involved. The purpose was to ensure all stakeholder have a good representation, fairness, and quality leadership public secondary schools in Gatanga Sub County. The selection panel is also to be sensitized on qualities of good governance, financial management and factors enhance quality education through seminars and workshops.

6.2.5 Extent to which school finances are mismanaged in public secondary school

The motive, opportunity, and unethical orientation towards financial mismanagement stands as constitutive elements of mismanagement of finances in public secondary schools as earlier established in chapter two. The findings in chapter four indicated that 7.1 % of the respondents felt that unethical orientation stands high in some public secondary school in Gatanga Sub County. Where such occurrence happens the researcher proposed advocacy to tackle the vice. Students often may not have a voice due to fear, intimidation and threats. Where systems of governance and management are oppressive a voice must be raised to relevant authorities on behalf of and for the benefit of the students.

6.2.6 Common mismanagement practices observed in public secondary schools

The findings of chapter four indicated that most respondents listed 1 to 5 common mismanagement practices observed in their schools making a total of 78.6 % of the total respondents. The finding was an indication of traces of common mismanagement practices in public secondary schools. Such practices included, communication breakdown, misalignment of academic programmes, poor recruitment methods, lack of evaluation, bribes, boy-girl relationships, discipline issues, financial mismanagement, poor syllabus coverage, don't care attitudes, loss of school items, overpricing, damage, theft, cheating, time mismanagement, misappropriation of funds, lack of budget control, wastages, rampant vested interest, poor procurement procedures and exam cheating etc. The researcher proposed community mobilization as a control measure to check the public secondary schools. This will be done by calling them to give their views on the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County and blow the whistle where abuse is found.

6.2.7 Degree of cheating and deceit, waste and financial mismanagement, fraud and stealing in public secondary school

Cheating and deceit was low rating with 50 % of the respondents. Those who rated cheating and deceit as average were 45.2 % of the respondents and those who rated it extra high were 2.4 %. Wastage and financial mismanagement was rated average at 59.5 % with highest respondents with a frequency of 25 respondents. It was therefore evident that a certain considerable percentage of waste and financial mismanagement in public secondary schools in Gatanga Sub County occurred was prevalent.

On fraud and stealing most of the respondent rated its degree at 69.0% low, while some of the respondents 2.4 % rated the degree to be high in their schools. The facts revealed that with an average degree of 26.2 %, fraud and stealing occurred in public secondary schools in Gatanga Sub County. The finding was in agreement with the argument of Fusco who categorized the perversion of cheating and deceit, waste and financial mismanagement, fraud and stealing as factors of mismanagement in public secondary schools (Fusco, 2005) as earlier stated in chapter two. These factors may yielded high expenditures in school governance and management. The researcher proposed an active participation in decision making policy to enable transparency and accountability.

6.2.8 Effects of bad governance and financial mismanagement in public schools

The findings indicated that a frequency of 32 respondents (76.2 %) listed effects of bad governance and financial mismanagement in public secondary schools. It was evident that the remaining percentage of the respondents were not aware of the effects of bad governance and financial mismanagement in Public secondary schools in Gatanga Sub County. That understanding meant a probability of escalation of bad governance and financial mismanagement in Public secondary schools probably was high. The findings on the effects was in agreement with the argument in chapter two and four that financial mismanagement in public secondary schools caused increased high rate of schools' dropout, high poverty level, low quality teaching, poor academic achievements, distorted adolescent's cultural ethical values and bad behaviour. The researcher proposed provision of literature on the role of the board of management in providing quality education and financial management in public secondary schools in Gatanga Sub County.

The researcher also proposed to form a research group of interested members to conduct situational assessment and SWOT analysis and present them to Gatanga Constituency Education Stakeholders for further action.

6.2.9 Area mostly affected by poor governance and financial mismanagement in public secondary schools

The findings from the respondents indicated that the most affected area was academic performance (35.7 %). The root cause of the poor performance could be time mismanagement which rated 9.5 % of the respondents. Second most affected area was high expenditure (26.2 %) which may have resulted from wastages (7.1 %) and embezzlement, kitchen and store mismanagement.

6.2.10 Possible solutions towards good governance and financial management in public secondary schools

Most respondents (31 %) identified qualified staff as the most immediate possible solution towards enhancing the role of boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County. Other remedies listed were monitoring and supervision, capacity building, audit and record keeping among others.

6.2.11 Policy guide on governance and management of public secondary schools

The findings from the respondents proposed need for revision of policy guidelines or reinforcement of existing policies on governance and financial management of public secondary schools in Gatanga Sub County. As earlier mentioned in chapter four, the elements suggested to be included in the policy guide were proper orientation

procedures; clear and distinct duties and responsibilities as well as disciplinary issue to enhance good governance and management of the public secondary schools in Gatanga Sub County. The respondent's views and recommendations were aligned with the argument discussed in chapter two above that the board of management to take an active role the role in providing quality education and financial management in public secondary schools in Gatanga Sub County.

The policy must guarantee stakeholders confidence and security for them to play their role honorably (Wachira, 2005). The researcher proposed empowerment programmes e.g. self-sustainable programmes as alternative self-reliance projects in collaboration with various non-governmental organizations and civil society. The researcher also hoped to network with institutions such as media programmes, radio programmes and drama programmes. Such programmes aims at conscientizing the population on the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County.

6.2.12 Implementation matrix

Key Areas	Topic	Time	Tools	Expected outcome
Capacity Building	Governance Management Quality learning Group dynamics Budgeting Constitution of Kenya 2010 Basic Education	Oct 2015– Jan 2016	Social teachings, Bible, Ministry of Education guide lines, Basic Education Act 2013	Skillful human resource

	Act 2013 Public Relations Information Technology Strategic Planning Devolved Government			
Good Governance	Principles of Governance Financial Management Team Building Budgeting	Feb-April 2016	Pastoral centers, schools, public meetings	Mastery of governance
Control Systems	Professionalism Record Keeping Procurement Financial Management	May-July 2016	Monitoring and supervision	Counteracting wastage
Leadership	Quality Leadership	Aug 2016	Bible, library material	Skilled governors and managers
Advocacy	Principles of Advocacy Social Media Communication Skills	Aug 2016	Meeting the relevant authorities	Social Advocacy ministers
Community Mobilization	Human Resource Mobilization Social Structure	Sept 2016	Parents meeting, chief “Baraza”, church meetings TV, Radio, Theater	Informed society

Decision Making Policies	Key Elements in Decision Making	Oct 2016	Available documents	Quality decision making
Research Methodology	Pastoral Cycle	Nov 2016	Situational assessment. Research group	Quality performance
Policy Making	Solutions Methodology	Dec 2016	Meetings, Conferences, plenary	Empowerment

Figure 16 Implementation matrix

6.2.13 Recommendations

The role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County findings enabled the researcher to draw some recommendation. In order to execute properly the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County, the researcher recommends regular empowerment programmes and capacity building are necessary tools to improve the governance structure in existence. This will be cost effective as to improve the human resource within public schools and respond to the 69.9 % of the respondent who were not able to identify factors leading to bad governance and financial mismanagement in public secondary schools. To enhance transparency and accountability the researcher recommended regular auditing of financial statements and proper recording to guarantee proper utilization of the school finances. Such strategy will assist the public schools to solve the problem of deceit and cheating, waste and financial mismanagement as well as fraud and stealing the public secondary schools as chapter four indicated.

The researcher also recommended that reinforcement of financial control systems be made in all public secondary schools. Similarly information computer technology be installed in all public secondary schools in Gatanga Sub County to migrate from paper work to digital systems in order to curb streamline proper recording, procurement procedures as most respondents recommended.

In order to expand the public secondary school in Gatanga Sub County the researcher recommended an alternative resource mobilization to improve the infrastructure in existence to avoid parental fatigue vis-a-vis fee collection. This area will require a data base collection of the alumni as to form web net-working development plan.

The researcher also recommended a regular assessment and supervision by education officers in order to improve the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County. The researcher as well recommended the Sub County director's office o required to plan with the school management team in identify strategies to improve quality education and key projects according to the need of the each school, implementation plans and comprehensive evaluation of development programs for all public secondary schools in Gatanga Sub County.

6.2.14 Conclusion

The researcher affirms that proper understanding and execution of the role of the boards of management will provide quality education and financial management in public secondary schools in Gatanga Sub County. Similarly the theoretical frame work of Kantian theory that argued that human beings have an intrinsic worth that makes them valuable above all price will be realized and nobody shall be used as means to achieve personal interests. Improvement of weak institutional structures, poor remuneration, and poor law enforcement, breakdown of financial control systems, political patronage, nepotism and psychological factors erode compassion, care and concern for students and diminishes respect for student's dignity and quality education. Such trends constrains on student freedom, limits student's choices, causes poor academic performance and frustrates infrastructure development. Proper understanding of the role of the boards of management in providing quality education and financial management in public secondary schools guarantees respect of student's dignity, quality education and proper financial policies which encompasses conceptual frame work of this study.

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APPENDECIS

Appendix 1

Time Schedule

Date	Activity	Facilitator	Venue
Jan- June 2013	Literature review	Researcher	Tangaza College Library
Jan 2013	Compilation of entire draft	Researcher	Study Room
Jan 25th 2013	Research proposal Presentation	Researcher/Panelist Board	Tangaza College
Feb-July2013	Meeting the Director on finalizing of the selection of the topic	Director /Researcher	Tangaza College
Nov 2013-Sept 2014	Suspension of the research due medical issues	Researcher/ Doctors	Hospital procedures
Nov 2014	Resuming the research process	Supervisor	Tangaza college
Jan -March 2015	Finalizing the correction of the first three topics	Researcher	Tangaza College
April- May 2015	Questioner presentation and interviews/Data collection	Researcher	In public secondary schools
June2015	Draft /compilation	Researcher/Panelist Board	Tangaza College
July 2015	Final Draft	Researcher/Panelist Board	Tangaza College
July 2015	Defending	Researcher/Panelist Board	Tangaza College

Appendix 2

List of Public Secondary Schools in Gatanga Sub County

	Public Secondary Schools	Category	Target schools
1	Giachuki secondary school	Boys Boarding	
2	Mbugiti Boy's secondary school	Boys Boarding	
3	Kirwara boys secondary School	Boys Boarding	
4	Chomo secondary school	Boys Boarding	
5	Gatanga Girl's Secondary School	Girl's Boarding	
6	Gatura girl's secondary	Girl's Boarding	
7	Gatanga CCM Girl's secondary	Girl's Boarding	
8	Kihumbuini secondary school	Girl's Boarding	
9	Kiunyu secondary school	Girl's Boarding	
10	St. Augustine secondary school	Mixed Day/ Boys Boarding	
11	Ithanga secondary School	Mixed Day	
12	Kiamwathi Secondary School	Mixed Day	
13	Gatunyu secondary school	Mixed Day	
14	Ndakaini Secondary School	Mixed Day	
15	St. Mary's Rwegetha	Mixed Day	
16	Kigio secondary school	Mixed Day	
17	Ndunyu Chege secondary school	Mixed Day	
18	New Nyaga secondary school	Mixed Day	
19	St. Basil Gathanji secondary school	Mixed Day	
20	Delmonte secondary	Mixed Day	
21	Gituamba secondary	Mixed Day	

22	Ngelelya secondary school	Mixed Day	
23	Gakurari secondary school	Mixed Day	
24	Kamunyaka secondary school	Mixed Day	
25	Kiarutara secondary school	Mixed Day	
26	Ithangarari secondary school	Mixed Day	
27	St. Tersas secondary school	Mixed Day	
28	Gatiiguru secondary school	Mixed Day	
29	St. Paul's Gatura	Mixed Day	
30	Githambia secondary school	Mixed Day	
31	Mwagu secondary school	Mixed Day	
32	Matunda secondary school	Mixed Day	
33	Kimandi secondary school	Mixed Day	
34	Kanunga secondary school	Mixed Day	
35	Thungururu secondary school	Mixed Day	
36	Jogoo Kimakia secondary school	Mixed Day	
37	Muti secondary school	Mixed Day	
38	Gatura/Kariara secondary school	Mixed Day	
39	Mwanawikio secondary school	Mixed Day	
40	Mugumo secondary school	Mixed Day	

Appendix 3

INFORMED CONSENT FORM

Dear Sir/Madam,

My name is Irungu John Baptista Mungai, a priest of the Roman Catholic Church. Currently a student at Tangaza College undertaking a master's programme in Governance under Social Ministry Mission Department. My research topic is "the role of the boards of management in providing quality education and financial management in public secondary schools in Gatanga Sub County in Muranga County in Kenya". This study will enhance the understanding the role of the boards of management in providing quality education and financial management in public secondary school in Gatanga Sub County. The policy makers will find information on the same for their continued policy formulation. The study will provide tools that will assist public secondary school's principals to detect any inordinate occurrence in the execution of the roles of the boards of management in their respective schools. Gatanga Sub County public secondary schools will act as a mentor region in providing quality education and financial management. The findings of this research will provoke new dimensions for further research in trying to resolve the challenge of mandate bestowed to the boards of management in providing quality education and financial management of public secondary schools. Any information given will be treated with maximum respect and confidentiality. Kindly respond to the questions honestly to enable the researcher to obtain the correct information by either ticking or filling in the space given or discuss the question on the attached papers. Thank you for your collaboration, precious time and willingness to champion social transformation in our society.

Irungu John Baptista Mungai

SECTION A: BACKGROUND INFORMATION

Official School Name _____

Date of interview _____

1. Gender

Male	Female

2. Age

21-30 years	31-40 years	41-50 years	51-60 years

3. Marital status

Married	Single

4. Occupation.....

5. Education level

Certificate	Diploma	BA Degree	Master's Degree	Doctorate

6. For how long have you been involved in the management of this school?

Month (s)	Year (s)

7. What capacity have you served?

SECTION B: INTERVIEW RESQUESTIONS

8. Governance and Management Role of Board of Management in public secondary schools.

i. How would you describe governance and management role of board of management in your school?

a. Excellent

b. Good

c. Fair

d. Not sure

ii. What are the functions of the board of management in your school?

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

m.

iii. In your opinion how does participatory monitoring and social accountability principles operate in your school?

- a. Excellent
- b. Good
- c. Fair
- d. Not sure

9. **The Extent to which finances are mismanaged in Publics Secondary Schools**

i. In your opinion how would you rate the following factors in influencing financial mismanagement in your school?

	Elements	Extra High	High	Average	Low
A	Motive				
B	Opportunity				
C	unethical orientation				

- ii. What are the factors that could lead to bad governance and financial mismanagement in your school?

	Factors leading to Bad Governance & Financial Mismanagement
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	

iii. What are the common mismanagement practices observed in your school?

1	
2	
3	
4	
5	
6	
7	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

iv. How would you rate the degree of the following practices in your school?

	Practices	Extra High	High	Average	Low
A	Cheating and deceit				
B	Waste and financial mismanagement				
C	Fraud and stealing				

10. **Strategies towards Quality Education in Public Secondary Schools**

- i. In your own opinion what importance does education have in your school?

Extra High	High	Average	Low

- ii. In your opinion what one major factor that determines quality education in your school? _____

iii. **Possible Remedies towards Good Governance and Management of School Resources**

- i. In your opinion what areas are mostly affected by poor governance and mismanagement in your school?

- ii. What are possible the possible solution towards good governance and financial management in your school?

Appendix 3

Budget

Description		Quantity	Total Cost
1.Proposal Development		1.Literature Review Purchase of books	
			1,500.00
		2. Stationaery	1,000.00
		3. Questionaire	12,000.00
		4. Travel	10,000.00
2.Data Collection		1. Travel	
			6,500.00
		2. Photocopying	2,000.00
3.Data Analysis and Presentation		1. Printing Papers	
			3,000.00
		2. Printing	13,000.00
		3. Binding the final draft	<u>5,500.00</u>
Total			54,500.00