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Research Article

INFLUENCE OF FINANCES ON PRINCIPALS' PERFORMANCE OF ADMINISTRATIVE DUTIES IN SUB COUNTY PUBLIC DAY SECONDARY SCHOOLS IN MWINGI EAST SUB -COUNTY, KENYA

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ABSTRACT

The purpose of this study was to investigate the influence of finances on principals' performance of administrative duties in sub county public day secondary schools in Mwingi East Sub -County. The study was carried out using descriptive research survey design. The sample was 20 principals. Data for this study was collected using questionnaires and was analysed using the Statistical Package for Social Sciences (SPSS) version 22.0 and was analysed using descriptive statistics. Findings revealed that majority of the respondents strongly agreed that inadequate finances had led to the school's inability to purchase teaching/learning resources leading to poor academic performance. They also agreed that teachers were not compensated for teaching during remedial and holidays hence students miss out. Delay in disbursement of funds affected the running of schools. Schools did not have adequate facilities due to inadequate funds. Poor payment of fees by parents affects the running of the school. The researcher concluded that finances influenced principals' performance of administrative duties. The study recommended that the government should avail adequate funds in time for the running of schools. The Ministry of Education in conjunction with the TSC should avail adequate funds for recruitment and selection of staff.

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INTRODUCTION

Education is widely recognized as key to national development (Republic of Kenya RoK, 2007). Kenya's vision 2030 clearly focuses on education as a means of development and eradication of poverty. The Kenya vision 2030 is the new country's development blueprint covering the period 2008 to 2030. It aims at making Kenya a newly industrializing, middle income country, providing high quality life for all citizens by the year 2030 (RoK, 2007). The vision has been developed through an all-inclusive stakeholder consultative process involving Kenyans from all parts of the country. The vision is based on three pillars the economic pillar, the social pillar and the political pillar. The vision's programme plan comes after the successful implementation of the Economic Recovery Strategies for Wealth and Employment Creation (ERSWEC) which has seen the country's economy back on the path to rapid growth since 2002 when Gross Domestic Product (GDP) grew at 0.6% rising to 6.1% in 2006 (Republic of Kenya, 2005).

United Nations Educational Social and Cultural Organisation (UNESCO) (2005) notes that educational administration is considered to be a field of study concerned with the management and operation of educational organizations whose history is replete with intellectual struggles and ferments as well as reflections over the nature, methodologies, purposes, boundaries and knowledge base of the field. Bush and Bell (2007) opines that management is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the function of planning, organizing, staffing directing and controlling. They further note that administration is concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization. It is also the careful and systematic arrangement and use of resources (human and material), situations and opportunities for the achievement of the specified objectives of a given organization (Bell & Rhodes, 2006).

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School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examinations, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practical skills necessary for surviving the policies of organisation such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Ojo, 1999). All these tasks can be reduced to the following: planning, organising, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organiser, adviser and a problem-solver (Maduabum, 2002). The principal is the person on whose shoulders rests the entire administration, success or failure of the school. Uyanga (2008) in his study on the principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium developmental goals (MDGs) noted that the principal identifies and sets goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and shares responsibilities of the staff according to specialization and expertise (Uyanga, 2007).

Administration is a sub-set of management (Okumbe, 2001). Individuals in organizations are assigned particular roles in order to bring all the units to harmony with one another. If the goals are set in relevance with time, they become clear and successful (Mbiti, 1992). An organization such as a school operates on two crucial aspects; efficiency and human relations. These entail satisfaction in performance, motivation to the individual's e.g. good salaries, fringe benefits, in-service courses and other related allowances. Maximization of profits or the satisfaction of performance can thus be explained as efficiency. This can be attained through supervision. This is intervention to ascertain, maintain and improve the quality of work. It is a crucial element in the administrative set up (Olembo & Ross, 1992; Onyango, 2001). The school principal as the administrator of the school shoulders the responsibility of the success or failure of the school. However, the principal must ensure that the multi-faceted problems facing the newly established secondary school do not hinder the efficient service delivery towards producing quality outputs. Given that newly established secondary schools have been set up to cater for the large number of primary school leavers, and the already existing ones have been expanded, the issue of administrative challenges faced by school principals become a serious issue of concern (Abagi, 2005). There are various challenges that educational administrators face in their day to day running of schools. These challenges determine the level and effectiveness of the management and administration of the school. In Columbia, according to Kharmes. (2013) the main problem, faced by school administration in secondary schools is inadequate educational facilities and access to education.

In Africa, principals face several challenges as they often work in poorly equipped buildings with inadequately trained staff. A study done in six Sub-Saharan African countries namely,

Ghana, Guinea, Ethiopia, Tanzania, Uganda and Madagascar indicate that new principals face serious problems with students who cannot pay fees as parents are reluctant to do so, teacher shortage and inadequate teaching and learning resources (Leu & Bryen, 2005). According to Diets (2012) in his study on transforming schools with a focus on modeling in Botswana, some of the pertinent problems affecting management of secondary schools include lack of adequate finances, physical facilities, lack of adequate human resources among other challenges. Adequate funding for provision and maintenance of infrastructure, provision of qualified human resources for innovative management and education delivery is urgently needed in the sub county public day secondary schools.

Onyango (2001) asserts that the head teacher is vested with the responsibility of all the administrative tasks. Opondo (1986) and Inyega (1997) noted that inadequate funding hinders the school principals in carrying out their administrative duties. Odali (1984) notes that, the school principal has a big role to play especially in co-coordinating Parents Teachers Association (PTA) to raise funds for school's developments and he is bound to assist in estimating the costs to be incurred while putting up new facilities. He continues to say that if the principal does not know his/her budget and how to collect money for the improvement of physical facilities and proper keeping of records he/she will find himself/herself in big problems.

Mbaabu (2014) notes that, most of the schools lacked facilities like social halls, dining halls, dormitories and libraries which are attributed to lack of adequate funds, proper planning and enough support from the local leaders. Inadequate or lack of these facilities hinder the principals in carrying out their administrative tasks. Kamau (1990) on the other hand notes that school material and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions. All these impact negatively on the principals' performance of administrative tasks.

The principals managing such schools are faced with unique challenges to ensure students acquire quality education just as their counterparts in well-established secondary schools. Data from the County Director of Education (CDE, 2016) show that principals in the sub county day secondary schools are facing challenges which includes inadequate funds, inadequate material and physical facilities, inadequate human resources and lack of community support. A number of studies have been carried on management of public schools. Kamau, (1990) conducted a study on financial management practices in Kenya secondary schools problems and issues. Kilonzo, (2007) did a study on an investigation of Head Teacher related Factors affecting the implementation of free primary Education in Yathui Division in Machakos District. Mbaabu (2004) did a study on administrative challenges faced by secondary school headteachers in Meru South District while Odali (1984) did a survey of current administrative problems of primary school headteachers in Hamisi Division of Kakamega District, Western Province. Opondo (1986) did a study on effects of administrative problems on curriculum implementation in secondary schools in rural areas, Bondo, Nyanza Province. These studies did not address the factors

influencing principals' performance of administrative duties in sub county public day secondary schools hence a gap in their studies. It is in this respect therefore, the researcher was motivated to investigate the influence of finances on principals' performance of administrative duties in sub county public day secondary schools in Mwingi East Sub -County.

LITERATURE REVIEW

Influence of finances and performance of administrative duties

The Free Day Secondary Education (FDSE) policy was implemented in 2008 (Oyaro, 2008), to enhance transition from primary to secondary schools, to accommodate the enrolment gains made at primary level through the Free Primary Education (Republic of Kenya, 2008). This programme, often referred to as free tuition secondary education, costs the government Kshs. 10,265.00 (US Dollars 120.8) per child per year. The kind of distribution of the funds is limiting and it does not in reality guarantee equity in that the rich and the poor or children from marginalized areas are given equal allocation yet they are unable to top up the difference to cater for all school fees requirement. Since the above amount is not adequate to cover the entire cost of education and families and households are required to top up, the rich have a higher chance of survival by topping up fees for their children while the poor and marginalized drop out of school. This in itself therefore is a recipe for promoting intergenerational inequality. Free secondary education has led to mushrooming of many day schools to accommodate the upsurge in enrolment in secondary schools (Oyaro, 2008).

Most of the sub county public day secondary schools are either sponsored through the Constituency Development Fund (CDF) and or communities and parents. In most cases parents pay more as they are required to support government effort in infrastructure development in the schools hence; they still have a burden to shoulder in the financing of education at secondary school level (KIPPRA, 2003). The old, well established schools have relatively higher levels of efficiency than the upcoming day secondary schools and district schools because they have much of the required infrastructure. Due to the inadequacy of infrastructure, equipment and facilities in the upcoming schools, provision of quality of education is compromised. When the quality of education offered in such schools is quite low, parents may not see the value to sacrifice the little income they have to maintain their children in school.

Indeed, this could be one of the reasons for low enrolment in subsequent forms despite high transition rates from primary to secondary education (KIPPRA, 2003). To ensure the benefits of subsidized education are realized, there is therefore need to ensure the completion rate is looked into at secondary school level. The first bunch of the beneficiaries of free primary education completed secondary education in the year 2014. It is the onus of the education authorities and stakeholders to evaluate the success of the programme by establishing the completion rate (GoK, 2012). A task force appointed in 2008 to look into financing of secondary education reached a conclusion that boarding schools charge a maximum of Ksh. 18,627 per student per year for boarding expenses (GOK, 2008). This is not standard because many schools do not adhere to the recommended fees guidelines. For example, some

schools charge development project funds, teacher motivation fees, remedial teaching up keep, and school tours among other levies decided on by parents through the parents' annual general meetings. Boarding schools also charge boarding fees that reflect the cost of living of their respective areas, provided they don't exceed the maximum amount recommended. This adds onto the cost of financing secondary education and in reality it is not affordable by the poor (KIPPRA, 2003).

According to a study by Akinsolu (2011), financial resource has been recognized as a major resource in the development of any education system because resources allotted for secondary education service delivery hinges on finances. Education according to the National Policy on Education (NPE) (1998) is an expensive social service that requires adequate financial provision from all tiers of government for a successful implementation of educational programs. Further Bawa (1993) stated that finance is positively related to the quality of education. In his study on input-output analysis in Nigerian Secondary School System (NSSS) he discovered that recurrent expenditure on maintenance and repairs correlates positively with the quality of secondary education.

According to Republic of Kenya (1988), financing physical and material resources in secondary schools in Kenya before 2008 was based on the cost sharing policy introduced officially in 1988 which required most costs in education be met through partnership between public sector, non-governmental Organizations, development partners, communities, individual and the private sector. Within this funding policy framework. A study by Onsumu, Muthaka, Ngware & Kosimbei (2006) noted that the overall government role included professional development, teacher's remuneration in public institutions, administration and management, provision of bursaries and scholarship for needy students. According to this policy the parents/guardians were responsible for providing material resources like textbooks, supplementary readers and stationery, erecting and maintaining physical resource such as classrooms, laboratories, libraries and workshops among others. The government in the cost sharing policy shifted the responsibility of acquiring educational resources to the local communities and schools (Onsumu, et al, 2006). The Government funding has left out some key areas that make learning to go smoothly in the schools. Such areas include infrastructure development that include classrooms, libraries and laboratories among others, provision of meals to the students while they are in school and buying school uniforms. However, the feeling that the government provides free education has led to unwillingness by many parents to make any payments to the schools. According to a study by Kilonzo (2007), 92.5% of the parents were not ready to pay levies to schools since education was 'free'. Since they are the same parents with children in secondary schools, the same thinking is likely to prevail. Even with good and timely funding, enrolment and retention may be limited by socio-economic factors in the environment. Wanyonyi (2004) found out that school drop outs were still there despite the introduction of free primary education. According to that study, some of the factors causing school drop outs include early marriages, pregnancies, domestic duties, negligence by parents (discipline) and peer pressure (lack of interest in school).

In a study conducted by Orlosky (2009) adequacy of finance and its effective management determines the way the school is managed and whether or not the school will meet its objectives. If finances from the government are not adequate, then the schools are not able to procure all the necessary goods and services needed to meet their objectives. Similarly, the government is expected to ensure that funds are released to schools in time (Saavedra, 2012). The principal's role in financial management includes budgeting, accounting and internal auditing. With the introduction of FSE, schools get some funding from the government while parents are required to meet various other costs such as school development projects and boarding fees (Aboka, 2008). It is not clear whether this arrangement is friendly to schools, and whether it poses a challenge to quality of education. The availability of finances hence affects the performance of administrative duties by the school principal (Irungu, 2002).

METHODOLOGY

The study was carried out using descriptive research survey design. According to William (2006), descriptive studies are more formalized and typically structured with clearly stated investigative questions. The sample was 20 principals. Data for this study was collected using questionnaires. Data was analysed using the Statistical Package for Social Sciences (SPSS) version 22.0 and was analysed using descriptive statistics.

FINDINGS AND DISCUSSIONS

To analyse the influence of finances on principals' performance of administrative duties in sub county public day secondary schools in Mwingi East Sub-county the respondents were asked to indicate if they strongly agreed, agreed, were undecided, disagreed or strongly disagreed to the statements as shown by table 1.

affect the running of schools. Majority 10(50%) and 8(40%) strongly agreed and agreed respectively that the school does not have adequate facilities due to inadequate funds. Majority 11(55%) strongly agreed that parents are not consistent in paying the required levies. Also, majority 11(55%) and 9(45%) of the respondents strongly agreed and agreed respectively that poor payment of fees by parents affects the running of the school. Majority 12(60%) agreed that inadequate funds make the running of the school difficult. Majority 12(60%) of the principals agreed that delays in government disbursement of funds has led the school to incur large debts that limit effectiveness of the schools in teaching and learning process. From the above data it can be seen that inadequate finances, delay in disbursement of funds, inadequate facilities due to inadequate funds, parents' poor payment of fees affects the running of the schools by the principals. According to a study by Akinsolu (2011), financial resource has been recognized as a major resource in the development of any education system because resources allotted for secondary education service delivery hinges on finances, hence when the principals do not have the finances, they are not able to run the schools effectively. These findings are in line with Orlosky 2009 who found that adequacy of finance and its effective management determines the way the school is managed and whether or not the school will meet its objectives.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the researcher concluded that finances influenced principals' performance of administrative duties. Financial factors such as inadequate finances, delay in disbursement of funds, inadequate facilities due to inadequate funds, parents' poor payment of fees affected the principals in the running of schools. The principals could not effectively run schools without finances.

Table 1 Influence of finances on principals' performance of administrative duties

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Inadequate finances has led to the school's inability to purchase teaching/learning resources leading to poor academic performance	9	45.0	10	50.0	0	0.0	1	5.0	0	0.0
Funds are always available for the school needs	3	15.0	2	10.0	3	15.0	10	50.0	2	10.0
Teachers are not compensated for teaching during remedial and holidays hence students miss out	3	15.0	11	55.0	2	10.0	3	15.0	1	5.0
Delay in disbursement of funds affects the running of the school	8	40.0	11	55.0	0	0.0	1	5.0	0	0.0
The school does not have adequate facilities due to inadequate funds	10	50.0	8	40.0	0	0.0	2	10.0	0	0.0
Parents are not consistent in paying the required levies	11	55.0	7	35.0	1	5.0	1	5.0	0	0.0
Poor payment of fees by parents affects the running of the schools	11	55.0	9	45.0	0	0.0	0	0.0	0	0.0
Inadequate funds make the running of the school difficult	7	35.0	12	60.0	0	0.0	1	5.0	0	0.0
Delays in government disbursement of funds has led the school to incur large debts that limit effectiveness of the schools in teaching and learning process	5	25.0	12	60.0	0	0.0	3	15.0	0	0.0

According to Irungu (2002), availability of finances affects the performance of administrative duties by the school principal. As shown by table .1 above, majority 9(45%) and 10(50%) of the respondents strongly agreed and agreed respectively that inadequate finances have led to the school's inability to purchase teaching/learning resources leading to poor academic performance. Majority 10(50%) of the principals disagreed that funds are always available for the school needs. Majority 11(55%) agreed that teachers are not compensated for teaching during remedial and holidays hence students miss out. Also, majority 11(55%) agreed that delay in disbursement of funds

This is because financial resource has been recognized as a major resource in the development of any education system. When the resources are not adequate or are not released in time, principals will have challenges in performing their administrative duties. When the principals do not have the finances, they are not able to run the school effectively. The study recommended that the government should avail adequate funds in time for the running of schools. The Free Secondary Education funds should be released in time to enable the principals effectively run the schools.

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