

# Effectiveness of Board of Management Involvement in Financial Management in Enhancing Student Academic Achievement in Public Secondary Schools In Elgeyo Marakwet County, Kenya

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The research aimed to assess the effectiveness of school boards (BOMs) in enhancing student performance in public secondary schools of Elgeyo Marakwet County, Kenya. To achieve this, the study investigated the relationship between BOM effectiveness and academic standards, specifically focusing on financial management practices. Hargreaves's (2001) Capital Theory of School Effectiveness and Improvement provided the theoretical framework. A cross-sectional survey design was employed, collecting data from 97 schools, 97 deputy principals, and 194 BOM members using observation checklists, questionnaires, and surveys. Reliability was established through Pearson's product-moment correlation and test-retest methods. Data analysis involved descriptive and inferential statistics, including frequencies, means, percentages, standard deviations, ANOVA, and regression analysis with a 95% confidence interval. Findings revealed a strong positive correlation between BOM financial management and school performance (KCSE mean,  $p = 0.001$ ). The study recommended training for BOMs in policy-making and annual employee evaluation. Despite efforts, BOMs faced challenges in attracting qualified personnel due to inadequate training. To address this, the government is urged to provide training to enhance BOMs' hiring and selection capabilities.

*Keywords:* Effectiveness, management, enhancement, academic achievement, public schools

## Introduction

### Background to the Problem

#### *Description of the Geographical Area of Study*

The research was conducted on Elgeyo Marakwet County Public Secondary Schools, located within Elgeyo Marakwet County, Kenya. This county is situated in the Rift Valley Province of Western Kenya. It is bordered by Baringo County to the east, southeast, and south, West Pokot County to the north, Trans Nzoia County to the northwest, and Uasin Gishu County to the southwest and west.

With a latitude range of 0°10'N to 0°52'N and a longitude range of 35°25'E to 35°45'E, the county enjoys a favourable climate. Administratively, The county is divided into four Sub-Counties: Marakwet East, Marakwet West, Keiyo South, and Keiyo North. The county has a population of 454,676 people (KNBS 2019), with poverty levels at 46% and 57% below the poverty line. The physical area of the county is 3029.9 km<sup>2</sup>.

Elgeyo Marakwet County boasts a secondary school enrolment of 20,887 students, with a teacher-to-student ratio of 1:30 in public institutions. The demographic landscape of the county is predominantly characterised by the Keiyo Sen-gwer and Marakwet communities. Additionally, the county attracts individuals from diverse regions of Kenya and inter-

national populations, including athletes and sports enthusiasts.

The County is home to numerous educational institutions, including Tambach Teachers Training College (TTC), Iten and Kapsowar Kenya Medical Training Colleges (KMTCs), and 116 Public Secondary Schools. With a total student population of 34,306 (16,067 males and 18,234 females), these schools represent a diverse cross-section of Kenya's public secondary schools. The schools are categorised into three distinct types: mixed schools, boys' schools, and girls' schools.

#### *Financial Management*

Financial management, a system of checks and balances, ensures that an institution's funds are used effectively to achieve its primary goal of providing high-quality education. The Ministry of Education (MOE) outlines the principles and processes for this system, which encompass various aspects of financial management, such as fund allocation and expenditure.

Wango and Gatere (2012) define school financial management as the prudent planning and efficient use of school funds within established regulations and procedures. This study adopted this definition. Wango and Gatere also highlighted the importance of principals' sound fiscal management for the efficient operation of schools and their achieve-

ment of goals. Financial resources, as defined by Usman (2016), are monetary resources essential for a school's effective functioning and whose absence can lead to failure. These resources are crucial for payroll, purchasing goods and services, and meeting short-term obligations and expenses.

Effective financial management requires: (1) adherence to all financial rules and processes; (2) accurate recording of financial transactions; (3) implementation of controls to manage spending; and (4) incurring only authorised expenses. Additionally, Dickeson (2010) emphasised the importance of balanced fund allocation among administration, students, instructional procedures, and physical facilities to prevent overspending and debt, ensuring the school's continued academic endeavours.

School administrators have a significant responsibility to ensure financial accountability by carrying out the following tasks: distributing funds to different committees based on the budget, authorising the allocation of school funds, working with other stakeholders to create a school budget, assisting in the procurement of goods and services, managing school stores, and ensuring that school funds are used efficiently (Asuga & Eacott, 2012; Wango & Gatere, 2012).

### Statement of the Problem

In recent years boards of management of public secondary schools have introduced several financial initiatives with a view to enhancing the academic performance of students. Among these initiatives are employment of teachers, payment of teachers for remedial lessons and payment for motivation for teachers.

Many stakeholders including parents, local community and educational administrators have expressed concern about the intent to which financial management initiatives of boards of management in Elgeyo Marakwet County enhance student academic achievement.

Mestry (2018) investigated the function of the governing bodies in South African no-fee public schools. In order to guarantee that low-income public schools in South Africa get increasing amounts of financing, the government instituted the Pro-Poor Financing Policy. This policy is based on a quintile ranking system, with the lowest-ranked quintiles receiving the largest amounts of revenue. According to the study's findings, South African schools' governing bodies are responsible for both the physical asset management and the financial management function of budgeting preparations. However the governing bodies lacked the business and financial acumen that would have helped them do their jobs better, so they had a hard time preparing the budgets and cash flow prediction statements that are vital to their success. Elgeyo Marakwet County Public Secondary Schools were the focus of Mestry's research, which found that the government's approach to school financing is distinct from Kenya's standard system.

Imam (2022) found that at the public secondary schools in the education zones of Zaria and Giwa in Kaduna State, Nigeria, pupils' academic performance improved when school administrators made prudent use of school funds. This required administrators to take the lead in monitoring the use of school money, making sure that all purchases were in accordance with established public procurement regulations and conducting audits of school accounts regularly to promote openness and responsible management of the school's assets. In contrast to the present research, which covers Elgeyo Marakwet County, public secondary schools, and its budgeting procedure, parent engagement in school fee problems, fee collection, and income-generating activities, Imam's study fails to capture these critical aspects.

According to research conducted in Tanzania by Edmund and Lyamtane (2018), school heads were found to be incompetent when it came to managing the school's financial resources. They were less informed about money concerns and did not follow the established procurement processes, for example. According to the research, the government should take the lead in providing them with financial services so that they can function more efficiently. In contrast to the Tanzanian research, which focused only on procurement, the present investigation in Elgeyo Marakwet County examines a wide range of school financial factors.

A research was conducted by Manei and Omagwa (2019) in Makueni County to confirm that school principals' accounting procedures have an effect on their high schools' financial performance. The two researchers found that most public secondary schools in Kenya have poor fund management systems. Some of the problems they've seen include mismanagement, embezzlement of school funds, problems with schools denying KCSE certificates to former students due to cooked fees arrears used for exploitation, and schools increasing fees by making up student balances. However, due to major problems with financial administration in Kenyan public secondary schools, principals were held responsible for their roles as chief accounting officers. The results showed that the financial performance of Makueni County, Public Secondary Schools was positively and significantly correlated with record-keeping, internal financial management, and budgeting. Since all of the required minimum performance metrics were met, it may be inferred that Makueni County Public Secondary Schools' financial performance was solid. This study's results are consistent with those of a previous one that looked at the public secondary schools in Elgeyo Marakwet County and found that schools with principals that use transformational leadership strategies have better financial management.

None of these studies were conducted in Elgeyo Marakwet County therefore this study investigated the effect of board management in financial management of public secondary schools in Elgeyo Marakwet County.

### **Purpose of the study**

The purpose of the study is to explain the effect of boards of management in financial management on academic achievement of students in public secondary schools in Elgeyo Marakwet County

### **Research Questions**

Answers were sought for the following research questions:

1. What checks and balance have boards of management of public secondary in Elgeyo Marakwet institutet to ensure that financial resources available n the schools are used to promote provision of quality education.
2. What is the level of academic achievement of students in public secondary schools in Elgeyo Marakwet County
3. Is there a relationship between boards of management involvement in management of finance and academic achievement of students I public secondary schools in Elgeyo Marakwet County.

### **Research Hypothesis**

The study tested the following substantive hypothesis:

- There is a relationship between BOM involvement in management of finance and student academic performance in public secondary schools in Elgeyo Marakwet County

### **Significance of the Study**

The well-being and success of our children in the coming years is of paramount significance. Public schools serve as a platform for communities to influence and create favourable results for their students. As long as individuals see schools as significant, school boards will continue to be the center of disputes and scrutiny. Cistone (1975, p. 161) is the source of this information. This highlights the need to study the efficacy of School Boards. The shared objective of promoting child growth, development, and success serves as a crucial factor in the progress and advancement of every nation worldwide.

The study's results are expected to assist Secondary School Boards of Management in identifying specific components of their management practices that they should either reinforce or eliminate in order to improve students' academic performance in the Kenya Certificate of Secondary Education.

The research results aim to inform the Board of Management members about the changing patterns in the education sector, therefore increasing their awareness. In addition, they provide information to individuals on efficient techniques for overseeing schools on a day-to-day basis, with the primary objective of improving students' academic performance in the Kenya Certificate of Secondary Education. This will enable the boards of management to effectively implement and

achieve education objectives, which will be seen via the outcomes and overall achievement.

The results of this research may have significant implications, both in theory and practice, for the future establishment of Basic Education Management Boards and the administration of schools in the specific county examined, and perhaps for the whole nation as well. The appointing authorities for the Board of Management (BOM) and their immediate supervisors, such as the County Director of Education and the Cabinet Secretary in charge of the state's Department of Education, will acquire a comprehensive understanding of the process involved in establishing the BOM. They will also gain insight into the challenges that the boards encounter during their daily operations. This information might potentially facilitate the employment of highly skilled persons who satisfy the necessary criteria and possess the skills required by the Ministry of Education and managers in the existing educational system.

In theory, the research aims to enhance understanding of the role of the Board of Management in school governance in Kenya. This would result in the enhancement of strategies for the implementation of the Board of Management by recognising the strengths and limitations in the implementation process. Other researchers have the opportunity to build upon the findings of this study, expanding its scope to uncover broader insights into the governance of educational institutions and associated management practices in their own research. The results will be disseminated to interested institutions and the general public via publication and storage in community libraries for accessibility.

Through the study, challenges facing effectiveness of the Boards of Management were established, and from the challenges, strategies and recommendations towards effective management were advanced. This will form the basis for education planners and school administrators to advance appropriate policies/strategies to enhance effective management. The study also provides recommendations to enhance student academic achievement in schools.

Lastly, the study findings also provided information on perceived ways of enhancing Students academic performance through effective utilisation of financial resources, management of physical facilities, management of human resource, management of curriculum and instructions, implementation of government policies and community relations. Since deputy principals are the implementers of the management strategies suggested by the Board of Management, they may be more realistic and reliable. This information is vital to educational planners in boosting effective management of Public Secondary Schools in the area of study and other areas as well.

## Theoretical Framework

### *Capital Theory of School Effectiveness and Improvement*

Hargreaves' (2001) theory of school effectiveness and improvement emphasizes several key components: outcomes (intellectual and moral), leverage (relationship between instructional effort and student achievement), intellectual capital (sum of the school's knowledge and expertise), and social capital (relationships between the school and the community).

Traditional measures of school performance are insufficient for evaluating educational institutions' successes and failures (Hargreaves, 2001). Effective schools prioritize high-leverage strategies, focusing on maximizing impact with minimal resources. These strategies involve understanding the process of high leverage, utilizing social capital (building trust and networks), and leveraging intellectual capital (creating and transferring knowledge).

### *Strengths of the Capital Theory*

Hargreaves' theory emphasises outcomes and the positive impact of public and private sector involvement. It highlights the potential for increased intellectual capital, economic progress, reduced crime, and improved teacher motivation. The theory is particularly relevant to the current study due to its focus on teacher involvement, school boards, and the significant impact on student outcomes.

### *Weaknesses of the Theory*

The theory assumes a direct link between education and workplace productivity, without fully explaining the mechanisms. It also treats education as a uniform contribution, overlooking individual differences in learning styles and the varying effectiveness of education in different contexts.

### *Justification of the Theory*

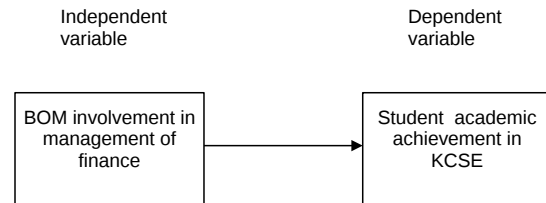
The establishment of Boards of Management (BOMs) in Kenyan secondary schools aligns with Hargreaves' capital theory. BOMs can positively impact individuals regardless of their background, alleviate economic burdens, and foster stronger school-community relationships. By implementing effective financial management practices, schools can attract resources from well-wishers and stakeholders, leading to improved outcomes. This theory's relevance to both independent and dependent variables makes it suitable for the current study.

## Conceptual Framework

Figure 1 shows the relationship between boards of management involvement and in management of financial management and student academic performance

**Figure 1**

### *Conceptual Framework*



The conceptual framework of this study is based on the assumption that students academic achievement is influenced by the role played by the board of management in management of finance.

## Research Design and Methodology

### Research Design

Cross-sectional survey design was employed in this study. The design is used when collecting data on people views and experiences.

### Target population

This study sought to identify 116 public secondary schools, 1,740 secondary school board of management members, and 116 deputy principals. Researchers should pay close attention to the target population as it represents the whole group that will be impacted by the study's findings

### Description of Sample and Sampling Procedures

The sample consisted of 97 schools, 97 deputy principals, 194 Boms . Stratified sampling procedure was used to sample schools and boards of management members.

### Research Instruments

Data were collected using a questionnaires for BOMs ,deputy principals and an observation checklist.

### Data Analysis Procedures

Data were analysed using descriptive statistics,frequencies, percentages, mean scores and standard deviation. The hypothesis was tested using ANOVA.

### Ethical Issues

The field of philosophy known as ethics is concerned with providing a code of behaviour for individuals to follow. Ethical standards are established to regulate the majority of occupations. As human beings, researchers care deeply about the well-being of others and must act with honesty and integrity to avoid doing studies that harm others or benefit

themselves, according to Mugenda and Mugenda (2003). Informed consent, safeguarding participants from psychological injury, professionalism in writing (including fraud and plagiarism), privacy, and anonymity were all taken into account as ethical considerations in this research.

As a matter of ethics, "informed consent" means that a person has been given all relevant information about the study and its methods. The researcher drafted a permission letter to address this ethical concern. Along with the questionnaires, a cover letter outlining the study's objectives was sent with each participant's permission form.

Professionalism was another area of ethics that was being discussed (plagiarism and fraud). Researchers commit plagiarism when they pass off the ideas or words of another individual as their own without giving proper credit where it is due (Mugenda & Mugenda, 2003). The researcher made sure to provide proper credit to all of the sources that were cited in order to resolve these ethical difficulties.

Concerns about privacy and secrecy also arose. Confidentiality refers to the careful management of information, while privacy denotes the aspect of personal privacy (Mugenda & Mugenda, 2003). Because of these concerns about potential ethical violations, the researcher maintained the confidentiality of all respondent information.

Anonymity was the last ethical consideration for the researcher. When people use pseudonyms, third parties, or random numbers to conceal their identities, we say that they are being anonymous. By safeguarding the identity and privacy of individuals, researchers are able to ensure that no information about any given person is disclosed. If a respondent's identity is not revealed, then the term "anonymity" applies (Nalaila and Msabila, 2013). Respondents were asked not to put their names or the names of their schools on the surveys in an effort to solve the ethical problem of confidentiality.

## **Presentation of The Findings**

### **BOMs Involvement in Schools Financial Management**

Investigating BOMs' role in the administration of school budgets was the primary goal of the research. Participants on the BOM were asked to rate their level of participation in the administration of school funds. Findings of the study illustrated in Table A1 in the appendix.

With a mean rating of 3.4, the results showed that the majority of respondents agreed with the statement on BOMs' engagement in budget development. The majority of respondents (3.7 out of 5) agreed with the assertion that the BOM approves the school budget, according to the study's results. In other words, the BOM is responsible for reviewing and approving school budgets. The research on BOMs' role in trial balance analysis on a monthly basis yielded an average rating of 3.6. A high mean indicates that the majority of respondents found the statement to be true. The major-

ity of respondents (39 out of 50) agreed with the assertion that BOM discusses audit reports, according to the study's findings. A mean grade of 3.0 was found for the question of whether BOM arranges fundraisers to finance educational courses. Respondents seemed to be in agreement that BOM members are crucial in fundraising efforts based on this. The research found that, on average, BOMs were involved in 4.1 percent of the process of developing strategic plans. Most responders agreed with the statement since the mean was high.

A mean score of 3.6 was recorded for the level of engagement of BOMs in the financial management of schools' resources. Most respondents seemed to agree with the remarks, because the mean was above average. Because of this, BOM members were crucial in ensuring that school budgets were properly managed. Consistent with previous research, this conclusion confirms that school management boards' responsibilities in areas like financial management and holding high-quality, frequent meetings significantly impact students' academic achievement (Nkundabanyanga, et al., 2015). Ford (2013) examined the effect of school board governance on student success; nevertheless, this conclusion also contradicted that study. found no correlation between the responsibilities of the School Board of Governors and the academic achievement of its pupils. Similarly, in their research titled "Does School Board Leadership Matter?" Shober and Hartney (2014) found that board members showed expert knowledge of school funding, teacher compensation, collective bargaining, and class size as related to their managerial responsibilities. On the other hand, not everyone agreed that they had an impact on the pupils' grades.

Consistent with previous research, this study indicated that financial management in the schools surveyed in Scotland did not get enough supervision, which resulted in the wasteful purchase of non-essential equipment (Stewart, 2014). Consequently, a great deal of school funding was frittered away. In a similar vein, Kirigia (2011) found that the majority of BOMs were ineffective in their duties due to members' lack of understanding on the specifics of their work. Most parents participating on school administration bodies lacked the essential abilities, according to Van's (2001) research. Both Glassman and Sullivan (2008) and Robins (2007) pointed out that BOMs' ineffectiveness might be due, in part, to a lack of financial expertise. This study's conclusions are in line with those of another that examined the efficacy of BOMs in secondary schools in Kenya's Kajiado County (Onderi, 2015). According to the results, BOMs were not actively participating in the schools' budget management. In contrast to these results, Mutai (2003) found that most respondents from the schools that were part of the sample believed that the BOM members did a good job of managing the school's finances.

### Students' Academic Achievement

The academic achievement of pupils in KCSE from 2016-2020 was examined using a document analysis schedule in the research. Each school's KCSE mean score was documented with its classification. The 2019 KCSE mean was reported for every school. Table A2 in the appendix shows the results of the research on the intellectual performance of the pupils.

The study's results showed that, on average, boys' schools saw improvements in test scores between 5.10 and 6.8, girls' schools had a minor gain between 3.36 and 5.11, and mixed schools saw improvements between 3.17 and 3.66. The results demonstrated very poor efficiency. School BOM effectiveness is inversely proportional to school mean and final student test results. The Elgeyo Marakwet County average grade was below average, at D+.

This result was in line with what Nkundabanyanga et al. (2015) discovered: that the academic achievement of pupils was significantly impacted by the role performance of school management boards in areas like financial management and the holding of quality regular meetings. Even still, the results ran counter to research by Ford (2013) that looked at how school board governance affected students' grades; that study found that the function of the school board's governing board had no impact on students' grades. Board members showed expertise in managing school finances, teacher compensation, collective bargaining, and class size, according to Shober and Hartney (2014) titled, *Does School Board Leadership Matter?* On the other hand, not everyone agreed that they had an impact on the pupils' grades.

Stewart (2014) discovered that financial management in the Scottish schools sampled in his research was not given the appropriate monitoring, which led to the wasteful procurement of non-core goods. The conclusions of this study are consistent with those findings. Consequently, a great deal of school funding was frittered away. In a similar vein, Kirigia (2011) found that the majority of BOMs were ineffective in their duties due to members' lack of understanding of the specifics of their work. Most parents participating in school administration bodies lacked the essential abilities, according to Van's (2001) research. According to Glassman and Sullivan (2008) and Robins (2007), one reason why BOMs don't work is because people don't know enough about finances. This study's conclusions are in line with those of another that examined the efficacy of BOMs in secondary schools in Kajiado County, Kenya, conducted by Onger (2015). According to the results, BOMs were not actively participating in the schools' budget management. These results, however, contradict those of Mutai (2003), who found that most students in the schools surveyed thought that the BOM did a good job of handling the school's finances. The results are in, and the table above shows that it adds up to bad academic achievement.

Teachers and students alike will be more driven to succeed academically if they have access to high-quality physical tools that support their work. Schools will undoubtedly have less productivity and less ability to carry out academic activities to their full potential due to a lack of physical resources. This result is consistent with that of a research on school board members' perspectives on administration that was carried out by Khama (2014). According to the study's results, schools had limitations in terms of physical infrastructure. Board members, on the other hand, were determined to be well-versed in the Education Act and the processes involved in sponsoring professional development opportunities for educators.

Consistent with the present study's conclusion, Iwu and Iwu (2013) found that schools with large student bodies struggled to meet the needs of their faculty, students, and administrators due to a lack of suitable school facilities. Poor KSCE results were seen in schools where instructors were compelled to hold classes outside of classrooms owing to student congestion. Mutinda (2015) also found that students' poor performance on national exams was due to a lack of suitable physical facilities and material resources, which is consistent with the present study's findings.

This conclusion is in keeping with what Perumal (2011) found: that school performance was adversely affected by student and staff indiscipline, disinterest in work, failure to follow BOMS and school rules, and absences. All three of these studies found that students' lack of discipline had a detrimental effect on their grades: Ong'enge (2016), Machumu and Killugwe (2013), and Karanja and Bowen (2012). However, according to The Washington State School Directors' Association (2015), school boards also seldom become engaged in managing disciplinary issues in their schools.

The results of this research corroborate those of Opande (2013), who found that SMCs have the potential to greatly impact the morale of both classroom instructors and support workers. The importance of BOMs in ensuring the health and happiness of both faculty and support workers was highlighted by Mukiti (2014). According to Mukiti, this can only be accomplished if BOMs have a thorough grasp of the requirements of their school personnel. A disorganised work environment, caused by a lack of focus on staff requirements, may have a detrimental impact on pupils. The educational institution might suffer catastrophic consequences when staff members' requirements are unmet, leading to a decline in service quality (Talegeta, Worku, & Gemechu, 2018; Waweru & Orodho, 2014)

While Onger (2015) found somewhat comparable results—that is, that participation in curriculum and teaching helped facilitate excellent education in Kajiado North District—this discovery ran counter to those results. Curriculum implementation and goals were hindered, according to

Baarum C. (2015), due to a lack of facilities. Furthermore, she seemed to imply that it was BOM's responsibility to provide the necessary facilities for learning to take place efficiently and effectively. Promoting excellent education via the provision of suitable infrastructure development is the duty of BOMs, according to the Basic Education Act (Republic of Kenya, 2013). Proper and suitable physical facilities should be provided, and the institutions' resources should be administered and managed by it.

According to Kirigia (2011), the BOM is responsible for overseeing school construction projects, making sure that the facilities are constantly repaired and maintained, safeguarding the health and safety of the learners, and creating a safe atmosphere that improves the schools' excellent performance.

This result was in line with what Onger (2015) found: that BOMs were either very effective or somewhat effective at managing most school community relations functions, with the exception of facilitating community members' interactions with students in counselling sessions and informing the public about school programmes. The results showed that the interactions didn't significantly impact students' final grades.

Relationship between boards of management involvement in financial management and student academic achievement. The third research question sought to determine the relationship between boards of management involvement in financial management and student academic achievement.

### Test of Hypothesis

The following null hypothesis was tested:

$H_0$  : There is no significant difference between student mean academic achievement scores and Board of Management members' levels of effectiveness in financial management in Public Secondary Schools,

Table A3 in the appendix shows the significance between student mean academic scores and board members levels of effectiveness in school financial management.

since the p-value is less than 0.05 ( $p < 0.001$ ), we reject the null hypothesis and conclude that there is a significant difference between mean students achievement scores of students in schools with different levels of the boards of management effectiveness in management of financial resources.

### Summary, Conclusions and Recommendations

#### Summary

The findings of this study demonstrate a significant relationship between effective school financial management and both academic and physical growth within educational institutions.

Boards of Management (BOMs) play a pivotal role in guiding school administration towards achieving desired ed-

ucational objectives. Their influence extends to both academic and extracurricular programming decisions. Given this, the research aimed to investigate the role of BOMs in school fund administration. The results revealed that BOM members are actively involved in financial management, indicating their effective oversight of school resources.

To examine the relationship between financial management and student academic achievement, this study sought to determine if a connection exists between the performance of public secondary schools in Elgeyo Marakwet County and the level of BOM involvement in financial management. The null hypothesis, stating that there is no significant difference between BOM members' effectiveness in financial management and student academic achievement scores, was tested using the Spearman rank order correlation at a 95% confidence level.

The results indicated a positive relationship between the level of education of BOM members and their participation in financial management ( $r = 0.358$ ), with a p-value of less than 0.005 ( $p = 0.000$ ) further supporting this finding. Consequently, the research concluded that BOM engagement in school financial management is positively associated with the quality of education, leading to the rejection of the null hypothesis.

### Conclusions

Findings suggest that the involvement of Board of Management (BOM) members in school financial management varied across different responsibilities, with few actively participating in key areas such as budget preparation and approval, monthly trial balance analysis, audit report discussion, and strategic planning. While there may be differing perspectives between BOM members and deputy principals regarding the extent of BOM involvement, both groups agreed on the overall success of the school's financial management.

### Recommendations

Based on the findings and conclusion of this study, the following recommendations are made.

It is recommended that BOM members pursue advanced education in school management, particularly in financial management. This will equip them with the necessary knowledge and skills to effectively manage public secondary schools.

### Suggestions for Further Research

Adequate and well-managed physical material resources are essential for schools to effectively fulfil their core mandate of imparting knowledge to learners. However, the maintenance of these resources is a critical factor. Further research is needed to explore how the leadership practices of

Boards of Management (BOMs) influence the maintenance of school physical resources.

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### Appendix Tables

**Table A1**

*Mean Rating of board of management effectiveness in Schools Financial Management*

	Always	Often	Neutral	Sometimes	Not at all	Mean	SD
BOM prepares school budgets	9 (5.3)	137 (80.1)	17(9.9)	2 (1.2)	6 (3.5)	3.4	1.1
BOM approves school budget	8 (4.7)	84 (49.1)	56 (32.7)	18 (10.5)	5 (2.9)	3.7	1.3
BOM analyses monthly trial balance	9 (5.3)	64 (37.4)	41 (24.0)	16 (9.4)	9 (5.3)	3.6	1.5
BOM discusses audit reports	8 (4.7)	95 (55.6)	41 (24.0)	16 (9.4)	11 (6.4)	3.4	1.4
BOM organises fundraising activities to fund school programmes	9 (5.3)	27 (15.9)	99 (57.9)	15 (8.8)	21 (12.3)	2.4	0.8
BOM is involved in the school strategic plan	25 (14.6)	66 (38.6)	45 (26.3)	5 (2.9)	30 (17.5)	3.1	1.0
Mean							3.6

**Table A2**

*Academic Performance of Selected Public Secondary Schools in Elgeyo Marakwet County*

School Category	2018 Grade (Mean)	2018 Grade (Letter)	2019 Grade (Mean)	2019 Grade (Letter)	2020 Grade (Mean)	2020 Grade (Letter)
Boys	5.1	C-	5.49	C-	6.48	C
Girls	4.36	D+	4.37	D+	5.11	C-
Mixed	3.17	D	3.5	D+	3.66	D+
Mean	4.21	D+	4.45	D+	5.08	C-

**Table A3**

*Significance between student mean academic scores and Board members levels of effectiveness in school financial management*

Source of variation	Sum of squares (ss)	Degrees of freedom (df)	Mean squares (ms)	p
Between treatments	7720	5	1544	.001
Within treatments	5164	91	56	
Totals	12884	96		