

Financial Resource Management Challenges for Principals in Public Secondary Schools in Langata Subcounty

Martin Okoth Odide, Sr. Dr. Elizabeth Nduku, Dr. Jared Anyona Ntabo

Abstract— The aim of the study was to examine the influence of financial resource management on the students' academic performance in public secondary schools in Lang'ata sub-county, Nairobi County- Kenya. The following research questions were formulated to guide the study: What is the influence of budget management on students' academic performance in public secondary schools in Lang'ata sub – county, Nairobi County? ; What is the influence of financial controls on the students' academic performance in public secondary schools in Lang'ata sub – county, Nairobi County? ; What challenges do Principals of Public secondary schools face in the management of finances?; What strategies, with regard to financial resource management, are used by Principals of Public secondary schools in Lang'ata sub-county to improve academic performance? The study was premised on behavioural leadership theory propounded by Kurl Lewin in the 1930's which emphasizes that people can learn to become leaders through training and observation. Data was collected using questionnaires, interview schedules, and observation schedules. A pilot test was conducted on some staff to ensure the validity of the instruments. Descriptive research design was adopted for the study. Data obtained through open-ended questionnaires was analysed using descriptive and inferential statistics. The study was conducted in public secondary schools. The target population comprised five (5) public secondary schools. Purposive sampling technique was used to draw 5 principals, 5 bursars, 5 B.O.M representatives, 15 H.O.Ds, 30 teachers and 200 students' representatives giving a total of 260 participants.. Ethical issues such as confidentiality, informed consent, privacy and anonymity were given paramount considerations. Therefore, the findings of the study revealed that financial resources management can truly affect student's academic performance. Furthermore, the researcher found out that not all staffs are involved in budget making or financial plans of the schools. Additionally, the researcher found out that most students are suffering due to lack of finances by their parents and guardians. Finally, financial stability goes hand in hand with educational success. Truly all teachers and staff need full adequate finances in order to ensure that the school's programs run smoothly and with ease for all. Also the researcher found out that most students studying in public schools have fees challenges, especially those in the slums like Kibera constituency – Lan'gata Sub County. The study recommends that all Bursars and Boards of Management Representatives should be appointed with their merit certificate to the specific spot of the work in order to avoid any corruption in the field of their duties within the school environment.

Martin Okoth Odide, Department of Postgraduate Studies in Education, The Catholic University of Eastern Africa, Nairobi, Kenya
Sr. Dr. Elizabeth Nduku, Department of Postgraduate Studies in Education, The Catholic University of Eastern Africa, Nairobi, Kenya
Dr. Jared Anyona Ntabo, Department of Research and Evaluation, The Catholic University of Eastern Africa, Nairobi, Kenya

Additionally, students, should be provided with adequate teaching/learning materials; the teachers, heads of departments, finance committee, top management and the principal should treat the students fully as learners, and they should not dismiss any student from the school due to lack of fees; they should also provide counselling/ social workers departments to check on the students welfare and their mental problems regularly. Finally, the study recommended the following for further study; financial resource management and its influence on student's academic performance in private secondary schools in Lang'ata sub-county, Nairobi county-Kenya: to find out whether there are similarities in the findings of the study between public secondary schools and private secondary schools.

Index Terms— Academic, Financial, Management, Resources .

I. INTRODUCTION

A. Background to the Problem

Education is the foundation of sustainable development in any institution or country. It has a central place in the transformation of individual lives as well as world economies. Every country allocates a considerable portion of its resources to education every year aiming at empowering the people with necessary skills, knowledge and expertise. Orodho and Njeru (2005) noted that education is a basic tool for social, cultural, political and economic development. Their view was earlier pointed out during the 45th Session of International Conference on Education held in Geneva (1996) which defined education as a person's individual and social development that the person gains in the teaching and learning process in school. Learning is a long term process that involves investment of resources. The outcome, which among other parameters, is measured in terms of students' academic performance, is treated with a lot of expectations. It is expected that when all sectors, especially in education, work efficiently, then students' academic performance will steadily improve. These scholars allude to the fact that all students have equal chances to perform well in exams despite their conditions or stations in life. Each country allocates considerable resources to education at all levels and follows up to ensure quality deliverance and sustainable output. Langata sub-county is largely an informal settlement dominated by Kibera slam, the largest informal settlement in Africa. Due to the hard economic conditions, the learners in these settlements face many challenges in their pursuit for education. Hardships such as lack of proper sanitation, food, decent shelter and overcrowded neighborhoods affect their

emotional and psychological balance hence influencing their academic performance. The majority of the residents are small business operators, casual labourers, and low income workers. They can hardly afford to educate their children in secondary schools, even with the government subsidy. The school administrators are therefore expected to manage the resources in their schools prudently so as to assist the needy students and to improve the academic performance. Despite the efforts, performances in schools differ depending on the level of management. It is against this backdrop that the study sought to establish the relationship between financial resource management and the students' academic performance in public secondary schools in Lang'ata Sub – County, Nairobi County – Kenya.

B. Statement of the problem

Management of financial resources is a major concern in Secondary schools. In Lang'ata sub-county, the same concerns surface. All resources are pegged to the budget. It follows that proper allocation and utilization of financial resources results into good performance of the school. However, this is not always the case. Public institutions which undertake budgeting on a hierarchical basis face a situation at each level in the hierarchy. There is a possibility that the original request would be changed in one way or another, causing shortages. (Heller & Aghvelli, 2005). The Kenya Education Management Institute trains' secondary school heads on financial management skills on a regular basis, yet cases of mismanagement have been adversely reported. The continuous decline in students' academic performance, especially in schools where finances are poorly managed has led to an outcry from the stakeholders, sometimes leading to interdiction or transfer of school heads. The financial management practices of principals in Langata sub-county have become sensitive due to public and government interest in the implementation of school programmes. The public expects the school administrators to utilize the available funds effectively and to produce good academic results for their children. However, there have been cases of mismanagement, lack of initiatives to source for additional funds, non-adherence to the budget, and late remittance of government subsidies which adversely influence the academic performance of learners. It was against this backdrop that the study was premised. Therefore, this study was an attempt to establish how resource

management influences students' academic performance in public secondary schools in Lan'gata sub-county, Nairobi County.

C. Research Questions

This study was guided by the following research questions:

- i. What is the influence of budget management on students' academic performance in public secondary schools in Lang'ata sub – county, Nairobi County?
- ii. What is the influence of financial controls on the students' academic performance in public secondary schools in Lang'ata sub – county, Nairobi County?
- iii. What challenges do Principals of Public secondary schools face in the management of finances?
- iv. What strategies, with regard to financial resource management, are used by Principals of Public secondary schools in Lang'ata sub-county to improve academic performance?

D. Conceptual Framework

According to Business Dictionary (2019), conceptual framework refers to a theoretical structure of assumptions, principles, and rules that holds together the ideas comprising a broad concept. A conceptual framework is an analytical tool with several variations and contexts. It can be applied in different categories of work where an overall picture is needed. It is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. Economists use the conceptual framework of supply and demand to distinguish between the behaviour and incentive systems of firms and consumers (Colander David, 2013).

This study was based on the four components of the school system, that is, financial resources, human and physical resources, teaching and learning process and time utilization. The independent variable, which is financial resources input, is converted into human (intervening variables) by the budgeting mechanism and further into the resource hours/time (dependent variable). The arrangements of these three variables give feedback which is reflected in the students' academic performance both internally and in national examinations

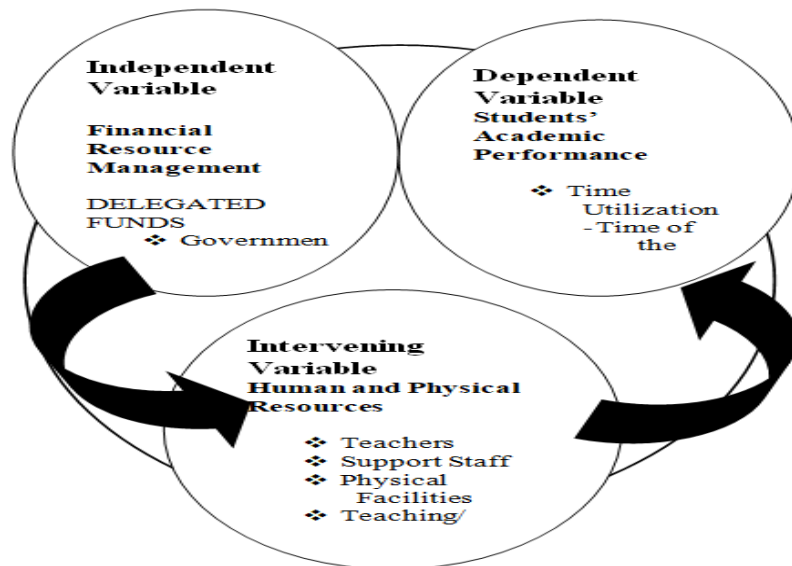


Figure 1 Conceptual framework model
Source: Author (2019)

II. CHAPTER TWO

REVIEW OF RELATED LITERATURE

A. Introduction

This chapter highlights and assesses the available data on financial resource management and students' academic performance in public secondary schools. The literature is sourced from books, journals, academic papers, unpublished thesis/dissertations, and from the internet. The chapter is also an acknowledgement of the work already done by other researchers on the same study area.

B. Review of Related Theories

In this section, two theories that are important to the study are presented. Educational institutions require money in order to run their affairs smoothly. This implies that the available financial resources greatly influence the overall outcome at the end of the school cycle. The theories discussed are relative to the study variables namely resource management and students' academic performance.

Behavioural Leadership Theory

The study was premised on behavioural leadership theory propounded by Kurt Lewin in the 1930's which emphasizes that people can learn to become leaders through training and observation. In the 1930s, Kurt Lewin developed a [framework](#) based on a leader's behaviour. He argued that there are three types of leaders:

Autocratic leaders make decisions without consulting their teams. This style of leadership is considered appropriate when decisions need to be made quickly, when there's no need for input, and when team agreement isn't necessary for a successful outcome.

Democratic leaders allow the team to provide input before making a decision, although the degree of input can vary from leader to leader. This style is important when team agreement matters, but it can be difficult to manage when there are lots of different perspectives and ideas.

Laissez-faire leaders don't interfere; they allow people within the team to make many of the decisions. This works well when the team is highly capable, is motivated, and doesn't need close supervision. However, this behaviour can arise because the leader is lazy or distracted; and this is where this style of leadership can fail.

Delno (2006) holds that a good leader is someone who is in control, gives direction and guidance, is an excellent listener and has good management skills. However, it is important to note at this point that leadership has been, for a long time, associated with images of powerful, dynamic persons who command respect, direct cooperate empires or shape the course of humanity.

The strengths of the theory were established by Ohio State University in their studies. In 1945, Ohio State University conducted a series of studies to identify observable behaviours of leaders rather than focusing on their personal traits. The research came up with two main characteristics of leadership which could either be low, high or dependant on each other. The findings from Ohio State Leadership Studies suggest that effective leaders possess a strong ability to work with others and build a cohesive team which is balanced, with the capability to create structures within which activities can be accomplished.

Clearly, how leaders behave affects their performance. This theory is relevant to the study because school administrators need financial resource management knowledge, skills and above all attitude in order to stimulate their teams to greater performance and success. Researchers have realized, though, that many of these leadership behaviours are appropriate at different times. The best leaders are those who can use many different behavioural styles, and choose the right style for each situation. The theory will therefore be employed to examine how the style of managing available financial resources in public secondary schools inform either the good or poor academic performance of students in Lang'ata sub- County.

C. Review of Empirical and Conceptual Literature

In this section, literature is reviewed based on the studies done by other scholars on the financial resource management and its influence on the students' academic performance in public secondary schools.

Influence of budget management on students' academic performance in public secondary schools in Langata sub-county, Nairobi County.

Hemsing and Baker (2013) in their study on the effects of tight budgetary control on managerial behaviour in the Swedish public sector noted that managers in the municipalities and universities experienced tight budgetary controls. As such, managers were less committed to their organization. The study however did not explicitly explain how budgetary control and management influenced management of funds at universities and municipalities. The study targeted managers from different municipalities and universities throughout Sweden.

Kapur (2018) studied Factors Influencing the Student's Academic Performance in Secondary Schools in India: University of Delhi. He suggests that the major determinants of academic performance include class participation, class assignments, tests, examinations and participation in extra curricula activities. Furthermore, pressure on the teachers and administrators from stakeholders to improve academic performance has enabled schools to come up with advanced strategies. Some of the strategies include effective teaching and learning methods, use of technology, promoting extra coaching, and rewarding students for good performance.

Influence of financial controls on the students' academic performance in public Secondary Schools in Langata sub-county, Nairobi County.

Measuring the extent to which financial resource controls affect students' academic performance in public secondary schools involve various factors including access, retention and rate of completion. Lewin (2014) in his study on financing education in Asia: profiling participation and financing towards 2030, noted that in Asia, most countries now enroll almost all children in school, with the majority completing the first cycle of basic education. Asia is geographically diverse, comprising of larger countries such as India, low income countries like Bangladesh and Pakistan as well as some of the smallest and wealthy countries like Singapore and Brunei. The study concluded that the development of the Pacific Rim Asian countries in the latter part of the 20th century was the result of sustained investment in education focused on learned capabilities and cognitive competencies. The researcher further noted that future financing of education in Asia should build on this foundation and extend the benefits of mass access to education to the populations that are still marginalized, and ensure that future expansion is pro-poor and makes use of the latent talents of all citizens in ways that are efficient, effective and equitable.

Studies have shown that financial resource management play a key role in the achievement of the intended school goals and objectives. In Zimbabwe for instance, Chatiza (2011) investigated the basic management and financial skills by school development committees. The researcher noted that

school heads in Mashonaland East province have had cases of mismanagement of funds and abuse of the incentives meant for teachers. This adversely affects the overall performance in schools, especially the students' academics. A similar study conducted by Wushe, Ndlovu and Shenje (2014) concluded that for proper utilization of the school's resources, there is need for collaboration among the various stakeholders such as the principals, school development committees and the community.

Challenges Principals of Public secondary schools face in the management of finances

The resources of public institutions are managed under legal frameworks. Legal mandates that guide the acquisition and use of public financial resources are stipulated in binding documents, the interpretations of which sometimes pose challenges to school administrators. In this section, we review some of these legislations and relate to how they pose challenges to school principals in terms of financial management. School finances are guided by legal frameworks established through legislations in individual countries. Such frameworks give legal authority to the principals and the Board of Management to carry out their mandate. Legal authority refers to legal power vested on education administrators to take decisions which must be obeyed because it has legal implications.

Studies have shown that challenges faced by school principals in the management of financial and other resources have been given attention through various legislations, policies, moral as well as material support. However, there are still some challenges faced by principals in the management of the available resources which adversely affect the academic performance of students. These challenges, as shown from the reviewed literature, range from the process of acquisition of resources, allocation, supervision and proper utilization in line with the set goals and objectives. This study attempted to address some of these challenges and to give valuable recommendations.

Strategies, with regard to financial resource management, used by Principals of Public secondary schools in Lang'ata sub-county to improve academic performance

School managers are constantly exploring ways to better educate students and improve school performance. School-based management system offers a way to promote improvement by decentralizing control from central county offices to individual schools. It attempts to give school administrators, teachers, parents and other community members more control over what happens in the schools. This makes management of financial resources more appropriate in the rapidly changing environment.

A study conducted by Amirize and Ololube, (2018) on Principals Fund Management Strategies for Effective Administration of Public Secondary Schools in Rivers State, Nigeria found out that there are significant relationships between principals fund management strategies and effective administration of secondary schools in Rivers State. This implies that with proper resource managerial skills, principals can stimulate their teams to perform well hence leading to an improvement in the academic achievements of the students.

D. Summary of literature review and identification of knowledge gaps

The literature reviewed above shows that studies have been conducted on school financial resource management and students' academic performance. However, there are still several gaps which the review has identified and which require further research. Some of the specific gaps include examining the challenges faced by Principals of Public secondary schools in the management of finances and other resources; strategies used by Principals of Public secondary schools in Lang'ata sub-county to manage the available resources with the aim of improving academic performance; the relationship between financial resource management and students' academic performance and the extent to which financial resource management affect students' academic performance in public Secondary Schools in Lang'ata sub – county, Nairobi County.

population, sample and sampling procedures, description of research instruments such as questionnaires, interview schedules, and observation schedules, test for validity and reliability of data, data collection procedures, ethical issues and data analysis techniques.

B. Locale of the Study

This study took place in Lang'ata Sub-County, a suburb of [Nairobi](#) in [Kenya](#). The suburb consists of many smaller housing estates. They include Nairobi Dam, Otiende, Southlands, Ngei, Jambo estate, Onyonka, [Madaraka Estate](#), Kutch Prant, Rubia and many others. These developments are primarily mansionettes or apartment blocks. Lang'ata lies southwest of the city's [central business district](#), east of [Karen](#), approximately 18 kilometers (11 mi), by road, from the centre of Nairobi. (*Globefeed.com,2015*). The coordinates of Lang'ata are:1°21'58.0"S, 36°44'17.0"E (Latitude:-1.366111; Longitude:36.738056). (*Google Maps, 2015*). (Refer to appendix I)

III. CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

A. Introduction

This chapter outlines the methodology that was used in the study based on locale of the study, research design, target

Table 1 List of Sub-Counties in Nairobi County

Source: Provincial Commissioner, Nairobi, 2013

| Table 1: Area of the County by Administrative Units Sub-County | Area(km2) | Divisions |
|---|------------------|------------------|
| Starehe | 10.6 | 3 |
| Kamukunji | 11.7 | 3 |
| Kasarani | 85.7 | 2 |
| Makadara | 20.1 | 3 |
| Embakasi | 52.1 | 3 |
| Njiru | 156.2 | 3 |
| Dagoretti | 38.7 | 3 |
| Lang'ata | 223.4 | 4 |
| Westlands | 97.6 | 3 |
| Total | 696.1 | 27 |

C. Research Design

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem. After developing and explaining the research question, the next step is to figure out how to answer the question given the complex nature of reality. Research design is therefore a framework that has been created to find answers to research questions. According to Howard (2010), research design refers to the point where the researchers define the scope of the research, that is, the limits and content of the data investigated.

In this study, the researcher collected data that vary in forms such as mailed questionnaires, web-based questionnaires, one-on-one interviews, telephone interviews, and focus group interviews. He then weighed the advantages and

disadvantages of each; administered well-tested instruments with good questions and scales; and sought a high response rate from participants using procedures that ensured a high return rate and was not biased.

D. Target Population

Bauer and Gaskell (2000) define population as the complete collection of items or persons who are the target of the research. The target population for this study comprised principals of 5 public secondary schools, 5 school bursars, 15 heads of departments, 30 teachers, 200 students and 5 representatives of the Boards of Management distributed in public secondary schools in Lang'ata sub-county, Nairobi County.

Table2:Sample Size;**Source:**Researcher ,(2020)

| Target Population | Population Size | Sample Size | Percentage |
|--------------------------|------------------------|--------------------|-------------------|
|--------------------------|------------------------|--------------------|-------------------|

| | | | |
|----------------------------|----------|------------|------------|
| Principals | 5 | 5 | 100 |
| Bursars | 5 | 5 | 100 |
| Boards of Management Reps. | 5 | 5 | 100 |
| Heads of Departments | 5 | 15 | 100 |
| Teachers Representatives | 5 | 30 | 100 |
| Students Representatives | 5 | 200 | 100 |
| Total | 5 | 260 | 100 |

E. 3.5 Sample and Sampling Procedures

Purposive sampling was used to select five (5) public secondary schools to constitute the sampling unit for the study. From each school, purposive sampling technique was used to select five (5) principals, five (5) school bursars, five (5) Boards of Management (B.O.M) representatives and fifteen (15) Heads of Departments (H.O.Ds) considering that each school has three main departments of Sciences, Languages and Humanities. Simple random sampling was used to select thirty (30) teachers. The sampling technique put into account gender balance hence selecting male and female representatives per department per school hence giving a total of 30 teachers. Simple random sampling technique was also used to select students, considering 10 students per class (Form I – IV), 40 students per school giving a total of two hundred (200) students’ representatives. This gave a total of two hundred and sixty (260) participants which was sufficient for the study.

IV. CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF THE RESULTS

A. 4.1 Introduction

This chapter four deals with data analysis and presentation of the results according to the thesis questions. The study examined the Financial Resource Management and its Influence on Students’ Academic Performance in Public Secondary Schools in Lang’ata Sub-County, Nairobi County-Kenya. Data analysis involves making deductions from the data obtained. The quantitative data was first identified in terms of levels of measurements such as nominal, ordinal, interval or ratio and then coded into the

SPSS in order to give it meaning. Descriptive statistics including frequencies and percentages were used to analyze each variable and results presented using frequency distribution tables and bar charts. Nevertheless, qualitative data drawn from open-ended questions was first grouped into a set of themes, assigned numerical value and then entered into the SPSS computer system. The analysis was done using descriptive statistics and presented inform of tables and graphs while others were presented in form of ‘verbatim’.

B. 4.2 Response Rates

Figure 2 Response Rates
Source: Researcher, 2021

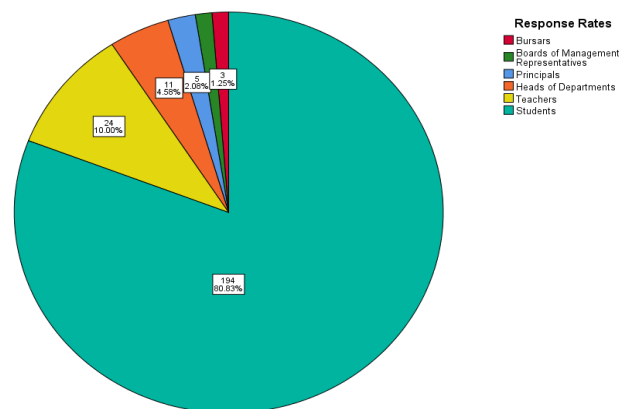


Table 3 Response Rates
Source: Researcher, 2021

| Respondent | Administrated instruments | Returned instruments | Percentage (%) |
|--------------------------------------|---------------------------|----------------------|----------------|
| Principals | 5 | 5 | 2.08% |
| Bursars | 5 | 3 | 1.25% |
| Boards of Management Representatives | 5 | 3 | 1.25% |
| Heads of Departments | 15 | 11 | 4.58% |
| Teachers | 30 | 24 | 10.00% |
| Students | 200 | 194 | 80.83% |
| Total | 260 | 240 | 100 % |

As illustrated in table 4. and figure 2 above, the researcher administrated a total of 260 questionnaires to 5 principals, 5 Bursars, 5 Boards of Management Representatives, 15 Head of Departments, 30 Teachers, and 200 Students drawn from the five Public Secondary Schools

in Lang’ata Sub-County, Nairobi County-Kenya. The Five (5) schools were; Karen ‘C’ Secondary School, Lang’ata High School, Lang’ata Barracks Secondary School, Olympic High School and Raila Educational Centre Secondary School. Therefore, from the administrated questionnaires only returned questionnaires were 240 respectively. This means

that study achieved 92% return of the rate and this could be attributed to the fact that the researcher created an affinity with the mentioned participants in the targeted schools who were supportive during the process of data collection.

C. 4.4.3 Challenges principals of public secondary schools face

Challenges principals of public secondary schools face in the management of finance; using a rating scale of 1 to 5, please indicate (tick) the importance of the statement on the challenges facing students' academic performance.

Table 4 Challenges principals face - Bursars/ Boards of Management Reps

Source: Researcher, April 2021

| Statement | 5 Strongly Agree | 4 Agree | 3 Neutral | 2 Disagree | 1 Strongly disagree |
|---|---------------------|------------|--------------|---------------|------------------------|
| In some cases budget include unattainable targets or standards | 3 50% | 1 16.6% | 2 33.4% | 0 0.00% | 0 0.00% |
| Insufficient funds allocation affect the implementation of the school programs | 1 16.6% | 3 50% | 2 33.4% | 0 0.00% | 0 0.00% |
| Inability of departments to utilize the allocated funds hinders the effective teaching and learning | 3 50% | 2 33.4% | 1 16.6% | 0 0.00% | 0 0.00% |
| The methods used to allocate funds to the departments are unsatisfactory | 0 0.00% | 1 16.6% | 2 33.4% | 1 16.6% | 2 33.4% |
| Reforms in school financial management come up with new rules which affect students' academic performance | 2 33.4% | 1 16.6% | 3 50% | 0 0.00% | 0 0.00% |

Table 12 above shows that majority of the participants with (50%) strongly agreed that in some cases budget include unattainable targets or standards, (50%) agreed that insufficient funds allocation affect the implementation of the school programs, while (50%) of the respondents strongly agreed that inability of departments to utilize the allocated funds hinders the effective teaching and learning, nevertheless (33.4%) of the participants were neutral on their opinion concerning the methods used to allocate funds to the departments are unsatisfactory, and (50%) of the respondents were also neutral on the statement that reforms in school financial management come up with new rules which affect students' academic performance. Therefore this states that,

most principals faced a strong challenge by the board of management concerning financial resource which is often the source of conflict of interest. It is therefore imperative to find out the best ways of financial resource management in schools for optimum utilization of opportunities for excellent students' academic performance, Bennell and Sayed (2002).

D. 4.5.3 Challenges principals of public secondary schools face - Heads of Departments/ Teachers

Challenges principals of public secondary schools face in the management of finance; using a rating scale of 1 to 5, please indicate (tick) the importance of the statement on the challenges facing students' academic performance.

Table 5 Challenges do principals face-Heads of Departments/ Teachers

Source: Researcher, April 2021

| Statement | 5 Strongly Agree | 4 Agree | 3 Neutral | 2 Disagree | 1 Strongly disagree |
|---|---------------------|-------------|--------------|---------------|------------------------|
| In some cases budget include unattainable targets or standards | 9 25.7% | 11 31.5% | 15 42.8% | 0 0.00% | 0 0.00% |
| Insufficient funds allocation affect the implementation of the school programs | 28 80% | 7 20% | 0 0.00% | 0 0.00% | 0 0.00% |
| Inability of departments to utilize the allocated funds hinders the effective teaching and learning | 20 57.1% | 6 17.2% | 9 25.7% | 0 0.00% | 0 0.00% |
| The methods used to allocate funds to the departments are unsatisfactory | 3 8.6% | 5 14.3% | 11 31.5% | 4 11.4% | 12 34.2% |
| Reforms in school financial management come up with new rules which affect students' academic performance | 7 20% | 5 14.3% | 10 28.6% | 4 11.4% | 9 25.7% |

According to table 16 above, majority of the participants with (42.8%) were neutral on the statement that says; in some cases budget include unattainable targets or standards, while (80%) strongly agreed that insufficient funds allocation affect the implementation of the school programs, (57.1%) strongly agreed that inability of departments to utilize the allocated funds hinders the effective teaching and learning, additionally (34.2%) strongly disagreed that the methods used to allocate funds to the departments are unsatisfactory, and (28.6%) were neutral on the opinion that says; reforms in school financial management come up with new rules which affect students' academic performance. Therefore, this implies that principals face the challenges of delayed disbursement of funds, hence slowing down school operations which in the long run affect the students' performance in general. Furthermore, it led to high completion rates among the disadvantaged students, Rok, (2008).

V. CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

A. Introduction

This chapter five deals with the summary of the findings, conclusion and recommendations of the study. The overall goal of the study was to examine the Financial Resource Management and its Influence on Students Academic Performance in Public Secondary Schools in Lang'ata Sub-County, Nairobi County-Kenya. The study adopted descriptive survey design and targeted the affected students with financial challenges and its influence on student's academic performance in public secondary schools, principals, Bursars, Boards of Management Representatives, Heads of Departments, Teachers, and Students through random and purposive sampling. Therefore, primary data was collected using self-administered questionnaires and analyzed using descriptive statistics and presented in form of graphs and tables. This chapter discusses the summary of findings, conclusion and recommendations.

B. Summary of the Findings Challenges principals face

Worldwide, secondary schools principal or education managers are faced with challenges of change which are happening globally at a fast pace due to the advancement in today technology. On the other hand, such challenges are bound to test the abilities of secondary schools principals or education managers than people at any other level everywhere. Therefore, the findings shows that Principals, Bursars and Boards of Management Representatives, Heads of Departments, Teachers Representatives and Students Representatives strongly agreed that secondary schools principals faced a big challenge running the school with a less expertise. Furthermore they also agreed that they must be involved in any decision making in the school. On other hand, school principals, in the management of financial and other resources, have been given attention through various legislations, policies, moral as well as material support. Nevertheless, they also strongly agreed that secondary school principals faced challenges of handling students and staff at once without consultation from the top management and

heads department, which sometimes leads to poor academic performance of the students. Therefore, this implies that, the management of resources, especially financial resource management in the institutions of learning such as secondary schools, plays a significant role in the achievement of desirable outcomes of the institution through the involvement of the school principals.

C. Conclusion

Around the world, many scholars have suggested and concluded that a similar study with the aim of improving academic performance; the relationship between financial resource management and students' academic performance should be explored further. Moreover, with insight in understanding the relationship between financial resource management and performance in institutions, school managers are constantly exploring ways to better educate students and improve school performance. Principals, Bursars, Boards of Management Representatives, Heads of Departments, Teachers Representatives and Students Representatives, came out clearly on the relationship between financial resource management and students' academic performance. Therefore, the study found out that the relationship between financial resource management and students' academic performance is a big challenge in today's society, especially during this pandemic (covid19) and its effects on education and the new normal of financial crisis. On the other hand, the pandemic (covid19) and the financial crisis have developed a critical phenomenon on the student's academic performance in today world due to the recourse to online learning and less learner – teacher contact.

Finally, the scholar or the founder of this topic has discovered from the findings that not all staff or secondary school teachers are well involved in budget making or in the financial plans drafted by the school board of management or the financial committee of the school. Also, the researcher found out that most of the public secondary schools students are suffering due to lack of finances, inadequate time for teaching, and availability of their parents and guardians on side. Financial stability goes hand in hand with education success. Truly all teachers, staffs of the schools need full adequate finances to ensure that the school programs run smoothly and with ease for all. Also the researcher found out most students studying in public secondary schools face lack of fees challenges, especially those in the slums like Kibera constituency, where the majority face a lot of financial constraints, which sometimes force them to drop out of school or to look for part time jobs, in order to pay for schools fees.

D. Recommendations School Principals

The study recommends that public secondary schools which are run by one Principal through centralized effort, should adopt team approach, by giving chance to all relevant organs of the school to perform their duties freely without any distraction unless it's a consultation needed by the appointed authority.

The School Bursars and Boards of Management Representatives

The study recommends that all Bursars and Boards of

Management Representatives should be appointed with their merit certificate to the specific spot of the work in order to avoid any corruption in the field of their duties within the school environment.

The Heads of Departments and Teachers,

The study recommends that Heads of Departments and Teachers, should be treated equally in all aspects of teaching, especially they should be given all the school's plans and activities for them to have full attention while teaching the students.

The Students

The study recommends that Students, should be provided with adequate teaching/learning materials; the teachers, heads of departments, finance committee, top management and the principal should treat the students fully as learners, and they should not dismiss any student from the school due to lack of fees; they should also provide counselling/ social workers departments to check on the students welfare and their mental problems regularly. Furthermore, the government should facilitate, in collaboration with parents, civil society and stakeholders, to provide full scholarship for all the needy students, especially the slum dwellers of Kibera constituency, in order for them not to lose hope in education.

E. Suggestion for Further Studies

Another study should be conducted on the same topic: financial resource management and its influence on student's academic performance in private secondary schools in Lang'ata sub-county, Nairobi county-Kenya: to find out whether there are similarities in the findings of the study between public secondary schools and private secondary schools.

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