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## Boards of management resource management strategy and school development in west Pokot County

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### Abstract

Schools as learning institutions have set goals and performance standards which they aspire to achieve and therefore school management becomes the key aspect through which these goals can be achieved for enhanced development. To meet these goals, the education act established Boards of Management of schools to steer schools into achieving the goals, however, despite this, there are disparities in school developments in terms of physical, human and infrastructural development a gap that this study sought to fill. This study therefore sought to establish the effect of Boards of Management resource management practices on school development in West Pokot County. The study was based on open systems theory in operationalizing the variables in the study. The target population was all the 120 principals of public secondary schools, 1800 BoM members, 1 County Director of Education and 4 Sub-County Directors of Education officers which totaled 1925. A suitable sample of 332 respondents was determined through the Yamane formula. The study applied mixed research approach with descriptive survey design. The study utilized simple random and purposive sampling techniques in identifying a suitable study sample of 332 respondents for data collection. Questionnaires and interview schedules were used to collect data. Reliability of the instruments was determined through a test-retest method and a Cronbach Alpha coefficient of at least 0.7 was computed, which was considered sufficient for use of the questionnaires in the actual study. The findings of the study were presented in tables and figures. The descriptive analysis observed a below average function of resource management in the county with all means from each sub construct of this variable being below average. Despite this, the ANOVA statistic found a positive association between resource management practices and school development with the probability value  $<0.05$ . The inferential statistics revealed significant positive effect on school development  $0.05$  ( $r=0.394$ ,  $p=0.001$ ) with  $R^2=0.394$  being 39.4% changes in school development explained by the resource management practices while 60.6% is captured in by the error term. The study concludes that there is a significant positive relationship between the Board of Management resource management and school development in West Pokot County. The study recommends that the Ministry of Education should develop a policy framework that would guide BoM members to undergo mandatory and comprehensive training on financial accounting, human resource and physical resource management.

**Keywords:** School Development, Boards of Management, Instructional Management.

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### Introduction

According to Gilchrist and Knight (2015) school management and administration is of significant importance. As a result of the paramount importance attached to educational attainment and the role it plays in a country, many governments worldwide have created and put in place secondary school management structures in form of boards. Their central role has been

recognized to be the improvement of student academic performance. The boards operate on the concept of corporate governance which is distribution of responsibilities and rights among the different participants in an organization. Many researches demonstrate clearly that BoMs are key in improving students' academic performance. There is unanimity in studies done in the United States (US) that boards indeed influence students' achievement. For Instance, Goodwin's (2010) study entitled 'changing the odds for student success in Colorado State' described boards' decisions and policies as having great impact on how students learned despite operating far from the classroom. Similar results were obtained by Lorentzen (2013) who examined school board governance behaviour and student achievement scores in Montana State US.

In Denmark and Germany (World Bank & IMF, 2012), it was noted that there was an enhanced autonomy of the school boards. The members of the school boards exhibited entrepreneurial skills to ensure that the school generated funds and also raised funds internally and externally to support their projects. An example is provided by a country like Denmark where the school board becomes true "entrepreneurs" executing the main decisions of the school management where the representatives of the profession are generally the majority. For example, in the new professional education, based on a general framework of decisions to be implemented, the school head who is the executive personnel in the school has powers from the school council to share the work between teachers and their hours of work.

World Bank (2015) noted that board members viewed training positively and thought it as the only way their skills on school management could be improved. The study revealed that there was need for the parent members to be upgraded so as to make contribution on the quality of education provided in their schools. Similar to global trends, African countries are also committed to the academic success of their student thus they have increasingly embraced the concept of corporate governance as they know it leads to better school performance. The region has however been associated with low attainment in standardized tests (World Bank, 2014).

In the majority of the Sub-Saharan African nations, the obligation of directing the administration of schools is

dependent on School Board of Management councils (World Bank Group, 2014). However, it has been noted that some of the Board members are not well versed in financial resource management because they lack the required financial education and training (King'oina, Ngaruiya & Mobegi, 2017). In South Africa, school management bodies experience many challenges. These include: problems in drafting school budgets, writing financial statement, financial policy, as well as control of finance (Madikela, 2006). Madikela recommended training of the BOM members as the best remedy for such problems. Newly elected BOM members may further experience difficulties in running the school. New BOM members' competency may be affected by inadequate induction on their responsibilities and roles, low education, inadequate exposure, and inexperience (Kalungu, 2015).

Oboegbulem (2014) in a conference presentation accuses the school Boards of Management especially the secretary, who is the accounting officer of poor financial jurisprudence, overspending, display of lack of financial skills, poor accountability mechanisms, collusion with suppliers to defraud the school coffers, unapproved expenditure among other vices. He noted that this kind of financial mismanagement is a common practice in Nigeria and peoples' complaints on the same has not helped the situation. This study was geared towards finding out not only the principal's role as a secretary to the BoM, but also, the general performance of the board collectively on development of the school.

Kirigia's (2011) study established that most of the BoM members in the sampled schools in Kenya were ineffective in performing most of the functions assigned to them. These views are supported by Onderi (2015) who noted that BoM members were not involved in financial management in the sampled schools. World Bank (2015) shares the same views and underscores the need to improve school board members' skills. World Bank noted that there was need for the school board members' skills to be upgraded through training to enable school boards make meaningful contributions to the quality of education provided in the schools.

#### **Board of Management Resource Management and School Development**

Boards of management have many functions as proscribed by the Education Act (2013). According to Bua and Adzongo (2015) school finances forms one of

the key elements among educational resources. In history, no institution or school has ever succeeded without proper utilization of its financial resources. This is because finances are related to other facilities in a school and thus its availability and adequacy enables a school to acquire facilities such as physical structures, textbooks and human resources (Lumuli, 2009). As a result, efficient usage of school funds by boards provides a conducive learning environment which by extension impacts positively on the academic performance of students in schools (Nyakundi, Okiaga and Ojera, 2012).

Heystek (2012) points out that financial planning includes the creation of the necessary decision-making structures to enable the smooth functioning of a school and he states that such structures include the finance committee and other supportive structures like the marketing and advertising committee. Budgets project future school development which enables evaluating the financial viability of a chosen strategy. In most organizations this process is formalized by preparing annual budgets and monitoring performance against budgets. Budgets are therefore merely a collection of plans and forecasts (Silva & Jayamaha, 2012). This is further supported by Nickson and Mears (2012) who examined the relationship between budgetary control and performance of state ministries in Boston Massachusetts. The results of the regression analysis concluded that proper budgetary control measures led to improved performance of state ministries.

According to Devariecs and Brien (2011) schools boards are more effective when the following elements are joined together: priority granted to the results of the pupils and the regulation which to them is applied; effectiveness of the direction; introduction of conditions and structures making it possible to the chief of establishment to conclude its administrative duty; process of evaluation of the chief of establishment defined in community and evaluation and formation in the school; trust relations and effective collaboration between the chief of establishment and the members of the council of establishment; good communication with the outside and the public authorities and satisfactory development of the policies and financial management. The recruitment procedures and selection of the school's boards' members must be able to bring candidates of quality, motivated, having necessary competences and

reflecting the diversity of the population, to present their candidature.

According to Mrcic-Garac (2010) the financial resources' management constitutes one of the principal problems, sources of conflicts between the school's boards' members especially in the countries where the parents contribute financially to the schooling of their children. The directors are marked to want to monopolize themselves all powers by opposing any refusal to the shared responsibilities and the respect. It is not excluded that they misuse to be able to them and to cause conflicts within the local community. Chiefs of villages isolated of the management of the school, can mobilize their population against the principal which they describe as "robber" of "dictator" and "local potentates with respect to the users."

Boards of Management in the public schools within many states in the European Union have been tasked with the mandate of ensuring that physical facilities have been availed (Latham, 2012). The function of overseeing the construction and management of the physical facilities has been delegated to the Boards of Management and funds for facilitation of the operational programs are drawn from the treasuries. This ensures equity in terms of the development of physical infrastructure within the schools and adequate policing and supervision as facilitated by the members of the BOM. The task of delegated management enhances the probity standards and sees to it that physical facilities in the school are availed in an optimal manner (Latham, 2012).

A study carried out in Mwimbi Division in Maara District by (Reche, et al., 2012) found out that most of the BoMs did not carry out the task of provision of physical facilities in the public schools in the requisite manner. The school administrators affirmed that most of the BOM seldom carried out their tasks but only turned up in the schools for the periodic meetings. The BOM members were not aware of the tasks that they were expected to execute in terms of ensuring the requisite infrastructure was in place within the respective schools. The report called for sensitization of the BoMs on their rightful roles before their deployment as a measure of ensuring that they executed their tasks effectively (Reche et al., 2012).

An analysis of physical facilities by Atieno (2014) on influence of teaching and learning resources on students' performance in KCSE in free day secondary school in Nakuru, Kenya, found availability of instructional materials but physical facilities were inadequate. In the compulsory subjects, instructional resources were found to be sufficient and the ratio of student-to-student sharing was minimal. However, the study showed that the physical facilities were over-stretched which had a negative influence on students KCSE performance. Mwaure (2010) conducted an investigation into the participatory budget setting and budget commitment as a factor that affects performance of the Nairobi Stock Exchange listed companies. The study concluded that budgetary participation affects return on capital employed and return on assets to a great extent. It was further found that budgetary participation affects return on investment and budget commitment in moderate terms.

Karanja (2011) examined the effect of budgetary control process in SACCOs with specific reference to SACCOs in Nyeri County. Descriptive research design was chosen because it enables the researcher to generalize the findings to a larger population. The population of this study was the 120 finance officers of SACCOs in Nyeri according to ministry of cooperative development and marketing 2011. The study concluded that finance and administration departments participated in budgetary control processes. Budgetary control processes are not intimately linked with considerations of labor controls. Participation by all the stakeholders makes the budgetary process too lengthy and time consuming.

A study done in Mandera County, Kenya, one of the challenges facing secondary school principals is the effective execution of budget procedures and practices to ensure that there is prudent financial management of school funds (Kimani, 2010). This contradicts a popular view that when principals employ proper budget implementation practices and ensure financial management on the finances, the institutions will realize the set objectives. Schools cannot assess whether such processes provide sufficient and objective assurance or regular review and appraisal of the adequacy and the integrity of the internal control systems in the schools. Financial Management (FM) is an essential element in the effective running of an organization. A lot of resources are involved in running organizations and

therefore to get value from those investments requires a lot of transparency and accountability from the people in charge, Burke (2011). The education sector in many countries consumes very high budgetary allocation and therefore sound financial management is paramount. A lot of attention is given to education the world over because of the impact it has on development.

King'oina, Ngaruiya and Mobegi (2017) held that BoM members should possess adequate knowledge of the operation of these accounts. The members of school management should include the school head as a signatory to the school's main account as the school head is the accounting officer for all monies received by the institution. Moreover, they should audit these accounts regularly to ensure that they meet the minimum thresholds set by the Ministry of Education policies. Therefore, instances where BoM members meet once or twice per year exposes a school to misappropriation and loss of funds. The head teacher and accountant can conjure schemes to siphon the funds and hide their trail completely.

The Basic Education Act (Republic of Kenya, 2013) lays out emphasis on the role of the BoMs in the recruitment employment and remuneration of non-teaching staff as may be required by the institution. The public schools face two categories of staff; teaching and non-teaching staff. Employment and management of teachers is under the Teachers Service Commission (TSC Act, 2012). However, the BoM has the role of advising the government on staffing needs in schools. It also employs some teachers to supplement the ones schools get from TSC. Teachers are the primary human resource in Kenyan primary schools. KESI, (2011) defines human resource management as the function of attracting, developing and retaining sufficient numbers of qualified and committed employees to perform the activities necessary to achieve organizational goals. Human resource managers are therefore responsible for putting in place programmes and activities and creating a working environment that not only generates efficiency but also employees' satisfaction. The overall purpose of human resource management is to ensure that organizations achieve success through the people. This emphasizes the importance of BoMs' efficiency in their role in management of human resource.

Mukiti (2014) argued that BoMs should promote the wellbeing of the teaching and non-teaching staff in their

respective institutions. They can only achieve this through an in-depth understanding of the needs of these members of the staff. Consequently, they should address them promptly during their meetings. Inadequate attention to the staff needs can lead to a disjointed working environment that affects the students profoundly. Moreover, staff members can compromise the quality of their services that can have devastating effects on the education institution. Therefore, the roles of BoM in human resource management involves provision of an enabling environment as well as provision of quality teaching and learning materials to human workforce which is essentially teachers.

Kiilu (2015) agree with Mukiti (2011) by expounding more on the view that BoMs should provide a friendly working environment for the teachers. This environment includes the provision of adequate and up to date teaching materials. Moreover, the institution should implement a fair and transparent duty sharing plan. These measures ensure that all teachers get their fair share of work avoiding overloading that is detrimental to their performance at the work place. Hence, the BOM should follow the management of the education institution closely as envisioned in the Basic Education Act. The study further noted that the school aesthetics contributed to the appeal of the workplace. For example, a primary school can have beautiful gardens, clean and well-maintained pavements. Aesthetics increase employee satisfaction.

Kirigia (2011) noted that the school management should ensure that the physical facilities within the institution are well repaired and maintained. This means that the school Board of Management should undertake school building projects and ensure constant repair and maintenance of the facilities. The board members should also ensure health and safety of the facilities. These functions mean that BoM must make sure that the project they approve in their meeting must be monitored to completion. As the secretaries to the BoM, the head teachers are the main implementers of educational programmes designed by the BoM. Head teachers are also responsible for management of the public schools on a daily basis but accountable to the BoM. More successful board members ensure that head teachers do their job by constant monitoring and evaluation of school development projects and assessment of physical facilities.

Farah, 2013 explains that leadership skill in human resource management is the responsiveness to the needs of all educational stakeholders including the students, teachers and parents. This knowledge helps the school head to address them specifically increasing their satisfaction within the institution. For instance, addressing the needs of their teachers such as provision of adequate teaching materials contributes to their productivity within the institution. Notably, a school manager should ensure that the administration listens to different stakeholders and incorporates some of their views in the solutions. Farah (2013) outlines the characteristics of effective school managers. Farah further points out that school management is a multifaceted role that requires different leadership skills. Therefore, the school management and leadership require knowledge and skills for synergizing the work and efforts of all stakeholders. These skills include planning that encompasses setting short term and long-term objectives and identifying viable strategies to realize them. Planning provides an excellent foundation for future success of the institution. Moreover, all stakeholders understand the importance of their roles in promoting the organizational goals. In addition, planning assists head teachers and other education managers to identify opportunities and detect problems (Farah, 2013).

School finances are considered the energy that run schools as they enable the schools to acquire and provide facilities such as physical structures, instructional material and human resource which have been associated with influencing students' performance (DFE, UK, (2013). In a review by OECD (2017) entitled the funding of school education: connecting resources and learning in Paris, it was observed that in history, no school or institution has ever succeeded without appropriate use of its financial resources. However, a report by World Bank (2008) entitled governance, management and accountability in secondary education in Sub Saharan Africa in Washington DC warned that the ability of a school to enhance teaching and learning does not depend on the abundance of financial resource but on quality management of resources (World Bank, 2008).

### **Research Methods**

According to (Bryman & Bell, 2015), a research design is a strategy for data collection and analysis to generate answers to the research problem. This study employed a

descriptive survey design. Descriptive survey design was appropriate for this study since the study sought to use both quantitative and qualitative tools through questionnaires and interview schedules respectively (Mugenda & Mugenda, 2013). The design also has enough provision for protection from bias and maximizes reliability (Kothari, 2011). In Article 56, sub-section 2 of the Basic Education Act (2012), the Board of Management (BoM) is allowed to co-opt a person from time to time whom it is satisfied possesses experience and skills that would assist in the discharge of the Board's functions. The study therefore adopted an average of 15 Board members after purposively targeting the principals as key respondents from the upper limit of 17 Board of Management members. Hence, 1800 BoM members were targeted. The 5 education officers were targeted because the county has 4 sub counties and 1 county. Yamane (1967) formula was used to select a sample of respondents from the study population. Quantitative and qualitative tools were used to collect data from the respondents. Quantitative data collected was analyzed using descriptive statistics running it in software Statistical Package for Social Sciences version 21 and presented through frequencies, percentages, means and standard deviations.

**Findings**

**Board of Management Resource Management and School Development**

The study sought to find out the influence of school Board of Management resource management on school development in West Pokot County. A response rate of 285 respondents fully filled the questionnaire and returned on which analysis this study is based. Responses were based on a 5-item 5-point scale. Mean scores were interpreted using the mean ranges: 4.3-5=strongly agree; 3.5-4.2=agree; 2.6-3.4=undecided; 1.9-2.6=disagree and 1-1.8=strongly disagree. Table 4.10 shows the mean scores and standard deviations obtained by the respondents on emphasis placed on various aspects of board of management resource management practices in West Pokot County.

**Table 01: School Board of Management Resource Management**

Statement	N	Mean	SD.
The Board of Management recruits and hires quality and adequate human resource through recommended recruitment methods which enhances school development	285	1.45	.776
The board has invested in ample learning facilities like classrooms, libraries and hostels to promote learning	285	1.88	1.526
The board ensures sound financial management practices hence, school development	285	1.58	1.212
The board ensures career development in all the school human resource function	285	2.00	1.453
The board influences team work in the human resource function hence school development	285	1.97	1.084

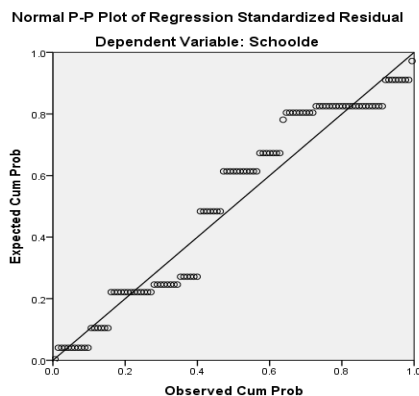
Results from table 4.9 revealed that majority of the respondents were in disagreement that the boards of schools were able to ensures career development in school resource function with a mean mark of 2.00 (SD=1.453) indicative of a disagreement level range. The study also revealed that majority of the respondents strong agreed to that the Boards of managements were able to influences team work in the human resource function in the schools with mean score of 1.97 (SD=1.084), that the Board of Management had the ability to invest in ample learning facilities like classrooms, libraries and hostels to promote learning with a mean score 1.88 (SD=1.526). Further, the study revealed that majority of the respondents strongly disagreed that the school board of management had the ability to ensure a sound financial management practices in secondary schools in the study area with a mean score of 1.58 (SD=1.212) and that the Boards of Management were unable to recruits and hire quality and adequate human resource through recommended recruitment methods 1.45 (SD=0.776). Overall, the study revealed that majority of the respondents were in strong disagreement that the Boards of Management in West Pokot county had the ability to manage resource in a

manner that could lead to school development given that the overall mean score was 1.78(SD=1.210) representing a strongly disagreement mean range.

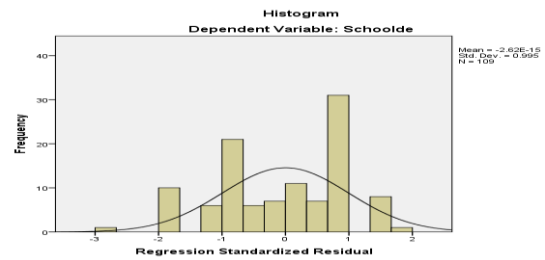
When the County Director of Education was asked a similar question on the role of Board of Management and resource management he said,

“..... the principal of the school cannot use resource especially those that are financial in nature without the approval of the board of management. By law the Boards of Management are mandated to plan, budget and allocate resource before the chief executive officer, the principal, executing the plan. However, I cannot rule out collusion here and there between the principals and the executive members of the board to misuse resources though my office has no official complain on the same.”

The interview with The County Director of Education links poor performance of the Board of Managements and school development to non-participation of Boards of Management given that the results from the descriptive data are below average. The study further conducted inferential statistics to make inferences on this construct Boards of Management role in resource management on school development. Linear regression was conducted on the four variables to determine whether the independent variables could predict the dependent variable.



**Figure 01: P-P plot Regression Standardized Residual**  
 Linear regression was conducted to determine whether the Board of Management’s resource practices could predict school development. The scatter plot (Figure 01) showed that the relationship between Board of Management’s resource practices influence on school development in was positive and linear and did not reveal any bivariate outliers.



**Figure 2: Histogram Regression Standardized Residual**  
 Figure 2 indicated that an analysis on the standardized residuals showed that data contained no outliers (Standard Residual mean Minimum= -2.62, Standard Residual mean Maximum=0.995). Residual plots showed homoscedasticity and normality of the residuals. This allowed the study to compute the linear regression and the following was observed.

**Table 02: Model Summary for Resource Management**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson	
					R Square Change	F Change	df1	df2		Sig. F Change
1	.627 <sup>a</sup>	.394	.388	.31563	.394	69.489	1	107	.000	.217
a. Predictors: (Constant), Resorma										
b. Dependent Variable: Schoolde										

The R<sup>2</sup> value of .394 shows that about 39.4.0% of changes in school development is explained by resource management while 68.6% is explained by the error term. Further, the adjusted R<sup>2</sup> value of .388 shows that 38.8% changes in school development is explained by the resource management practices while the difference, 61.2% is explained by the other variables other than this one, showing a model with a poor model fit (Cohen, 1988).

**Table 03: ANOVA for Resource Management**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.923	1	6.923	69.489	.000 <sup>b</sup>
	Residual	10.660	107	.100		
	Total	17.582	108			
a. Dependent Variable: Schoolde						
b. Predictors: (Constant), Resorma						

Table 03 observed that Board of Management’s resource practices statistically significantly influenced school

development  $F(1,107) = 69.489$ ,  $p\text{-value} < .001$ . Statistically, the null hypothesis, "There is no significant relationship between the Boards of Management resource management strategy and school development in West Pokot County," was rejected since  $q < 0.05$ . Thus, the study accepts the alternative hypothesis and concluded that indeed, there is a statically significant relationship between the Boards of Management resource management strategy and school development in West Pokot County.

**Table 04: Coefficients for Resource Management**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.163	.167		.979	-.330	.494
		.771	.092	.627	8.336	.000	.587
a. Resorma							
b. Dependent Variable: Schoolde							

The study further established from the coefficients of regression that the correlation between Board of Management's Resource practice was statistically significant  $r(627) = .394$ ,  $p < .001$ . The regression equation for predicting school development from the Board of Management's resource practices was  $Y = .163 + .771X$ .

It has been revealed that resource practice and school development have a moderate positive correlation, the correlation is significant as indicated by positive t-value of .979 with p-value of less than the threshold value of 0.05 ( $r = .394$ ,  $p = 0.001$ ). The results are suggesting that schools with effective and consistent resource management practices are more likely to record superior development compared to schools with unclear and inconsistent resource practices. In quantitative terms, the regression estimates of 0.771 means that an increase in resource management practice effectiveness by one unit, the school development increase by 0.771 units. This study has found that resource management practices have significant influence on school development.

In line is the study by Morales and Morales (2014) who noted that financial planning establishes the procedure

to achieve the established financial goals of an organization which consequently leads to school development. On the same breadth, the current study established a significantly positive difference between resource management and school development making the two studies converge at some point. Similarly, the stud was in agreement with studies by Heystek (2012) who states that that financial planning includes the creation of the necessary decision-making structures to enable the smooth functioning of a school and he states that such structures include the finance committee and other supportive structures like the marketing and advertising committee, has a significant positive relationship with academic performance. The current study too established such concurrence findings that there is a significant positive relationship between the ability of the board to manage resources and school development.

The current study findings were in tandem with studies by Latham (2012) who established that where Boards of Management were good in resource management practice, there is an increase in school performance. In the public schools within many states in the European. The current study observed the same observation stating that there is a significant positive relationship between ability of the board to manage resources and school development.

The findings are in line with the study theory and further, the findings are in line with findings by Clarke (2008) who states that financial management in schools involves efficient and effective utilization of institutional financial resources in order to meet educational goals. He argues that in situations where there is poor management of finances by heads of educational institutions has been cited as a serious impediment in the achievement of educational goals and development in Kenya. Further, the study is in agreement with findings by Epstein and McFarlan (2011) who found that with proper resource control especially with budget control, an organization is bound to perform better. Budgetary control is one of best techniques of controlling, management and finance in which every department's budget is made with estimated data. Further, the study is in tandem with a study conducted by Padilla et al (2012) and found out that effective financial management practices is essential in enhancing transparency, efficiency, accuracy, accountability which enable an organization to achieve its objectives.

The study is in agreement too to studies done by Mobegi, Ondigi and Simatwa, (2012) who found out in their studies that boards that do not have better financial resource management tended to register poor performance in academic performance as compare to school which have weak resource management. The current study too observed a significant positive relationship between resource management practices and school development where financial discipline was one of the indicators of resource management. The study is further in line with studies by Mutuku's (2011), Musee (2011) and Athman (2016) whose studies observed a significant difference between resource management and performance. In their studies, they established that BOM members were found to be greatly involved in: preparation and approval of school budgets, analyzing monthly trial balances, discussing audit reports, and organizing fundraising activities; but were not active in soliciting for grants, donations and bursaries.

The study further is in line with Kindiki (2009) whose study results show that the Board of Management members who are in schools with adequate resources better implemented and managed curriculum than schools with less resources who recorded poor results. These results were in line with studies which recorded a significant positive relationship between resource management and school development where academic performance was used as an indicator of school development. More, Musyoka (2018) whose study sought to establish the school-based factors influencing students' performance in KCSE in public secondary schools in Kathiani Sub County, Kenya, found out a positive significant relationship between teaching resource and physical facilities and with students' performance at KCSE. Where physical facilities were lacking in schools, learning was hampered leading to poor performance (Kitonyi, 2013). This was unlike findings by Orodho et al (2014) who found out that insufficient school facility more so teaching and learning materials directly impacted on the quality of learning.

This find are in tandem to studies by Mbii, Waweru, and Magoma (2019) who in there in their study, School board of management's financial resource practices vis-a-vis Student Performance: A Case of Two Counties in Kenya, established that BoMs financial resource practices, in both counties, influenced students' performance. This is similar to the findings this study established a significant positive association between

resources and student performance where performance was used as an indicator to school development. The studies further are in agreement with studies by Njenga (2010); Okumbe (2008); Atieno (2014); Kimania (2014) who argue that resource management be it financial in nature, physical or human resource are determiners of school performance. This is in line with the findings of the current study which has shown positive and significant association with resource management and school development.

Whereas many studies have shown a significant positive relationship between BoMs and resource management, the studies differ with findings by Naido, (2012) who argue that decentralization of school management has exposed schools to poor leadership skills which otherwise could have been provided if schools were operating in a centralized system. He argues that with decentralization of school management attracts managers without the caliber to match requisite management knowledge and skills in terms of resource mobilization and management of the same, leading to infrastructural development. This calls for efficient and regular trainings of the persons appointed or elected to the school management boards so as to equip them with the twenty first century skills that can warrantee better management of resources in schools hence achieving the school mission and vision.

A study carried out in Mwimbi Division in Maara District by (Reche, et al., 2012) found out that most of the BoMs did not carry out the task of provision of physical facilities in the public schools in the requisite manner. The school administrators affirmed that most of the BOM seldom carried out their tasks but only turned up in the schools for the periodic meetings. The BOM members were not aware of the tasks that they were expected to execute in terms of ensuring the requisite infrastructure was in place within the respective schools. The report called for sensitization of the BoMs on their rightful roles before their deployment as a measure of ensuring that they executed their tasks effectively (Reche et al., 2012).

### **Conclusion**

The study concludes that there is a significant positive relationship between the Board of Management resource management and school development in West Pokot County. Significant school development can be achieved if school boards have a culture to attract, retain and

effectively utilize various aspects of its resources. For instance, the Board of Management that recruit and hire quality and adequate human resource through recommended recruitment methods have a potential to have the required human skills to enable achieve educational goals and development.

### Recommendations

The study recommends that the Ministry of Education should develop a policy framework that would guide BoM members to undergo mandatory and comprehensive training on financial accounting, human resource and physical resource management.

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