

Research Article

EVALUATION OF BOARDS OF MANAGEMENT COST EFFECTIVE STRATEGIES AND THE STATUS OF SUBSIDIZED PROJECTS IN PUBLIC SECONDARY SCHOOLS IN KIMININI SUB-COUNTY, KENYA

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ABSTRACT

The current study sought to evaluate the cost effective strategies used by Boards of Management and the status of subsidized projects in public secondary schools in Kiminini Sub-County. The study adopted a survey design. Purposive random sampling technique was used to select 21 headteachers. Observation checklist and a questionnaire were used for data collection. The study concluded that completion of the subsidized projects in schools was significantly influenced by cost effective strategies employed by Boards of Management. The study recommended that the Boards of Management should be equipped with skills in financial management for effective management of finances.

Keywords: Boards of Management, Cost-Effective, Strategies, Projects Management.

INTRODUCTION

When projects and programmes start in a school and be completed on time, is an indicator of effective management in the management of funds. A study carried out by Momanyi & Chumba (2013) and published in the International Journal of Advanced Studies revealed that reasons for non-completion of projects on time includes low level of education of Boards of Management, the type of school, length of stay of the headteachers and support from the sponsor. The heads of schools and Boards of Management should come up with the budget whenever they use the subsidized funds. This is a carefully thought out plan for financing the desired purposes and objectives of a school (Ministry of Education, 2003). The budget showed the income and the expenditure plans based on the school development plan for a particular year. Therefore, to handle finances professionally, the principal and members of Boards of Management should understand budget and keeping of financial records. A major part of the success of a good school is how well resources are managed and financial records maintained. To realize efficiency

in finance management budget becomes an important tool in planning for a school. Planning is necessary for a new project. Boards of Management utilize the budget to build an accurate idea of the project cost, Ochwadi (1999). It also enables the members to work out if there was enough money to complete the activities besides making use of available funds other than subsidized funds from the government. A budget is a vital tool in project implementation. It is used in controlling the project by controlling actual cost against the budget cost. Plans would change sometimes and therefore it is important to review the budget after the project has started. Therefore the budget guides and controls the schools' income and expenditure plans while fulfilling the educational objectives of the school. It also provides a means for government that provides the subsidized funds to measure whether custodian was worth of its trust and confidence. This will take place when the government ensures that Boards of Management in public secondary schools in the sub-County, attend courses on financial management for proper use of funds. The acquired knowledge will also make Boards of Management to start projects and ensure they are completed on time.

RESULTS AND DISCUSSION

Cost Effective Strategies and Status of Subsidized Projects

KEY: SA-strongly agree-5, A-agree-4, N-Neutral-3, SD- strongly disagree-2, D-disagree-1.

Table 1. Cost Effective Strategies and Status of Subsidized Projects

Statement	F	%	Mean	Std.Dev
Headteachers in secondary schools have undergone educational management courses in the University and in-service courses.	25	55	1.32	1.612
The headteachers and Boards of Management come up with the budget whenever they use the subsidized funds	23	50	1.12	1.921
The schools Keep financial records.	28	62	4.03	1.984
Budget is used as an important tool in planning for a school	26	58	1.34	0.984
Boards of Management of public secondary schools in Kiminini Sub-County, attend courses on financial management for proper use of subsidized funds	23	50	1.12	1.441
All the project budgeted for are always completed with funds	25	55	1.31	2.345

The table 1 above shows that 25 (55%) of the respondent disagree that (mean 1.32) principals in secondary schools have undergone educational management courses in the university and in-service courses. The small standard deviation (1.612) implies that there is no significant difference between the sample mean and the population mean. The results show that 23 (50%) of the respondent disagree that (mean 1.12) the headteachers and Boards of Management come up with the budget whenever they use the subsidized funds. The small standard deviation (1.921) implies that there is no significant difference between the sample mean and the population mean. The results show that 28 (62%) of the respondent agree that (mean 4.03). The schools Keep financial records. The small standard deviation (1.984) implies that there is no significant difference between the sample mean and the population mean. The results show that 26 (58%) of the respondent disagree that (mean 1.34) budget is used as an important tool in planning for a school. The small standard deviation (0.984) implies that there is no significant difference between the sample mean and the population mean. The results show that 23 (50%) of the respondent disagree that (mean 1.12) Boards of Management of public secondary schools in Kiminini Sub-County, attend courses on financial management for proper use of subsidized funds. The small standard deviation (1.441) implies that there is no significant difference between the sample mean and the population mean. The results show that 25 (55%) of the respondent disagree that (mean 1.31) all the project budgeted for are always completed with funds. The small standard deviation (2.345) implies that there is no significant difference between the sample mean and the population mean. From observational report, it was established that most of the projects like classrooms, toilets, dormitories and laboratories were far from being completed.

Table 2. Cost Effective Strategies and Status of Subsidized Projects

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.636 ^a	24	.000
Likelihood Ratio	44.579	24	.000
Linear-by-Linear Association	17.375	1	.000
N of Valid Cases	45		

a. 26 cells (72.2%) have expected count less than 5. The minimum expected count is .57.

In table 2 above, the significance value is so low that it is displayed as .000, which means that it would appear that status of subsidized projects and school Boards of management cost effective strategies are, indeed, related.

Table 3. Correlation between Cost Effective Strategies and Status of Subsidized Projects

		Cost-Effective Strategies
Strategies	Pearson Correlation	.541**
	Sig. (2-tailed)	.000
	N	111

** Correlation is significant at the 0.01 level (2-tailed).

Table 3 above show that cost effective strategies positively and significantly influence status of subsidized projects at $r=.541^{**}$, $p<.01$.

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Calculating the coefficient of determinant R, cost effective strategies contributes 29.27% variability to effectiveness completion of subsidized projects when other factors are held constant.

Summary of Findings

In summary cost effective strategies influence the status of subsidized projects. The chi-squire analysis revealed that there was a relationship between cost effective strategies and the status of the project in public schools. Further, correlation analysis, revealed that Boards of Management cost effective strategies positively and significantly influence the completion of subsidized projects.

CONCLUSION

Based on the findings, the study concluded that the cost effective strategies employed by Boards of Management in the public secondary schools significantly influences the completion of subsidized projects.

RECOMMENDATIONS

Based on the findings and conclusions, the study made the following recommendations:

- For schools to manage finances professionally, Boards of management should understand budget and keeping of financial records.
- All planning and implementation of school projects should be based on the budget.

Authors' Contributions

Author 1designed the study, performed the statistical analysis, wrote the protocol, and wrote the first draft of the manuscript under guidance of Author 2.

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