

## School Board Efficiency in Financial Management and Human Resource in Public Senior High Schools: An Evidence from Ashanti Region, Ghana

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### Abstract

Education reform has led to the replacement of public senior high schools by the governing council, which is responsible for handling and managing the flow of resources in Ghana. Notwithstanding these lawful necessities and government financial provision for schools, it is unfortunate that poor facilities, poor performance and low morale among both teaching and non-teaching staff continue to impede the academic achievement of most Ghanaian public Senior high schools. The purpose of this study was to evaluate the efficiency of Board of Management (BOM) in financial and human resource management in Ashanti region of Ghana. This research adopted descriptive survey design. Thirty-five headmasters and 215 BOM participants from 35 public senior high schools in Ashanti region, Ghana contributed in the study. Using representative survey questionnaire, data were gathered. The study established that, in supervising and managing financial activities in the sampled schools, the BOM was not up to task. Nevertheless, it was observed that, BOM were efficient in managing human resources and its related activities. The study proposes that, the Ministry of Education develop a strategy or framework that obligates the government to provide BOM members with functional training as required by the basic law of education.

**Keywords:** management, boards of management, financial management, efficiency, human resource, senior high school

### 1. Introduction

The Management Board is a general term for those who superintend the operation of schools that serve government interests (Secondary education act of 2013). An important element of successful organizational management is effective management. As a result, board members play an effective role in achieving the goals of the college and are therefore vital to the management of Ghana's academic institutions. For every educational institution in the United States, the school management board (BOM) is the main policy agency. In the UK, boards are set up from year 8 to 12, with the sole job of helping the head of the organization to lead effectively. Fan (2015) pointed out that in the United States and Britain, school board chairmen and school administrators are appointed by the government to carry out these jobs, and they all have extremely high skills and experience. Keith board (2001). Posited that if the school is mismanaged, parents have the right to demand that the board be dissolved and then new one reformed. The promulgation of the constitution of Ghana in 2010 and the Secondary education act in 2013 led to the replacement of the school management board (SMCs) by the management board of the public senior high schools of the republic (Republic of Ghana, 2012). These changes follow more than 40 years of the public senior high school management guided by the education act of 1968, which established school management committees. The secondary education act of 2013 introduced major reforms to

the management of educational institutions in Ghana. For example, the act empowers BOM to administer and manage secondary school resources (Republic of Ghana, 2013). Mbaabu (2014) realized that many changes have taken place in the public senior high schools in Ghana. The Ghana Development plan on free SHS have Putting in place a lot of suitable structures in schools that ensure the transparency, proper communication, training and capacity building of all members involved in management of senior high schools (Huaisheng et al, 2019). however, the educational achievement of most of Ghana's major schools is still hampered, even by these modifications, lack of infrastructure, insufficient learning resources, poor infrastructure, and low ethics between teaching and non-teaching staff (Langat, 2015; Mbaabu, 2014; Moraa & Chemwei, 2013; Waweru & Orodho, 2014). Glassman and Sullivan (2008) pointed out that council representatives of the sample schools lacked sufficient economic expertise to make a significant contribution to the financial management of their designated academic organizations. In the study results of Van (2001), Glassman & Sullivan (2008) and Stewart (2014) reported that most relatives of school board members lack economic understanding, which makes them manipulated by school board members and board members. Such views were backed by numerous scholars who researched school management bodies in the Ghanaian context (Kerubo, 2013; Kirigia, 2011; Ngugi, 2004). For example, Kirigia's (2011) study found that most of the BOM members in the sampled schools in Ghana were ineffective in performing most of the functions assigned to them. These views were endorsed by Onderi (2015) who noted that BOM leaders in the surveyed schools were not interested in financial management.

Okumbe (2001) recognizes the need to nominate competent individuals as members of school bodies. Okumbe points out that leaders of school bodies should not only be people with good educational backgrounds, but should also have enough practical knowledge of educational leadership. World Bank (2015) shares the same views and underscores the need to improve school board members' skills. The world bank points to the need for training to improve the skills of school board members so that school boards can make a meaningful contribution to the quality of education provided by schools. Studies of the effectiveness of school board management in economic and human resource management have produced mixed results. And some surveys show that school boards have effectively performed their duties (Mutai, 2003; Openda, 2013). Other studies pointed out the failure of school board supervision (Sullivan and Glassman, 2008; Stuart, 2014; Fei, 2001). For instance, Stewart's (2014) study on the Scottish education system revealed that management of finances was not accorded the necessary oversight by school boards resulting in mass wastage. Stewart's study established that proportions allocated to various vote of heads were significantly biased towards unnecessary acquisition of non-core materials raising questions about the role of school boards in these schools. A study on the management of schools and administration in Nigeria conducted by Tayo, Olayiwola, Adewole and Osabuihen (2013) established the political appointment of most of the boards of directors of educational institutions. In the research of Tayo, Olayiwola, and Osabuihen, it was observed that this scheme is extremely skewed in the promotion of political leaders and internal forces' interests that do not take into consideration school interests. This situation is seen in Ghana as confirmed by Ngugi (2004). Ngugi's study revealed that one of the major factors contributing to inefficiency of school boards was political interference whereby politicians influence appointment of their associates into school boards without considering their influence to the effectiveness of school boards. The situation depicted by most researchers focusing on school management bodies indicate that attendance of a school management board in an educational institution may not always interpret to efficient financial and human resource management in a school. It is therefore a reasonable remark that the underlying issues affecting efficiency of school management boards are distant from being resolved.

### *1.1 Justification of the Study*

The Senior High Education Act of 2011 mandates BOM to administer and manage financial and human resources in Senior high Schools in Ghana. The Act gives authority to BOMs to receive, collect and account for any funds accruing to these institutions. Public senior high schools in Ghana receive financial support from the government through the ministry of education and the National Government Constituency Development Fund (NGCDF) which supports infrastructural development (Adu, 2016).

BOM are further mandated by the Senior High Education Act to recruit, hire and remunerate as many non-teachers as the organization may require. These staff include personnel supporting school feeding and school safety programmes, although in some instances BOM involve educators temporarily to bridge gaps in teacher scarcity. In spite of the legal requirements of the High Education Act and increased support, it was observed that the academic achievement of most secondary schools in Ghana still has been hampered by decay, low results and low standards of morality among teacher and non-teacher employees continue to exit (Langat, 2015; Morara and Chemwei, 2013). BOM research on economy and human resource management are not comprehensive. Most of these researches are concentrated in primary schools and there is a knowledge gap in senior high schools. Therefore, this study seeks to assess the efficiency of board of management in the financial and human resource management of public senior high schools in Ashanti region, Ghana.

### 1.2 Research Objectives

- i. To establish the efficiency of board of management in financial management in public senior high schools in Ashanti region of Ghana.
- ii. To identify the efficiency of board of management in human resource management in public senior high schools in Ashanti region of Ghana.

### 1.3 Theoretical Framework

The study was based on Fayol (1949) Management Theory. Henri Fayol gained world-wide fame for his principles of management. He distinguished six general activities for industrial enterprises: technical, commercial, financial, security, accounting and managerial. He defined five functions of management for the management component and these are still seen as relevant to organizations today. These five functions focus on the relationship between personnel and its management and they provide points of reference so that problems can be solved in a creative manner. Fayol's principles of management can be used to manage organizations and are useful tools for forecasting, planning, process management, organization management, decision-making, coordination and control.

Fayol's concepts were based on findings by five CEOs of an advisory company, a consumer goods company, a technology company, a hospital and a school system, each lasting for five day periods, and each of them being a school system. Fayol recorded the type and duration of each activity in which the executives engaged themselves in during the five-day observation period. Fayol categorized the purpose of each activity and this categorization of purpose provided the foundation upon which the role theory was built. Fayol indicated that a role is an organized set of behaviours belonging to an identifiable office or position. Fayol conceptualised a school as a professional administration with five parts namely the senior management team at the strategic top, secondary curricular and pastoral heads at the middle line providing the link with the third part which is the operating core, the teaching force. The fourth part constitutes the techno-structure consisting of professional support from education advisers and other agencies. The final part is the support staff of cleaners and technicians among others (Sagimo, 2002). To Fayol, a school is a decentralized structure with interrelationships between the five organizational structures. These interrelationships enable each part to play its role effectively and hence achieve the school's goals. Since BOM is responsible for supervising the operation of the school, they can be placed at the top of strategic management. Therefore, efficient BOM can have a great influence on the realization of school goals.

## 2. Literature Review

### 2.1 The Structure of Senior Secondary School in Ghana

The existing structure of education system in Ghana comprise of six (6) years of primary education made up of three (3) years lower and three (3) years upper primary, three (3) years Junior High School, three (3) years Senior High School and four (4) years University Education (6-3-3-4).

The structural system since the introduction of formal education in Ghana saw the Secondary School to five (5) years and an additional two (2) years for "Ordinary level" and "Advance level" certificates. The various reforms introduced by governments reduced the seven (7) years of Secondary School to three (3) years of Senior Secondary Education in the 1980s.

Various reforms introduced into the education system in Ghana have had more effects on Senior Secondary Education in terms of the years spent in this section, the name for this level of education and the content of the curriculum as compared to the Universal Basic Education level. The senior high school enrolls qualified students to further advance their education in building their knowledge acquired in the junior high school. Ghanaian students take the Basic Education Certificate Examination (BECE) at the end of JHS three (3), students who meet the demands and terms of the admission requirements of various senior high schools were admitted to pursue their program of choice Skills (Moses 1992) The duration of this level of education is three (3) or four (4) years depending on the current reform. In the public schools, it is compulsory for all students to take a Core curriculum consisting of English Language, Integrated Science, Mathematics, and Social Studies (Padmore, 2007). It is essential to note that each student also takes three or four Elective subjects, chosen from one of the seven categories: Sciences, Arts (social sciences and humanities), Vocational (visual arts or home economics), Technical, Business and Agriculture (Padmore, 2007). Some of the elective subjects in the various categories comprise of: Sciences (Elective Mathematics, Elective Biology, Elective Physics and Elective Chemistry), Arts (Government, History, Geography, Literature, French, Elective Mathematics, Akan, Christian Religious Studies and Economics), Visual Arts (Sculpture, General Knowledge of Arts, Textiles, Graphic Design, Economics), Home Economics (Food and Nutrition, General Knowledge of Arts, Elective Biology, Management in Living, Economics), Business (Elective Mathematics, Accounting, Costing, Economics, Business Management), Agriculture (Animal Husbandry, Horticulture, Elective Physics, Elective Biology, Elective Mathematics, Elective

chemistry), Technical (Elective Physics, Elective Chemistry, Elective Mathematics, Technical Drawing, Wood Carving, Metal Works, Building Technology) (Buah, 2012). At the end of Senior High School, all students take the West African Senior Secondary Certificate Examination (WASSCE) previously called Secondary School Certificate Examination (SSCE) until the end of 2005 when it was changed to WASSCE in each of their seven or eight subjects. These exams are conducted nationwide annually in May-June each year and candidates can access their results in the month of October (Buah, 2012). However, grading is exceptionally tough with the minimum university standard for admission to post-secondary education being a 'C' (average) on the WASSCE results with passes (A-E) in all subjects. Some of the various senior secondary schools in Ghana includes; Prempeh College, Achimota School, Mfantsipim School, Presbyterian Boys School, Abuakwa State College, Wesley Girls School, Asanteman Secondary School, Aburi Girls Secondary School among others.

### *2.2 Ghana's Educational Reforms of 2007*

The New Patriotic Party (N.P.P.) won power in the 2000 general elections in Ghana. After two years in government, President John Agyekum Kuffour inaugurated a presidential committee to review the existing education system in Ghana under the chairmanship of Professor Josephus Anamuah-Mensah, Vice-Chancellor of University of Education, Winneba (Adu, 2016). The key principles underlying the introduction of this reform includes: formation of human capital for industrial growth, preservation of cultural identity/traditional indigenous knowledge or creativity and also improvements in science and technology. The John Agyekum Kuffour led administration introduced a new education system which did not only to review the content of the system but also extended the duration of Senior High School from three (3) years to four (4) years. It is vital to note that, the first year in the SHS was dedicated to study "core subjects" such as English Language, Mathematics, Integrated Science, Information Communication Technology (ICT) and Social Studies. Recommendations made by the Anamuah-Mensah report were not entirely different from that of the 1987 reforms by Evans Anfoam. The only difference was the inclusion of two (2) years Kindergarten into the Universal Basic Education hence making it eleven (11) years of Universal Basic Education (Adu, 2016). The Universal Basic Education was structured into two (2) years of Kindergarten, six (6) years of Primary Education, three (3) years of Junior High School (JHS).

### *2.3 Empirical Research Efficiency in the Financial Management of School Boards*

In their survey, Glassman and Sullivan (2008) observed that the majority of school board members are not sufficiently educated, which means that most school boards are not making significant contributions to the economic administration of their organizations. Fundamental accounting processes and protocols laid down in public policies will be subject to financial literacy. These strategies include accounting principles that guide instructional expenditure. Robbins (2007) states that there is an unprecedented absence of economic leadership experience in school bodies and this condition adversely impacts schools in African nations. A study conducted by Van (2001), which showed that a majority of parents served by school leadership bodies do not possess the required abilities, (Glassman's & Sullivan's, 2008; Robinson's, 2007) opinions were confirmed. The research showed in specific that much of the parents in the sampling schools who served as board representatives have no economic understanding. This absence of funding exposes the members of school boards to the manipulation by school directors and colleagues. That jeopardizes their position in classroom supervision. Kirigia (2011) noted that most BOG's did not perform their roles efficiently at the sampled colleges, primarily because members of the BOG were unaware of the nature of their work. Kirigia observed that BOG members participated in some assignments but did not participate in others.

In Sameta sub-county, Kisii County, Kerubo (2013) researched the recruitment of high school-related BOM. The research focused on directors, sponsors' representatives and the Director of Education in the Department, which participated in the choice of members of the Board. These findings reveal that a choice of the people who do not fulfill the academic and professional qualifications set out in the policy papers is a challenge facing these BOM recruitment groups. The investigator also observed that the Education Ministry allocates appropriate funds for training the members of the BOM.

However, a study by Wanderi (2008) presented contradicting results. Wanderi conducted a study to establish the effectiveness of BOG members in the recruitment of teachers in public senior high schools in upper-west region of Ghana. The target population comprised of teachers recruited by TSC selection panels, head teachers and BOM members. The results of this study indicated that majority of BOG members possessed low academic qualifications which affected their effectiveness. Ngugi (2004) conducted a study whose primary objective was to establish the effectiveness of BOGs in suame District, Ghana. The results indicate that one of the major factors contributing to the ineffectiveness of BOMs school management bodies in Ghana is political interference whereby politicians place their cronies in those bodies with undue regard to their academic qualifications. Another factor that contributes to the ineptitude of lack of basic financial knowledge which lead to poor enforcement of internal controls resulting in loss of

funds through corruption and wastage. Involvement of BOMs in financial management encompasses, among other things, instituting checks and balances in the financial transactions in educational institution (Robbins, 2007). These controls and balances provide the organization with economic resources to promote its key aim of delivering quality education (Clarke, 2008). The framework for the application of controls and balance in government organizations is laid down in the government policies. These processes cover different elements such as economic resource allocation and usage. For BOM employees who oversee the function of education organizations, economic literacy is of utmost significance. Onderi (2015) assessed the efficiency of BOMs in secondary schools in the Konta district. The study targeted BOM board members and principals of secondary schools in the county. The study established that BOMs were not fully involved in the financial management of the schools. These views disagreed with the findings of a study by Mutai (2003) which noted that majority of respondents in the sampled schools indicated that BOM members were effective in the financial management of the schools.

According to the secondary education act of 2013, all BOM funds accumulated from schools must be received, collected and settled. Kirigia(2011) points out that the responsibilities of the school body include discussing and passing the proposed school budget, revenue collection and school expenditure. Kirigia describes that some board members, including the principal, have signed off on the classroom accounts. Kesi (2011) defined three secondary Ghana school accounts; Tuition account and parents. KESI also described the need to approve and authorize estimated costs for board members

The BOM members also monitor the expenditure of school funds. Kirigia (2011) indicates that some of the sources of school finances in Ghana include Free Secondary Education (FSE) funds from the government, payments by parents, Constituency Development Funds (CDF) and other donations. School management board members should possess adequate knowledge for efficient oversight of the operations of these accounts. They should be accountable for all monies received by the institution.

#### *2.4 An Empirical Study on the Efficiency of Human Resource Management of the Board of Trustees*

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 work environment that not only generates efficiency but also employee satisfaction. The overall purpose of human resource management is to ensure that organizations achieve success through the people. Openda (2013) investigated the incentive practices adopted by the school management committee of Obuasi municipality, Ghana to improve teacher productivity and performance. The study included 35 principals and 363 school board members. The results suggest that incentives, including monetary rewards and recognition of teachers' efforts, can help improve Ghana's certificate of achievement in senior high education. The results show that SMEs play an important role in motivating teachers and non-teachers. The impact of the school boards on teacher in Kumasi has been researched by Njue (2003). The research showed that school boards encouraged its educators in some schools to carry out better domestic examinations. The research also found that school boards ' motivation had a beneficial impact on the students. The research analyzed further the roles of the management boards in offering educators with a sustainable setting. Key among the observations was that some school boards of management helped in resolving conflicts between the school administration and the teachers. Also, some school boards also played an active role in teacher discipline. This showed that some school boards were effective in human resource management. The results of Njue's (2003) study were corroborated by Orina (2008) who carried out a study on teacher motivation. This study established that one of the key roles of school boards of management is to motivate the teachers. Motivation is one aspect of human resource management in schools. Through provision of an enabling environment for teachers, the school boards of management paved way for the staff in the school to effectively work and produce better results. Mutai (2003) also supports Njue's views in the study on the effectiveness of Boards of Governors (BOGs) in the management of public secondary schools in Ghana. In this study, majority of the respondents indicated that BOG members were efficient in human resource management in the schools. Mukiti(2014) believed that BOMs should support the welfare of teaching and non-teaching staff in their respective institutions. This can only be achieved by having a deep understanding of the needs of these workers. Insufficient attention to the needs of employees will lead to a disjointed working environment, which will have a negative impact on students. In addition, the quality of its services could be compromised by staff, which could undermine educational institutions.

The motivation of teachers is another important role of the board. Moche (2013) claims that employee recognition is an efficient means of motivation. Staff at their respective workplaces feel valued and appreciated. Acknowledgement takes on numerous forms including praise, respect, awards, training and appropriate workplace tools. School BOM members should commend teachers who help achieve the institution's objectives.

These accolades come in many forms, such as monetary rewards, training opportunities, certificates, and awards.

Recognition gives teachers greater confidence and self-esteem. In addition, this motivation encourages teachers to innovate in the learning environment and prepare for new challenges (Kiilu, 2015). Kiilu also states that BOMs should provide educators with a convenient work setting. In this setting, appropriate and state-of-the-art education materials are provided. In addition, a fair and transparent tax-sharing scheme should be developed. These measures guarantee that every teacher receives its fair share of job and controls that can damage the efficiency of educators.

### 3. Methodology

The study followed the design of the descriptive survey. 35 head teachers and 215 BOM members who participated in the study were drawn from 35 public senior high schools randomly selected from 215 public high schools in Ashanti region participated in the study. Data were gathered using the questionnaires for head teachers and BOM employees, which were validated. Data on demographic information of the participants, i.e. age, qualifications and experience, were gathered through questionnaires. There were also data retrieved concerning the opinions of the participants on the leadership of economic and human resources. Permission was acquired from the corresponding offices prior to information collected from the sampled colleges. Subsequently, the sampled schools' head teachers were approached for information collection provisions. In the sampled school's questions were then allocated and gathered to the head teachers. The investigator contacted the educators to meet the officers of the BOM for questionnaires. The investigator followed the ethical factors throughout the research. The researcher made sure that participants were informed about the study and they were given the freedom either to participate in the study or not. Respondents were not coerced to participate in the study. Respondents were also assured about confidentiality of their identities.

### 4. Findings and Discussions

The drive for this study was to assess the efficiency of School Board Management in the financial and human resource management in public senior high schools in Ashanti region, Ghana. Data was collected from head teachers and members of BOMs. There were items in head teachers' and Board of management participants' surveys which collected data relating to the demographic information of respondents' and opinions on their role in financial and human resource management in their schools.

#### 4.1 Demographic Information of Head Masters

The demographic data collected from head teachers related to their gender, age and professional qualifications. Analysis showed that majority of head masters were males (73.4%) while 25.6% were female. This shows that there were more male head masters than female head mistress in the study sample. These results may be explained by the fact that in the past women were denied opportunities to occupy senior management positions in organizations including leadership positions in educational institutions (Combat, 2010; Mkongo, 2013). Combat notes that women fill few administrative positions in Ghanaian schools though they are qualified and form the majority. However, this trend is changing and women are now occupying senior positions in organizations. Analysis of head masters' age showed that 4.5% of the head teachers were aged between 30 and 40 years. Similarly, head masters aged between 40 and 50 years were 12.1% while majority of them (82.4%) were aged between 50 and 60 years. The findings indicate that head masters in the sampled schools were developed professionals with massive teaching and administrative experience which could help them guide BOMs in their schools. Thus, information on school management boards given by these head masters could be relied upon. Analysis of head masters' qualifications showed that 4.5% had diploma qualifications, 12.1% had degree qualifications while majority of the head masters (82.4%) had masters. Therefore, this study revealed that a higher number of the sampled head masters were professionally qualified to manage public senior high schools and also guide board of managements in the discharge of their mandate in the schools. Thus, information given by these head masters regarding efficiency of board of managements in their schools could be relied on because the information was given by qualified practitioners in the educational institutions.

Analysis also showed that majority of head masters (82.4%) had professional experience of more than 16 years while 16.6% had professional experience of between one and five years. The sampled head teachers had served in those positions for considerable number of years. Therefore, they were in a position to provide reliable information on the efficiency of BOMs in the management of public senior high schools. They were in a position to provide in-depth information on the functions of BOMs. Thus, their experience contributed to the reliability of the study results.

#### 4.2 Demographic Information of BOM Participants

The demographic data was also collected from BOM members using the data collection tools. Analysis of BOM members' demographic information showed that male respondents were 56.3% while the female board members who participated in the study were 43.7%. Therefore, there was a slightly higher number of male BOM members than females who participated in the study. However, these findings indicate that women who were previously marginalized in decision making bodies in educational institutions have become part of school management bodies (Combat, 2014; Mkongo, 2013).

Analysis of BOM members' age showed that 24.0% of BOM members were aged between 20 and 30 years, 19.0% of the members were in the age bracket of between 30 and 40 years. Also, 52.5% of the members were between 40 and 50 years while 4.5% of BOM members were aged between 50 and 60 years. Data analysis revealed that the highest number of board members were in the 40-50 years' bracket. The researcher also sought to establish the academic qualifications of the board of management members. Notably, the Secondary Education Act (2013) highlights on the high qualifications of BOM members. The chairperson of a BOM should possess a degree while the other members should have completed secondary education. Secondary education refers to secondary and higher education in Ghana. Analysis showed that majority of BOM members (70.0%) had obtained diploma qualifications. Also 15.0% of the board members had degree while the same number possessed masters. Analysis of BOM members' academic qualifications illuminates their capacity to oversee the running of secondary schools in Ghana. The Ministry of Education, vocational, Science and Technology requires individuals appointed to BOMs to have at least certificate qualification in education. Results of this study show that BOM members in the study region have the requisite educational qualifications.

#### *4.3 Effectiveness of BOMs in Financial Management in Public Senior High Schools*

The first objective of this study sought to establish the efficiency of board of managements in financial management in public senior high schools in Ashanti region, Ghana. Data was collected from BOM participants and public senior high head masters. Participants of BOMs were asked to respond to several declarations regarding financial management in their schools. Participants of BOMs were asked to respond to the statement which indicated that they monitor the expenditure of school funds in their schools. Analysis of BOM members' responses to this statement showed that 67.9% of BOM members agreed with this statement while 32.1% disagreed. Further, BOM participants were asked to respond to an account which stated that they were aware of where the money to be spent was to come from. Analysis of the responses showed that less than half of the BOM participants (33%) were aware whereas more than half of them (67%) were not aware of where the money spent in the schools came from. It is confusing to note that BOM participants designated that they monitor the expenditure of school funds yet they are not aware about the sources of the funds. This observation may be explained by the fact that some BOM participants are signatories of school accounts hence they may consider this as an aspect of monitoring expenditure of funds in the schools (Kirigia, 2011). It is clear from the results of this study that BOM participants were involved in some aspects of financial management but were not involved in others, raising questions about efficiency of board of managers in financial management in public senior high schools.

Participants of BOMs were also asked to respond to the statement of their attendance to Human Resource Management courses and the human resource practices frequently conducted in school. Analysis of the responses indicated that 96.4% of BOM participants who attended Human Resource Management courses were very effective in recruitment and selection of staff but the other 3.6% disagreed with the statement. Majority also indicated that the BoM members who had attended the seminars were effective in staff induction, maintaining staff discipline, staff development, staff motivation and staff compensation. Manu (2017) stated that attitude development is important because teachers, coaches and the society regard daily attitudes as a form of assessment for them and for assessing other people's strengths. To meet the demands of work activities, people need certain skills. For BOM, skills are critical because the success of organizations depend on the quality of its leadership. Unskilled leaders are unlikely to provide efficient and effective leadership.

Analysis of head masters' responses to the statement that BOM participants are well knowledgeable and qualified for handling their financial management roles showed that a large number of the head masters (52.9%) disagreed with this statement. These results show that head masters doubted BOM members' capacity to control financial management in the schools and perhaps this partly explains the observation that head masters involve BOMs in some activities and leave them out in others. The results of this study are consistent with the research results of Stewart (2014), who found that the financial management of Scottish schools sampled in the study did not receive necessary supervision, leading to unnecessary acquisition of non-core materials. This leads to a huge waste of school resources. Kirigia (2011) also reached the same result. He believed that most BOGs failed to perform their duties effectively, mainly because their members did not understand the nature of their work. Van (2001) shows that most parents who serve in school management institutions lack the necessary skills. Glassman & Sullivan (2008) and Robbins (2007) pointed out that lack of financial knowledge was a factor in the inefficiency of BOMs. The outcome of this study further support the investigation results of Onderi (2015). Onderi assessed the efficacy of BOMs in main schools in Daffiama, and found that BOMs was not fully involved in the financial management of schools. Research by Mutai (2003) posited that managers need three important skills to do their activities. According to him top BOM participants need theoretical skills, middle managers need human skills and lower level managers need practical skills. This study reviewed conceptual skills because the board is the top management of a school. Robbins and Coulter (2007) contend that conceptual skills are skills managers use to think and conceptualize about abstract and complex situations. The application of these skills permits managers to see the organization as a whole with sub-units linked and fitting together. Chandan (2007) on his part argues that

managers must understand that each unit contributes towards the overall success of the organization.

These findings vary however with the consequences of a study by Huaisheng et al (2019), which specified that most respondents in the tested schools indicated the competence of the BOM participants in the financial administration, of the schools.

#### *4.4 Efficiency of Board of Managers in Human Resource Management in Public Senior High Schools*

The second goal of this study was to identify the efficiency of board of management in human resource management in public senior high schools in Ashanti region, Ghana. Analysis showed that majority (60.0%) of BOM participants agreed with the statement that they were involved in motivation of both non-teaching and teaching staff in the school. All BOM members (100.0%) strongly agreed that they ensured employee gratification. These responses were verified by the fact that majority of the head masters (81.9%) indicated that BOMs were efficient in human resource management in the schools. The majority of the headmasters also specified that BOMs who were experienced were more efficient than those who were inexperienced. Majority of the headmasters (81.9%) indicated that the experienced board of Management members were effective in staff induction than the inexperienced. Majority also indicated that the experienced were effective in staff development, motivation, and compensation. Only 18.1% disagreed with this statement. Apparently, most head masters believed that BOMs were effective in human resource management in the schools. This therefore implies that experience helps the BoM in performing human resource management practices in schools. According to Sifuna (2003) organizational and administrative skills are essential parts of human resource management. Yet majority of BoM do not have prior experience in management. The researcher further sought to establish the head masters' responses on the efficient of BOM in human resource management in the public senior high schools. Data showed that majority of head masters (78.4%) strongly agreed that BOMs were able to manage the human resource. However, the same number of head masters (78.4%) agreed that lack of training was a challenge to the efficiency of BOM participants though they were comfortable with the way BOMs handled personnel in the school. This means that BOM participants' level of education might impact BoM participants' efficacy in human resource management in public senior high schools. The results concurred with Brown and Duguid (2003) who found that highly skilled personnel enhance performance of high quality outcomes and effective quality improvement in an institution.

The findings of this study are consistent with the results of a study by Openda (2013) which indicated that SMCs can play a vital role in stirring up teachers and non-teaching staff in their own schools. Mukiti (2014) highlighted the role played by BOMs in helping the wellbeing of the teaching and non-teaching staff in their respective institutions. Mukiti contends that BOMs can only attain this through an in-depth understanding of the needs of the members of staff in their schools. Lack of care to the staff needs can lead to a disjointed working environment that may affect the students negatively. When the desires of staff members are not sufficiently addressed, this can compromise the quality of their services with disturbing effects on the educational institution (Mbaabu, 2014; Waweru & Orodho, 2014).

The outcomes of this study further agree with the results of a study done by Njue (2003) which recognized that boards of management in some schools motivated their teachers and this caused an improved performance in national examinations. The study also established that incentive by school boards had an optimistic effect on the students.

These results support the answers of a study done by Orina. (2008) which established that one of the key roles of school boards of management can play in educational institutions is to inspire teachers and this can surface the way for better grades. Kiilu (2015) further notes that BOMs should provide a favorable working environment for the teachers. The results of this study are reliable with the interpretations held by Mutai (2003) who specified that BOG members were effective in human resource management in the schools.

## **5. Conclusions**

The conclusion of this study is that the sample of public senior high schools were not efficient in supervising financial management in the institutions. This is because BOM participants in the sampled schools were involved in some areas of school financial management but left out in others. The study noted further that BOM participants in the sampled schools did not have the necessary financial knowledge to allow them transmit out their role efficiently. And also, the BoM participants with vast knowledge in financial management in supervisory duties in human resource, development shouldn't be left out but should rather take part in regular meeting between head masters and educators in planning strategies to enhance the performance of the school.

These conclusions show the need for the Ministry of Education to develop policy rules directed towards improving BOM members' capacity to perform the financial oversight role efficiently. Though, the study settled that BOMs were real in managing human resources in the schools. The noted disconnect between BOM participants' efficiency in human resource management and financial management in public senior high schools in the study area is a sign of serious underlying matters that calls for policy interventions. This remark is strengthened by the observation that BOM



participants indicated that they were involved in some areas of financial management and left out in others.

## 6. Recommendations

In order to enhance the financial management of Ghana's public senior high schools, the government, through the Ministry of Education, should provide financial management training for BOM employees. The BoM participants should be sensitized by the officials of government and policy makers in human resource about the importance of higher financial management education in schools. They should be fortified by the officials of the ministry of education on the registration for developing courses on financial management to enhance their knowledge and help them in financial management in public senior high schools. Through the Ministry of Education, every school should be instructed to have BoM participants selected after gaining the essential specialized qualification in financial management in senior high schools. The school management should be advised on the need to include checking the BoM participants' professional requirement in the financial management. The Educators should encourage BOM participants to attend seminars/conferences/workshops. This can be done through provision of time and agenda for BoM participants to join refresher courses in financial management. Also, meetings and discussions should be held by the officials from the ministry of education and respondents from various public senior high schools to deliberate and address on all challenges faced by the BoM participants in the financial sector of education in the country. The managerial implication of the study is that the BOM participants should interrelate with other senior high schools to advance their knowledge/experience in financial management in schools. This can be done by the BOMs visiting the better performing schools in terms of financial management. This will help them exchange ideas on healthier ways in financial management.

The Ministry of Education should periodically train BOMs on financial management in line with the government's financial management policies that guide utilization and accounting of public funds in Ghana. The training of BOM participants would increase and improve BOM members' participation in decision making in public senior high schools. Boards of Management cannot be efficient in financial management in the schools when they lack the capacity to carry out this role.

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