

**FACTORS INFLUENCING PRINCIPALS' EFFECTIVENESS,
IN FINANCIAL MANAGEMENT IN PUBLIC SECONDARY
SCHOOLS IN MWINGI CENTRAL SUB- COUNTY, KITUI
COUNTY-KENYA.**

BY

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**Research Project Report Submitted in Partial Fulfillment of the
Requirement for Award of the Degree of Master of Arts in Project
Planning and Management of the University of Nairobi.**

2018

DECLARATION

This research project report is my original work and has not been presented for an award in any other university.

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DEDICATION

This research project report is dedicated to my loving mother Rose Musyoka, my lovely daughter Josphine Kitondo, my uncle Mbiti Musyoka, my cousins Florence and Christabel, and my role model Redemta Mary for the support that they accorded me during the whole period of writing this project report.

ACKNOWLEDGEMENT

This research project report has been successful with the assistance of many people who advised me on various chapters of this research project. I am greatly indebted to my supervisor Dr. Angelina Mulwa for her Guidance and Professional advice up to this far. I also wish to acknowledge my lecturers Dr. Florence Mbiti, Dr Florence Itegi and Dr. Joash Migosi among others, and my fiends Richard K, Richard M, Charles and Winfred for their support.

Special thanks too goes to my colleagues Judy Ndinda, Joseph Kilai and Musyoka Musyoki for their encouragement throughout the period of writing this project report.

I would also like to thank the Odel Department and the respondents for their effort in ensuring the success of this project report.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABC	African Brotherhood Church
BoM	Board of Management
DEO	District Education Officer
DQASO	District Quality Assurance Officer
GOK	Government of Kenya
HOD	Head of Department
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KSSHA	Kenya Secondary Schools Heads Association
MOEST	Ministry of Education Science and Technology
OECD	Organization For Economic Co – operation and Development
PTA	Parents Teachers Association
SASA	South African School Act
SGBS	School Governing Bodies
TSC	Teachers Service Commission
UNICEF	United Nations International Children’s Education Fund
SCQASO	Sub County Quality and Assurance Standards Officer.

ABSTRACT

The study investigated factors that influence the effectiveness of school heads in Financial Management of Public Secondary Schools in Mwingi Central Sub-county, Kitui County. Although KEMI has been inducting Secondary school principals on financial management skills, some principals have still been involved in financial mismanagement through misappropriation, misallocation and embezzlement of school funds. The objectives of the study were to: determine the influence of the Principals' management training on financial management practices in public secondary schools, assess the effects of Principals' experience on efficient financial management practices, evaluate the effects of school boards on financial management practices in public schools, evaluate the effects of school sponsors on principals' effectiveness in financial management of their respective schools, evaluate government's influence on the financial management processes of public secondary schools in Mwingi Central sub-county, Kitui County. The study adopted 3 theories namely; the Piaget's theory of cognitive development of 1964, paths goal theory and the functionalism theory. The study also used the descriptive survey design with a target population of 120 persons and a sample size of 93 respondents. The researcher used questionnaires to collect the data. The study found that the independent variables mentioned above, all have greater influence on principals' effectiveness on financial management in secondary schools. Majority of the respondents 60 (85.7%) indicated that principals require financial management training, and again another equal percentage observed that newly appointed principals are not good in financial management and that experience in financial management is important to the principals. The study also found that, Board of Management is important in playing an oversight role in the school, and therefore needs to be well informed and committed to ensure that the principal maintains good financial records for the school. A committed school sponsor is also of value to the school especially when it comes to monitoring school projects and enforcing accountability. The MOEST is seen as the body of the government which when strict in their monitoring duties will promote sound management in schools. The study recommends that the government needs to factor in some funds for further training of the principals and that the Quality Assurance Department should be well trained and sensitized on their roles. Therefore, the researcher, suggest that the principals need regular training on financial management. However, there is much which needs to done as far as financial management in secondary schools is concerned. Extra and regular training of school principals needs to be adopted. Quantitative methods, descriptive statistics and tabulation techniques were used to analyze and interpret the data; aided by statistical packages for social sciences (SPSS). The study suggests further research on; the influence of the composition of the BOM on financial effectiveness of the principals in public secondary schools and the influence of principals' financial management on students' performance in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

Worldwide, education is seen and accepted as a major tool for social, cultural, political and economic development (Njeru and Orodho, 2005). During the 45th international conference on education session that was held in Geneva in 1996, education was defined as the social development that a person gained in school learning processes. Such gains should help people develop their intellectual, emotional, spiritual and physical capabilities for the sake of promoting community development (United Nations International Children's Education Fund, UNICEF, 1996)

In South Africa, the South African School Act (SASA) developed in 1996 established School Governing Bodies (SGBS) that mandated school heads to appoint representatives for teachers, parents, students and non-teaching staff members. Section 21 of SASA mandates the school governing bodies (SGB) to be in charge of purchasing textbooks, maintaining school properties, and paying services rendered in schools.

In Kenya, the Ministry of Education, Science and Technology (MOEST) has too spelt out clearly the requirements for a suitable Manager of School Property and Finances. In this case, this mandate has been given to the Principal in the Public Secondary School. According to the MOEST (2004), the BOM is appointed to be the internal organ for control and monitoring of all the school projects and activities. As countries seek to adopt their respective systems of education, the contemporary needs for societies and managers are

changing as well. As a result, majority of the countries are moving towards decentralizing decision-making processes to schools thereby holding them accountable to their courses of actions (OECD, 2008). The Principal in a public secondary school is the accountant number one, and a financial controller, while the BOM is the policy makers. Given that the Principal is the one directly, in charge of the school funds, then there are a number of factors which determine his/her effectiveness.

The efficiency in usage of school funds in infrastructure development, equipping of school library and laboratories, hiring of teachers and providing a conducive learning environment have a positive impact on the academic performance of the students in schools (Ojera2012) The secondary schools are bound to offer quality education with limited resources but with a lot of transparency and accountability.

Mobegi, Ondigi and Simatwa (2012), found out that misappropriation and mismanagement of finance in public schools had direct impact on quality of education as KCSE results depicted. For this reason, mismanagement of financial resources in schools is likely to affect the quality of education in public schools (Transparency international 2011). On the contrary, efficient financial management practices will enable schools to manage their financial resources effectively with a likelihood of improving education performance. For this to happen in the public secondary schools, then they must be well established control system to govern the effectiveness of the person on the wheel who is now the Principal.

Just like any other institution, the chief executives are very important people in observing management, where in secondary schools the chief executive is the principal. Principals in secondary schools and also called the head teachers are the executive officers in charge of managing all physical, human and financial resources in their school set up (Nyongesa,2007). This means that they play a major role in mobilization of school resources for effectiveness in students' performance in their end of course examination (KCSE).

In African countries or in the developing nation's financial management skills induction courses and support are usually limited (Nyamwea, 2006). However, in most of these nations, secondary school principals are appointed based on their past teaching records as opposed to their leadership capacities (Nyamwea, 2006). Oplatca (2004) points out that although the teaching experience is indispensable, it should not be the only factor for a teacher to be appointed to be a principal.

In Kenya, approximately 60% of costs incurred in secondary schools are met by parents and guardians (World Bank, 2005). Therefore, the cost of secondary education is one of the key barriers to a hundred percent transition of students from primary to secondary school. This is arguable against the background of more than half of Kenya population who live below the poverty line along with the rising cost of secondary education (Njeru & Orodho, 2003)

Most principals work in poorly equipped schools in terms of physical facilities and that is why during the 2011 Kenya secondary school principals Association's (KSSHA) conference held in Mombasa, (21st to 26th June 2011) the major challenges facing secondary schools were identified as: lack of financial management skills, poor fees payment, high handedness in the management of schools. The day secondary schools are more challenged as most of their students come from poor parents who are not able to afford boarding secondary schools leading to poor academic performance (Nyamwea, 2006).

In Mwingi Central sub county, there are 43(forty-three) public secondary schools' public secondary schools out of which 18(eighteen) are day schools. (DEO office Mwingi central sub county Report). The sub county is a semi-arid with unreliable rainfall which rains twice per year. Many of the residents are subsistence farmers who take their children to day schools are unemployed and can't afford secondary school education with a lot of easiness. The principals are therefore challenged to manage well the little finances in the schools which can be used to assist the needy students in their schools.

1.2 Statement of the Problem.

Although the Kenya education management Institute has been inducting secondary school head teachers on financial management skills some principals are still involved in financial mismanagement through misappropriation, misallocation and embezzlement of school meager funds. As a result, there has been unprecedented continuous poor students' academic performance in national examinations leading to outcry from all the stakeholders. The poor students' academic performance in KCSE is associated to lack of facilities among

other factors which are linked with financial management in schools (Kurua ,2012) The situation is also exacerbated by the fact that most principals are highly educated graduate teachers but with limited financial management skills (Baraka,2010).

There has been an increase in dissatisfaction with the way principals have been managing the school finances resulting to student's violence, property destruction and interdiction of some principal in secondary schools (Baraka, 2012). According to a report by quality assurance and standards office Kitui (2012), five schools closed down for becoming violent in the month of June and July 2012. A good number of principals have exchanged stations because of parent's dissatisfaction of late. Others have been demoted due to promiscuous embezzlement of school funds (DEO Office Mwingi, 2016).

Although the principals have attended financial management skills under KEMI, in Mwingi central sub county most of the principals are not able to adhere to public financial Accounting Instruction (GoK, 2015 Audit report Kitui County). In the Audit report, it was noted that 80% could not prepare adequately the financial books of accounts. (GoK: secondary schools confidential Audit report 2015)

Consequently, looking at KCSE performance you find that the results are really wanting year after year. Performance in co-curricular is also too low and portrays some degree of laxity again from the chiefs, downwards to the participants. Therefore, there was a great need to investigate the factors influencing effectiveness of financial management among the principals in public secondary schools in Mwingi central Sub County in Kitui County.

1.3 Purpose of the Study.

The study's purpose was to investigate factors that influence the effectiveness of principals' financial management practices in public secondary schools in Mwingi central sub county.

1.4 Objectives of the Study.

The objectives, on the other hand, were;

1. To determine the influence of principals' training on financial effectiveness in management of public secondary schools in Mwingi central sub- county, Kitui County.
2. To assess the influence of principals' experience on effectiveness in financial management of public secondary schools in Mwingi central sub-county, Kitui County
3. To establish the influence of Board of Management on principals' effectiveness in financial management of public secondary school in Mwingi central sub county, Kitui County.
4. To assess the influence of the school sponsors on principal's financial effectiveness in management of public secondary schools in Mwingi central sub-county, Kitui County.
5. To determine the influence of the MOEST on principals' effectiveness in financial management of public secondary schools in Mwingi central sub- county, Kitui County.

1.5 Research Questions.

The following are research questions that the study sought to evaluate;

- i. To what extent does the management training influence principals' effectiveness in financial management of public secondary schools in Mwingi central sub-county?
- ii. To what extent does the principals' experience influence principals' effectiveness in financial management of public secondary schools in Mwingi central sub- county?
- iii. To what extent does the school Board of management influence principals' effectiveness in financial management in public secondary schools in Mwingi central sub- county?
- iv. To what extent does the school sponsors influence principals' effectiveness in financial management of public secondary schools in Mwingi central sub county?
- v. To what extent does the MOEST influence the principals' effectiveness in financial management of public secondary schools in Mwingi central sub- county?

1.6 Significance of the Study.

The study would help the principals learn on the factors that influence effectiveness of principals in financial management in their schools. Again, the study may be significant to KEMI as the findings may be integrated in training the principals on effectiveness on financial management in their schools. To stakeholders it will help to enlighten them on issue of effectiveness in financial management. The government too may use the findings of this study to create guidelines on effectiveness in financial management in public secondary schools.

1.7 Assumptions of the Study.

Throughout, the study presumed that respondents would be familiar with the concept of effectiveness in financial management and therefore information given on the questionnaire would be true.

The study also assumed that all the public secondary schools faced the same problems in terms of effectiveness in financial management. It also assumed that the institutional set up of the environment is the same for all public secondary schools in the sub county.

1.8 Limitations of the study.

Due to lack of resources and time, only one Sub County was studied out of the sixteen sub counties in Kitui County. Again, information on financial matters is very confidential and many of the respondents were unwilling to disclose such kind of information, but the researcher was all time able to introduce himself, and also assured the respondents that the findings were to be handled with a lot of confidentiality.

1.9 Delimitations of the study.

There are a number of factors behind quality education but this study focused on financial management in public secondary schools only in Mwingi central sub county out of the sixteen sub counties in Kitui County, and the findings were used to make generalization for the other sub counties.

1.10 Definitions of Significant Terms.

Principals	These are TSC teachers in job group M and above who are the head of the public secondary schools.
Training	Refers to instruction or skills given to principals, deputy principals, the school accountants and BoM members on appointment to enable work better in carrying out effective financial management roles in public secondary schools.
Procurement	This is process of purchasing goods and services for and on behalf of public secondary schools where the action of the purchasing officer is governed by policies and procedures that are put in place to ensure that they act in the best interest of the school.
Financial management	Refers to managerial activity which is concerned with planning and controlling of a public secondary school financial resource.
Public secondary schools	Refers to the secondary schools which get the teaching staff from the Teachers Service Commission and quality evaluations are conducted by MOE.
Effectiveness in financial management	Refers to the act of performing financial management task correctly to achieve worthwhile goals that supports school's development objectives
Board of management School Sponsor	Refers to legal body entrusted with the responsibility of managing public secondary schools – An organization that or the representative of the church which plays an oversight role on the management of public secondary school.

1.11 Organization of the Study.

The study is organized in five chapters with chapter one consisting of the study's background, research questions, study's objectives, study's limitation and delimitations, definition of the key terms, statement of the problem, study's purpose and significance.

Chapter two reviews past studies that address themselves to financial management issues.

The chapter is organized according to the study's objectives with a view to determine the effects of principals' management training on effectiveness of financial management in secondary schools, establish their influence on effective financial management, determine the influence of Board of management on principals' effectiveness on financial management of the secondary schools; to establish the influence by the school sponsor on principals effectiveness on management of the secondary schools and also to establish the influence by the MOEST on principals' effectiveness on financial management of secondary schools.

Chapter three consists of research design, research instruments, data collection procedures, ethical issues considered in the study, variable operationalization, data analysis procedures, the validity and reliability of the instruments, target population and sampling procedures including sample size. Chapter four provides the study's findings whereas chapter five summarizes and discusses the findings. It also, concludes the study by recommending the way forward and suggesting areas for further analysis.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter focuses its attention on previous studies on financial management. The chapter is presented in accordance to the study's objectives and conceptual and theoretical framework. The literature review follows the objectives each making a sub topic flowing from the first to the last.

2.2 The Principals' Effectiveness in Financial Management.

The principal in a secondary school is the chief executive officer, mandated to play key roles and especially in the financial management and resource mobilization in the school. This effectiveness to be achieved, there are numerous factors that contribute towards this. When this effectiveness is enhanced, then the school set up is likely to benefit a lot, the performance by the school staff, students and also the stakeholders of the school are likely to team up for the benefit of the school. Budgetary and procurement skills are very necessary for the principal to attain the said effectiveness in financial management.

2.3 Principals' Management Training on Effectiveness in Financial Management.

The head teacher in a secondary school performs many duties, the most important ones being the mobilization of resources, management and counting of finances, the organization and management of curriculum, management and motivation of teachers and support staff, secretary to BOM and PTA and maintaining good relations with the community. These head teachers of secondary schools are the managers of their stations/schools. This implies that without the necessary leadership competences and

financial management skills, most of the principals may not perform satisfactorily. Besides having no prior financial management training, most principals hardly have any formal management and leadership training. Sometimes they rely much on BOM, clerk, bursar and storekeeper who are supposed to be specialist in various job descriptions. The school Bursars or accounts clerks are expected to be trained professionals in financial management and accounting sector because they play an enormous role in assisting the principals in various aspects of handling the school finances (Baraka 2010) however; most of the accounts clerks were inadequately trained in handling financial management. This again implies that the poorly trained principals in various aspects of mobilizing and handling the school finance support staff has been a problem that bothers most principals in Kenya (Baraka 2010)

The Kenya Education Management Institute (KEMI) has been organizing workshop for principals, Deputies and HODs to improve on schools' financial management though these workshops are to some extent irregular. On average the principals who have been trained end up being better managers in their schools (Baraka 2010). Such trained principals are well equipped with budgeting skills and procurement skills are necessary in management of schools and other institutions. Banham (2009) asserts that a more efficient budgeting process develops systems that enable budget developers and heads of various departments to be included in decision making processes through various committees. Therefore, there is need for school central budget holders to use the various school departmental budget proposals in the budget preparation (GoK; Revised Public Procurement Act, 2009). The specifications of goods and services for each department should be included in the school

central tender committee and before this committee meets to award the tenders (Woolhand.2009). After budget proposals have been developed normally towards the end of year, the BoGs convene stakeholders' meetings to review those budgets (GOK; Public procurement act, 2005). After this, the most pressing issues are prioritized.

All public schools in the country are required by the ministry of education to develop mechanisms for engaging stakeholder to approve the commencement of major projects. In the process of prioritizing items, the BOM should ensure the most basic and pressing needs of the school are included in the first priority; and ongoing projects are completed before new ones are started (Munyiri, 2008).

The conclusion is that by combining the department's responsibility in the management of devolved budgets with the preferential knowledge and expertise of the school central procurement to enhance best quality of services at a cheaper price is the most applicable best procurement procedure (Kuria, 2012)

A well-defined budget outlines cash receipts from sources approved by the ministry and estimate expenditure on projects priorities as agreed and approved by BOM. An annual financial budget shall be an essential tool for financial control. It's the responsibility of the principal of the institution to ensure that the annual budget is prepared in time (Kuria 2012). Worth mentioning also is the principals' procurement skills. Public procurement act 2005 requires that all goods and services in an institution be tendered as long as the value of the goods or services exceed Ksh4000. Tendering process involves suppliers to competitively

bid for provision of various goods and services. The tender committee in secondary school is headed by deputy principal, accounts clerk is the deputy chair head of departments that do not exceed six members and the store keepers who act as secretaries. The principal is therefore looked out to ensure that there is fairness in awarding of tenders. The principal is then required by law to write appointment letters to the tender committee on their roles since some or all could be lacking the technical or legal knowledge of procurement PPAD (2006). In most cases the principals themselves lack the capacity to induct the committee for lack of proper training, (KSSI 2011).

According to KESSI (2011), when institutions follow efficient procurement processes, they normally promote effective utilization of resources. There is also promotion of trust and good relationship between the principal and all stakeholders hence enhancing transparency in decision making. The act also argues that the process gives the principals a strong defense against blame or accusation from any quarter on or after transactions is made. The public officers' ethics Act (2005) also agrees with this very strongly. It argues that procurement process prioritizes efficiency as goods and services procured conform to specification and time. Principals therefore will have value for the money which then translates to better performance in many cases.

2.4 Principals' Professional Experience on Effectiveness in Financial Management.

Promotion to principal status in Kenya is not based on particular leadership abilities but rather on attainment of job group M which again may be attained through biasness or back doors. Management courses are attended only when a person becomes either a deputy

principal or a principal. Koech report (1999) asserts that the outcome of poor results in financial matters in Kenya education system is in rot and general ineffectiveness of school leading to wastage of both local and foreign resources. Achievement of objectives in any organization there must be proper resource management. This management requires skillful planning execution and control of firm's activities (GOK; A handbook on financial management (2006).

The principals' past experience helps them to mobilize resources and manage financial resources effectively (Pandy, 1999). Accordingly, expertise in the following areas is crucial for successful management of school finances and principals must be familiar with them (GOK a handbook for financial management, 2006). Though books of accounts are kept by the school bursar or accounts clerk, the principal need to be very conversant with bookkeeping. Training alone is inadequate for the principal implying that experience in maintaining books of accounts again is more powerful. The more experienced principals are the better for effective financial management practices in schools (Baraka 2010).

2.5 BOM on Principals' Effectiveness in Financial Management.

The school receipts and spends money. These funds come from diverse sources such as parents, well-wishers, donors, sponsors, government and many others. The BOM is mandated by the government to play an oversight role on how school funds are used by the principal (Munyiri 2008) asserts that BOM the then BOG is mandated by education Act 1968 to review and regulate school expenditure to ensure effective utilization of financial resources. The management and resource mobilization of school funds/resources is mainly

on the hands of BOM members whose members include co-opted PTA members and the principal who is the secretary to the BOM (Koech 1999). The BOM roles are basically planning, and the rest of implementation is left in the hands of the principal. The assumption is that the BOM members are knowledgeable in law, supply chain management, accounting and project management. Unfortunately, there are skills not present in the administration of many public secondary schools (Munyiri 2008).

Services offered at school boards are not remunerated accordingly hence most professionals avoid them. As a result, most public schools are managed by quarks, retirees, semi-skilled and business people with little knowledge of what happens in management of schools. Therefore, in most public secondary schools particularly in rural Kenya, a prominent managerial gap for goods and services has emerged. The BOM serve as Internal Monitoring Mechanism for protecting parents' interests and interests of other shareholders. Johnson and Scholes (2002) cites three function of the board of directors, namely control, resource dependence roles and services. Normally, the composition and sizes of boards in schools influence the effectiveness of monitoring processes in school activities. However, previous studies provide conflicting views on the manner in which board compositions and sizes are related to agency problems witnessed in public schools (Byrd & Hickman 2002, Borokovich 2006; Hermalin & Weisback 2001 & Yermack 2006).

2.6 The School Sponsor on Principals' Effectiveness in Financial Management.

During the 18th century, schools in Kenya were managed by clergies. Accordingly, churches built and financed schools. In addition, they hired and recruited teachers. As a result, they

oversaw the running of schools including the implementation of new curriculums (Republic of Kenya 1992). Back then the state government supported churches in the management of schools by granting them lands and occasionally offering them some form of financial support. Nonetheless, as soon as the country became independent, the government acknowledged the role that church was playing in enlightening the people. Accordingly, the government chipped in the exercise, but gav churches some form of ownership over those schools. Similar practice had been strengthened in 1924 by the Phelps-stoke commission. To date, churches partner with the government in provision and development of education.

In Mwingi central sub county the religious sponsors include; the catholic church, African Inland church and ABC church. These churches take part in provision of conducive learning environment, church doctrine to ensure moral support in educating the students which then boosts the disciplines of both the teachers and students and as a result it bears a co-relationship in the academic performance of such schools. Cheruiyot (2004) claims that performance is a byproduct of good excellent facilities and management skills.

On financial management the sponsor has an expectation for both students and teaching fraternity headed by the government in provision of teaching /learning resources, they also sponsor needy students, they provide donations which they expect to be utilized for the better of the students. According to Muindi (2008), high discipline levels that range from students to the principals and academic excellence is founded on the core values of the school. Church sponsored schools act as good places for spiritual growth and character

development besides enabling children to acquire knowledge. Most school sponsors expect students to observe high levels of discipline throughout their stay in schools. According to ADIDA (2003), teachers in church-sponsored schools are expected to act as spiritual leaders as they execute other responsibilities. Cheruiyot (2005) claims that most catholic-sponsored schools are headed by God fearing religious people such as sisters and priests. Majority are in the top 100 high achievers in the country. They include; Bahati girls, Precious Blood girls among others. Where the principal is not very transparent to the sponsor, the sponsor has a greater influence in transferring or demotion of the principal for the good of the church, community and students.

2.7 The Influence of the MOEST on Principals' Effectiveness in Financial Management.

The influence of the government on principals' effectiveness in financial management in public secondary school is through the inspectorate who advocates for quality education and proper resource management in schools. According to District Education office report in Mwingi Central Sub County (2014) most of the secondary schools that had shown a continuous improvement in both KCSE and co-curricular did not have major issues in effective financial management. Quality is considered as the most important element in education. Yvonne Hill (2003) says that quality of the principal and teachers' support systems are most influential factors in the provision of quality education.

The quality of education offered in most of secondary schools could be wanting if the governments' inspection department at all levels were not involved in inspecting the

schools to strengthen the financial management. The mission of the department of quality assurance and standards in the District education office is to establish standards in the country which includes financial management. Its vision is to provide quality assurance feedback to all education stakeholders on all educational institutions in Kenya (MOEST, 2005).

The function of assessing the standards of teaching and learning in schools is a reserve of the quality assurance directorate of the ministry of education. This directorate is charged with the responsibility of making sure that assessment in schools is carried out in standardized manner. These include: Financial assessment, advisory assessment, special assessment, panel assessment, school registration, school mass indiscipline and public center (MOEST, 2005). Quality assurance is in most cases attained through regular inspection and publishing reports when such inspections are carried out. Also, it is attained through assessment of curriculum by way of issuing national examinations to students whose results are utilized as indicators of quality of education in the country.

The government through its over established training institutions organized for in service, workshop, seminars which are geared towards improving and attainment of school objectives. Such institutions include KEMI, KESI among others. Quality is one of the most controversial aspects of education in the developing world (Maburuie and Ziguras, 2003). In whichever dimension it is looked at whether in terms of the facilities, the inputs in terms of examination or test score of students, their employability and productivity once in employment, the controversy does not just fade away.

2.8 Theoretical Framework.

This study is hinged on three theories. These are Piaget's (1964) theory of cognitive development, the functionalism theory of learning and paths-goal leadership theory whose modern development is attributed to Martin Evans and Rohnert Home (1974). In this study the three theories complement each other in investigating the factors influencing effectiveness of principals in financial management of public secondary schools. Piaget's theory (1964) of cognitive development emphasized that instructional media translates abstract concepts into concrete facts and thus enhancing performance.

The path goal leadership theory postulates that leaders can facilitate task performance by showering subordinate how performance can be desired rewards. Thus, it gives a frame work within which the effectiveness of financial management influences performance. Principals should ensure that the learner is given the benefit of a learning stimulating environment. This assist the learner to develop the correct meaning of concepts as used in the classroom by the teacher.

The functional theory was used as a base for this study to find out the extent to which the principals finance instructional resources in an attempt to help learner in visualizing formation of imagery and conceptualization hence improve financial management

2.9 Conceptual Framework.

In writing this research project, the research conceptualized the independent, dependent intervening and moderating variables as shown in figure 1.

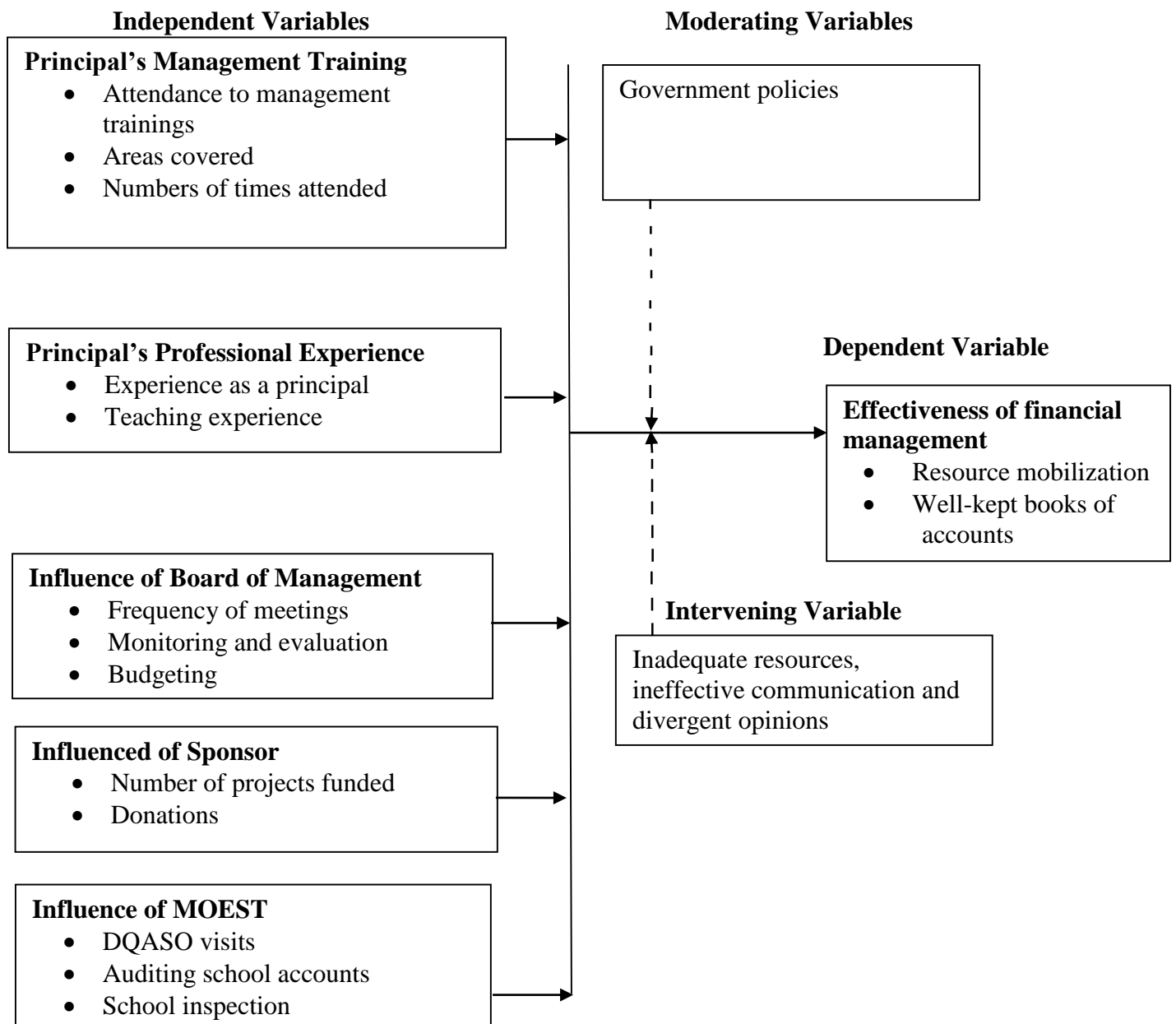


Figure 1: Conceptual Framework

The conceptual model shown in figure 1, explains that the independent variables; management skills, professional experience, the oversight role by the BOM, Sponsor and MOEST influences principal's effectiveness in financial management.

2.10 Summary of the Literature Review.

The conceptual framework in figure 1 explains that the principals are the managers in secondary schools. For them to manage the school finances effectively, they need to be capacitated through education, training and experience. They also require induction courses in book keeping, budgeting, resources mobilization and procurement financial management skills. The study seeks to determine the influence of the principal's exposure to management training on financial management, to assess the influence of principals' experience on financial management, to establish the influence of principal education levels on financial management, to determine the influence of MOEST on financial management and to determine the influence of the sponsor on financial management in public secondary school in Mwingi central sub county.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methods that were utilized to conduct the study. It includes that target population, sampling methods utilized to select research participants, the method that was utilized to analyse the data, the strategies that were utilized to enhance the validity and reliability of the study's findings and instruments, and ethical issues that were considered throughout the study.

3.2 Research Design.

This refers to the plan that is utilized to conduct a study (Mugenda & Mugenda, 2003). The study utilized a descriptive research design, which according to Uma and Bongie (2010) is a non-experimental process that describes relationship between variables without manipulating them. A survey method that allows researcher to collect data by way of asking respondent's questions was also utilized to collect the data (Orodho, 2003). According to Kadhori (1995) descriptive survey is concerned with description, researching, analyzing and reporting conditions that exist or existed. It provides data which is easier to analyze and it is appropriate in education and research like this. The study collected data from a sample of targeted people so that the outcomes could be generalized to the target population. The intention was to identify the factors that influence the effectiveness of financial management of principals in secondary schools in Mwingi Central sub-county.

3.3 Target Population

This refers to the group of individuals, events or objectives having some common characteristics that are of interest to a researcher (Mugenda and Mugenda 2003). The population chosen for this study was 40 public secondary schools in Mwingi central sub county. The study targeted the principals, deputy principals and the accounting officer or accounts clerk or the bursar. This translated to three individuals per school hence a target population of 120 persons.

3.4 Sampling Procedures and Sample Size.

Sample involves selection of a small group of individuals or objects from the large population to investigate it. Their information will be representative of the large population; which they were drawn (Schumachor & Macmillan, 1993). This study has three groups of persons in a school who will assist in research. Sampling is aimed at making an inference about unknown parameters from a measurable sample statistic (Krishnaswami, 2002). The researcher used the Krejcie and Morgan table (1970) to get the sample size. The study targeted the principals, deputy principals and accounting officers/bursar in each of the 40 schools giving a total of 120 persons. According to Krejcie and Morgan table (1970) this translated to a sample size of 93 respondents.

3.5 Research Instruments.

Data was collected using questionnaire, one for the principal, one for the deputy principal and one for school accounts officer in each school. The questionnaire had three sections, section 1, introduction and guideline sector, section (ii), the respondents' personal details and group's opinions on various variables.

3.6 Validity of Instruments

Validity refers to the accurateness of the findings based on instruments used to collect data (Mugenda & Mugenda, 1999). The study focused mainly on content validity to measure the extent to which the results were accurate. The experts also advised the researcher when they discussed the study and corrections were done accordingly. Validity was also ascertained by checking whether that the questions asked to respondents measured what they were intended to measure, clarity and the way respondents interpreted them (Orodho 2003). Lecturers from the University of Nairobi also ascertained the validity of the research instruments. The corrections identified on the questionnaires were incorporated in the instrument so as to increase its validity (Fraenkel & Wallen, 2008).

3.7 Reliability of Instruments.

Reliability is concerned with quality of measurements. In research, it refers to "repeatability" or "consistency" of measures (Kasomo, 2006). Split half method was utilized to administer questionnaires to a sample of a randomly selected teams of respondents, among them was 3 principals, 3 deputy principals and 3 accounts officers from three public secondary schools. The data values collected was split into two groups

using odd and even numbers. Then the correlation coefficient for the two groups was determined using Pearson product moment to calculate the coefficient of relationship. A correlation coefficient of 0.80 was obtained which was sufficient for the study (Kasomo 2006)

3.8 Data Collection Procedure

The researcher got an introductory letter from university of Nairobi to act as an identity. The researcher also got a written permission from the office of the DEO Mwingi central sub county. The researcher then called the concerned principals or deputy principals to establish rapport before the actual data collection date and there after introduced himself to the respondents. The researcher also got a written permission from TSC agent given that he is a serving teacher and he needed the permission for being a way from the station. The researcher administered the questionnaire to the respondents and gave them enough time to respond with full information. Visits were made early in the morning and the filled questionnaires were collected by the end of the day.

3.9 Data Analysis

The data collected was grouped according to research objectives and research questions. Different descriptive strategies, which included tables and frequencies, were utilized to analyze and tabulate quantitative data. Data collected from the questionnaires was edited, coded and analyzed using SPSS software within quantitative research approach. As a measure of central Tendency, the mean was used to decide concentration side of response

within the spark likert rating scale. Data from the likert rating scale was analysed using percentages, mean and Peason's Correlation Coefficient.

3.10 Ethical Considerations

Dooley (2007) asserts that, ethics involves the study of right and wrong conducts hence the concern for ethics may be seen as part of the historical trend in civil and human rights. Permission to engage in the study was requested first before the respondents are given the questionnaire. Participants in the study were assured of their identities being kept secret in order to uphold their privacy and disregard to the image of their schools. This research aimed at producing knowledge beneficial to the government policy makers and other stakeholders in the school set ups and not for individual purposes.

Table 3.1: Operationalization of the Study Variables

Objectives	Independent variables	Dependent variables	Indicators	Measurement	Level of scale	Tools of analysis
To determine the principal's exposure to management training on effective financial management in public secondary schools in Mwingi Central sub – county	exposure to management training	Effectiveness in financial management	Well – kept books of account	Proper allocation of funds	- Nominal - Ordinal	- Percent age - Mean - Correlation
To access the influence of principal's experience to effective financial management in public schools in Mwingi Central sub – county	Principal's experience	Effectiveness in financial management	Good financial records	Availability of books of accounts	Ordinary interval	- Frequencies - Percent ages - Mean
To establish the influence of board of management on the principal's effectiveness in financial management in public secondary schools in Mwingi	Influence of school BoM	Effectiveness in financial management	Good accountability	School projects	Nominal	- Frequencies - Percent ages - Mean

central Sub – county						
To access the influence of the sponsor on the effectiveness of principals in Mwingi Central sub – county	Influence of sponsor	Effectiveness in financial management	Recognition and assistance	- Funding school project - Donations		- Frequencies - Mean - Percentages
To determine the influence of the government on the principals' effectiveness in financial management in public secondary in Mwingi Central sub – county	Influence of government agents on schools (inspectorate)	Effectiveness in financial management	- Good accountability - Advice	- Linkage availability - No. of visits - Bursary allocation	- Nominal	- Frequencies - Mean - Percentages - Correlation

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

4.1 Introduction.

This chapter provides the study's findings by use of simple descriptive frequency and percentage tables among other tools. This is done following research objectives. The study investigated the factors that influence the effectiveness of financial management in public secondary schools in Mwingi Central Sub-County.

A questionnaire was utilized to collect data as the main instruments; whereby they were administered to principals, deputy principals and account clerks. The analysis was done in three levels; for demographics, objectives and test for inferences.

4.2 Response Rate.

A response rate in a survey research is the number of people who answered the questionnaires divided by the number of people in the sample. In this study a total of 93 questionnaires were issued and 70 of them were filled and returned. This accounted for a 75% response rate. This gave a way through for validating data on this study.

4.3 Demographics.

The study analyzed three demographics. Characteristics, gender, age, level of education and experience.

4.4 Gender of the Respondents

The study sought to establish the participants' gender and the results are provided in table 4.1 below.

Table 4.1 Gender of the Respondents

	Frequency	Percentage (%)
Male	50	71.4
Female	20	28.6
Total	70	100

Table 4.1 shows that 71.4% of the research participants were male whereas 28.6% were female, showing that majority of the school principals in Mwingi sub-county were male. However, the difference between male and female respondents is not very big and therefore there seems to be gender balance in the study.

4.5 Age Bracket of the Respondents

Age is an important factor since it is an indicator of energy for doing work. Accordingly, the study sought to know the respondents' age and it was at Table 4.2 depicts.

Table 4.2 Age Bracket of the Respondents

	Frequency	Percent %
18-25 years	3	4.3
25-35 years	5	7.1
35-45 years	46	65.7
45-55 years	14	20
Above 55 years	2	2.9
Total	70	100

From the above results, it's clear that most administrators are above 35 years. This indicates experience in the profession.

4.6 Professional Qualifications of the Respondents.

The research sought to establish the academic qualification of the respondents. This aimed at finding out the professional qualification distribution in Mwingi Central Sub- County.

Table 4.3 Professional Qualification

Category	Frequency	Percent (%)
S1	0	0
Diploma	15	21.4
Bachelors	43	61.4
Masters	12	17.1
Doctorate	0	0
Total	70	100

From table 4.3 above, we find that majority 43 (61.4%) had bachelor's degree. However, there were some with Master's Degree 12 (17.1%) too. None of the respondents had a PHD or S1 qualification. This implied that those with PHD had changed to other jobs and those with S1 most likely had retired and others could have also changed their careers or alternatively the principal' position could not accommodate them because of being very competitive. The Diploma level had also been revealed which was to greater extent associated with the accounting officers.

4.7 The Influence of Principal's Management Training on Effectiveness of Financial Management

The study's first objective was to determine the influence of principal's exposure to management training. To achieve it, the respondents were to fill a five likert scale indicating the extent to which they supported the statements given. This was done by use of a tick showing very large extend (VLE) 1, large extent (LE) 2, some extent (SE) 3, little extent (LIE) 4 and no extent (NE) 5.

Table 4.4. The Influence of Principal’s Management Training on Effectiveness of Financial Management

Statement	VLE (%)	LE (%)	SE (%)	LIE(%)	NE(%)
	1	2	3	4	5
Principals training influences budgeting skills.	40(57.1)	20(28.6)	5(7.1)	3(4.3)	2(2.9)
Principals training influences effective financial management.	60(85.7)	10(14.3)	0(0)	0(0)	0(0)
Principals should be trained on financial management.	55(78.6)	10(14.3)	3(4.3)	2(2.9)	0(0)
Principals training influences procurement procedures.	50(71.4)	15(21.4)	2(2.9)	2(2.9)	1(1.4)
Principals training influences resource mobilization.	50(71.4)	12(17.1)	4(5.7)	2(2.9)	2(2.9)

Table 4.4 reveals that majority of respondents 60 (85.7%) indicated that principals training influences financial management to a very large extent. From the table, it shows that majority of respondents believed that financial management require exposure to training. On education Wallace (1991) on a global perspective acknowledges that the current era is shaped by incredible knowledge progress, which has led to explosion of learning that help people to acquire knowledge on a continuous basis.

Hangreaves and Fullen (1992) asserts that teachers can never ignore the aspect of professional growth as it raises the education standards and role of education in professional development which includes financial management. The researcher also further used Pearson’s correlation coefficient to determine the relationship between management training and effectiveness of financial management in public secondary schools in Mwingi Central Sub- County. The following hypotheses were thereby tested.

Ho: There was no significant relationship between management training and effectiveness of financial management in public secondary schools in Mwingi Central Sub- County.

H1: There was significant relationship between management training and effectiveness of financial management in secondary schools in Mwingi Central Sub- County.

The results are as provided in Table 4.5.

Table 4.5 Pearson’s Correlation Coefficient Showing the Relationship Between Management Training and Effectiveness of Financial Management

	Management training	Effectiveness of financial management
Management training	1	0.74**
Pearson’s Correlation		
Sig. (2 -tailed)		
N	70	70
Effectiveness of financial management	0.74**	1
Pearson’s Correlation	0.062	70
Sig. (2 -tailed)		
N	70	70

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

Table 4.5 shows that the correlation between the management training and financial management practices in secondary schools in Mwingi Central Sub-County is 0.74. This shows that there is a very strong relationship between the two factors. As a result, the null hypothesis is rejected in favor of the alternative hypothesis. Consequently, it is concluded that the link between management training and financial management is strong in public secondary schools in Mwingi Central Sub- County.

Table 4.6: The Influence of Principal’s Management Experience on Effectiveness of Financial Management

Statement	VLE (%)	LE (%)	SE (%)	LIE(%)	NE(%)
	1	2	3	4	5
Principals experience influences financial management skills	55(78.6)	10(14.3)	3(4.3)	2(2.9)	0(0)
The experience of a Principal is necessary in financial management	40(57.1)	20(28.6)	5(7.1)	5(7.1)	0(0)
The newly appointed principals are not good in financial management	60(85.7)	10(14.3)	0(0)	0(0)	0(0)

The Table 4.6 revealed that most of the respondents 60 (85.7%) indicated the newly appointed principals are not good in financial management to a very large extent. The table also shows that the experience of a principal is necessary so as to attain some effectiveness in financial management where this was shown by 40 (57.1%) of the respondents. None of the respondents indicated that newly appointed principals that do have any influence in financial management. This agrees with Pandey (1999) who observed that the experiences of school heads helped them to mobilize resources effectively and manage financial resources effectively.

Accordingly, management skills are instrumental in the efficient management of finances in public schools. For this reason, school heads should be familiar with these practices to enhance accountability and efficient planning (GOK handbook for financial management 2006).

Furthermore, the study sought to establish the relationship between principal’s experience and effectiveness of financial management practices in secondary schools. This was done by use of correlation coefficient to establish the link between principal’s experience and the way public schools managed their financial resources. It was presumed the following.

Ho: That there would be no significant relationship between principal’s experience and effectiveness on financial management in secondary schools.

H1: That there would be significant relationship between principal’s experience and effectiveness on financial management in secondary schools. The results are shown in the table below;

Table 4.7 Pearson’s Correlation Coefficient

	Principal’s Experience	Effectiveness of financial management
Principal’s Experience	1	0.84**
Pearson’s Correlation		0.066
Sig. (2 -tailed)		70
N	70	70
Effectiveness of financial management	0.82	1
Pearson’s Correlation	0.066**	70
Sig. (2 -tailed)		70
N	70	70

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

Table 4.7 shows a strong correlation of 0.82 between principal’s experience and the way schools managed their financial resources in Mwingi Central Sub- County. Therefore, the null hypothesis is rejected in favor of the alternative hypothesis.

4.8 The Influence of the Board of Management on Principal's Effectiveness on Financial Management

The study's other objective was to ascertain the effect of the BOM on the principal's effectiveness on financial management in secondary schools in Mwingi Central Sub-County.

Table 4.8 The Influence of the BOM on Principal's Effectiveness on Financial Management

Statement	VLE (%) 1	LE (%) 2	SE (%) 3	LIE% 4	NE(%) 5
The BOM influences principal's effectiveness on financial management	60(85.7)	10(14.3)	0(0)	0 (0)	0 (0)
Well educated members of the BOM influence the principal's effectiveness on financial management	50(71.4)	10(14.3)	10(14.3)	0 (0)	0(0)
Strong BOM is necessary in resource management in the school	60(85.7)	5(7.1)	5(7.1)	0 (0)	0 (0)

Table 4.8 reveals that about 60 (85.7%) of the respondents were for the idea that schools should have strong BOM to influence the principals on effective financial management. A committed and principled BOM will influence resource management for the better of the school. In many countries, both private and public schools have established that board members play important roles in their success (Legate & Thompson, 1997). With such an understanding there is need for schools to develop efficient boards. Munyiri (2008), the management and mobilization of school resources lies on the hands of BOM members.

4.9 The Influence of the Sponsor on the Principal’s Effectiveness on Financial Management

The fourth objective was to evaluate the influence of the school sponsor on principals’ effectiveness on financial management in Mwingi Central Sub- County.

Table 4.9. The Influence of the School Sponsor on Principals’ Effectiveness on Financial Management

Statement	VLE (%) 1	LE (%) 2	SE (%) 3	LIE (%) 4	NE(%) 5
The sponsor has a role in principal’s effectiveness on financial management	40(57.1)	15(21.4)	5(7.1)	5(7.1)	5(7.1)
A committed school sponsor enhances transparency in schools’ financial management	50(71.4)	10(14.3)	5(7.1)	5(7.1)	0 (0)
God fearing school sponsor and trained on school issues is associated with morals and better resource mobilization in school	60(85.7)	10(14.3)	0 (0)	0 (0)	0 (0)

Table 4.9, reveals that, majority of the respondents preferred God fearing and committed school sponsors. Majority 50 (71.4%) were able to reveal that with a God fearing, and committed school sponsor, then better resource mobilization can be easily achieved.

60 (85.7%) of the respondents revealed that a God-fearing school sponsor will foster transparency in financial management in the school. Thus, for sponsors to realize full potential, in schools, they require training to enable them discharge their responsibilities effectively and an encouragement to feel they have a positive and constructive role to play.

4.10 The Influence of County/Sub-County Education Office on Principals’ Effectiveness on Financial Management.

The study’s final objective sought to evaluate the influence of the County’s Education Offices on effective financial management and especially in Mwingi Central Sub-County. Table 4.10; the influence of County’s Education Offices on Principals’ effectiveness on financial management.

Table 4.10: The influence of County/Sub-County Education Office on Principals’ Effectiveness on Financial Management.

Statement	VLE (%)	LE (%)	SE (%)	LIE%	NE(%)
	1	2	3	4	5
Ministry of education assists schools in effective financial management	50(71.4)	10(14.3)	10(14.3)	0(0)	0(0)
Ministry of education fosters accountability and transparency in school on financial management	40(57.1)	10(14.3)	10(14.3)	5(7.1)	5(7.1)
Ministry of education (SCQASOs) is a necessary department on matters of financial management, in schools	50(71.4)	10(14.3)	5(7.1)	3(4.3)	2(2.8)

Table 4.10 Revealed that the Ministry of Education DEOs/ SCQASOs do assist the school in matters of financial management, 50 (71.4%) revealed that the said Ministry is very necessary in financial management in schools.

The researcher further investigated the relationship between the Sub - county Quality Assurance and Standards officers (SCQASOs) visits to schools and principal’s effectiveness on financial management.

Table 4.11 Relationship between SCQASO Visits and Principal’s Effectiveness in Financial Management.

	Visits by SCQASOs	Financial Management
Visits by SCQASOs	1	0.68**
Pearson’s Correlation		0.082
Sig. (2 -tailed)		
N	70	70
Financial Management	0.68**	1
Pearson’s Correlation		
Sig. (2 -tailed)	0.082	70
N	70	70

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

The correlation coefficient between SCQASO visits and principal’s effectiveness in financial management is 0.68 with a significance level of 0.082. This is a strong positive correlation between SCQASO visits and effectiveness of principals in financial management. This implies that with frequent visits by the SCQASO, then it would mean improved effectiveness in financial management in schools. The mandate of Quality Assurance and Standards in the Sub- County is to create, preserve and advance educational standards in the county which includes financial management (MOEST 2005).

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND
RECCOMENDATIONS.

5.1 Introduction.

This chapter recapitulates the study's findings according to its objectives. It also presents recommendations made by the study for future research on the basis of what was covered in the current study. Besides, it discusses the findings with a view to establish what the government and relevant stakeholders in education sector should do to enhance finance management practices in education sector.

5.2 Summary of the Findings.

The study sought to ascertain the influence of management training of the principals on the effectiveness of financial management in public secondary schools in Mwingi Central Sub-County. Majority of the respondents (70) 75% indicated that principals training influences financial management in secondary schools.

In addition, majority of the respondents (70) 75% indicated that the newly appointed principals are not well versed in financial management to a very large extend and that the experience of principals is vital in financial management.

The correlation coefficient is very strong between principal's experience and effectiveness of financial management.

The study also showed that majority of the respondents (50) 71.4% indicated that to a very large extent the principals training level is necessary in resource management. A strong correlation coefficient of 0.74, between principal's education level and effectiveness of financial management in Mwingi Central Sub-County was indicated.

It was further established that a good committed BOM influence principal's financial management and a well-educated BOM is good to a very large extent (60) 85.7% in resource mobilization of the school resources. It was also established that majority (50), 71.4% of the respondents indicated that good financial management in schools also requires a committed and God-fearing sponsor.

Further the study established that a majority of the respondents (40) 57.1% was vital in monitoring, accountability and transparency in financial management in schools. The Correlation coefficient between SCQASOs visits and effective financial management is 0.68, with 0.082 level of significance. This is a strong positive correlation between SCQASO visits and effectiveness of principals in financial management. This implies that with frequent visits by SCQASO, and then it would mean improved effectiveness in financial management in schools.

5.3 Discussion

The study sought to evaluate the effects of principals' management skills on effectiveness of financial management in secondary schools in Mwingi central sub county. It established that most of the respondents 60(85.7%) believed that training influences financial

management to a very large extent and there is a very strong relationship between management training and effectiveness of financial management in secondary schools. This agrees with Baraka (2010) who argued that poorly trained principals in various aspects of mobilizing and handling the school resources coupled with inadequately trained finance department's subordinate staff has been a problem that bothers most principals in Kenya in financial management. This is why the government through Kenya Education Management Institute (KEMI) has been organizing workshops for senior teachers in preparation to take principals' positions in schools. The trained principals are better in financial management (Baraka, 2010).

It was also established that the newly appointed principals are not good in financial management to a very large extent and that the experience of principals is very crucial in financial management. The correlation coefficient between the principals' experience and effectiveness of financial management in secondary schools of Mwingi central sub county is 0.84, which is a strong positive relationship. This agrees with Pandy (1999) who argued that the experience of school heads helped them to acquire skills in resource mobilization and management skills in areas such as cash receipt and payment for efficient practices in safeguarding cash balances. The government of Kenya through the ministry of education acknowledges that management skills are important in the daily running of public schools. As a result, they demand school heads to be familiar with these skills to help them handle financial resources effectively (GoK, 2006).

The study also sought to determine the influence of BOM on principals' effectiveness on financial management in secondary schools in Mwingi central sub county. It was revealed by majority of the respondents 60(85.7%) that a committed and principled BOM will influence resource management and enhance principals' financial management in the school. This agrees with Munyiri (2008) that the management and mobilization of school resources lies on the hands of BOM members.

The study also sought to investigate the influence of the school sponsor on the principals' effectiveness on financial management in secondary schools in Mwingi central sub county. Majority of the respondents 50 (71.4%) revealed that with a God fearing and committed school sponsor, there would be better resource mobilization in the school.

The researcher also investigated the influence of MOEST on the principals' effectiveness in financial management in secondary schools in Mwingi central sub county. It was revealed by majority of respondents 50(71.4%) that MOEST was very necessary in enforcing principals' effectiveness in financial management in secondary schools. A correlation coefficient of 0.68 was noted which is a strong positive relationship between principals' effectiveness in financial management and the visits by the monitoring team from the ministry of education. This agrees with MOEST report (2005) that the quality of education offered in most schools could at present be practically questionable if the District education office were not involved in inspecting the school financial management. The mission of the Department of quality Assurance and Standards in the District education Office is to create, preserve and advance educational standards in the country

which includes financial management. Its vision is to offer quality assurance feedback to relevant authorities in the country.

5.4 Conclusion from the Study.

The study found out that training of principals is vital when it comes to school financial management. A strong positive relationship was observed between management training and effectiveness of financial management in secondary schools.

The study also found out that principal's experience in financial management has a strong correlation coefficient to effectiveness of financial management. The study also revealed the principal's education level has a greater influence on the effectiveness of financial management.

The study also found out that a good financial management is to large extent boosted by a sound and committed BOM member. The study has also established that school sponsor (churches) can and have to a large extent great influence on the principal's effectiveness when it comes to financial management. The study also established that where the SCQASOs are very active in school visits, then to a large extent, the financial management is very effective.

5.5 Recommendations.

The study recommends the following; -

The government (Department of Education) needs to factor some funds for further training of principals on management on yearly basis the TSC should also come in and organize for benchmarking for the principals within and outside the country on a cycle form on financial management of schools.

The TSC should be strict on vetting those who head the institutions, based on experience and academic qualifications. The Quality Assurance Department should be well trained and sensitized on their roles in schools and be also monitored by an independent body.

The school sponsors should also be trained on oversight role and be co-opted as partners in promotion of Education in the county.

5.6 Suggestions for the Further Research

A similar study can also be carried out in other parts of the county or country. It was also suggested that a study can be carried out to determine the influence of the composition of the BOM on financial effectiveness of the school heads also suggested for further research was the influence of the PTA and other stakeholders on financial effectiveness of the school heads for public secondary schools and the influence of principals' financial management on students' performance in schools and lastly the influence of principals' financial management on resource mobilization in the school.

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APPENDICES

Appendix I: Letter to the Respondent

EMMANUEL SAVULI

P.O BOX 162 – 90400

MWINGI

Date.....

THE RESPONDENTS

MWINGI CENTRAL SUB-COUNTY

KITUI COUNTY

Dear Sir/ Madam,

REF: TRANSMITTAL LETTER

I am congratulating you for having been selected to participate in this study. I am a post graduate student of Nairobi university pursuing a Master's Degree in Project planning and Management. As part of the requirement for the ground of this degree I am conducting a study on the factors influencing the financial effectiveness of principal's in public secondary schools in Mwingi Central Sub County in Kitui County. Your school has been selected to assist in the study and therefore I humbly request you to cooperate and assist in filling in the questionnaire. The information you will provide will be treated with confidential and used the study only. I will be very grateful for your cooperation.

Thanks in advance

Yours faithfully,

Emmanuel Savuli

University of Nairobi

Cellphone: 0727 781 038

Appendix II: Research Authorization Letter



**UNIVERSITY OF NAIROBI
OPEN, DISTANCE & e-LEARNING CAMPUS
SCHOOL OF OPEN & DISTANCE LEARNING
DEPARTMENT OF OPEN LEARNING
KITUI LEARNING CENTRE**

Telegram: "VARSITY" NAIROBI

Telephone: 245-020-318262

Telex: 28520Varsity KE

P.O Box 30197 NAIROBI

NAIROBI, KENYA

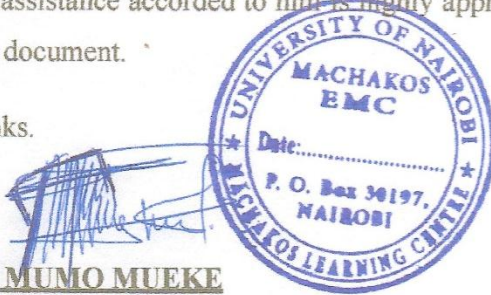
e-mail: acadreg@uonbi.ac.ke

RE: EMMANUEL SAVULI L50/76788/2014

The above named is a student at University of Nairobi, Open, Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning. He is undertaking his Degree Master of Arts in Project Planning and Management. We authorize him to carry out his research on (Factors influencing principal,s effectiveness in financial management in public secondary schools in Mwingi central sub county, kitui county Kenya.)

Any assistance accorded to him is highly appreciated by this Department to enable him compile final document.

Thanks.



MR. MUMIO MUEKE

Centre Cordinator Kitui /Machakos Learning Centre

mumomueke@yahoo.com 0722621411

Appendix III: List of Schools Visited.

Mwingi zone

1	Mwingi Boys Secondary School
2	Kalisasi Mixed Day Secondary school.
3	Kasevi Girls Secondary school.
4	Kivou Mixed Day Secondary school.
5	Kathonzweni Mixed Day Secondary school.
6	A.I.C Ithumbi Secondary school.
7	Yambyu Girls Secondary school.
8	Syomikuku Secondary school.
9	Kaela Secondary school.
10	Mumbuni Secondary school.

Mbondoni Zone

1	Precious Blood Tyaa Secondary school.
2	Mbondoni Secondary school.
3	Kiomo Secondary school.
4	Kiio Secondary school.
5	Kairungu Secondary school.
6	Wikithuki Secondary school.
7	Kakongo Secondary school.
8	Itong'olani Secondary school.

Waita Zone

1	Yumbe Secondary school.
2	Muunguu Secondary school.
3	Ndithi Secondary school.
4	Malioni Secondary school.
5	Mutwangombe Secondary school.
6	Nyanyaa Secondary school.
7	Enziu Secondary school.
8	Kaunguni Secondary school.
9	Kaunguni Secondary school.

Appendix IV: Principals and Deputy Principal Questionnaire.

The aim of this study is to investigate the factors influencing financial management in public secondary school in Mwingi central sub-county. Your school is one of the sampled schools. You have been registered together with others in the sub-county to complete this questionnaire. Any information you give will be considered and will only be used for the study. I request you to feel free and cooperate in this exercise.

Instructions to the respondent.

1. Please answer all the questions
2. Do not write your name anywhere in the questionnaire
3. Tick your appropriate choice and write down briefly where necessary.
4. Don't share your answers with anybody.

Section1. Bio-Demographic Data of the respondents.

1. Select your gender from the list below.
 - a) Male ()
 - b) Female ()
2. Select your age bracket in years from the list below?
 - a) Less than 30 years ()
 - b) Between 31-35 years ()
 - c) Between 36-40 years ()
 - d) Between 41-45 years ()
 - e) Over 45 Years ()

3. Select your highest educational qualification from the list below.
- a) PHD ()
 - b) M.ED ()
 - c) BED ()
 - d) DIP.ED ()
 - e) SI ()
4. Select your teaching experience in secondary school in years from the list below?
- a) Less than 10 years ()
 - b) 11-20 year ()
 - c) 21-30 years ()
 - d) 31-40 years ()
 - e) Over 41 years ()
5. Select your experience with secondary school headship/deputy in years from the list below?
- a) 5 years and below ()
 - b) 5-9 years ()
 - c) 10-14 years ()
 - d) 15-19 years ()
 - e) 20 years and above ()

Section 2. The following statements indicate the views on the extent to which principals' training influences effective financial management in your school. Please tick () appropriately. very large extent(VLE) 1, little extend (LE) 2, some extent(SE) 3, little extent(LIE) 4 and no extent (NE) 5 to indicate the extent to which you support or disapprove the statement.

	VLE (1)	LE (2)	SE (3)	LIE (4)	NE (5)
a) Principals' training influence budgetary skills.					
b) Principals' training influences effective financial management.					
c) Principals' should be trained on financial management.					
d) Principals training influences procurement procedures					
e) Principal training influences resource mobilization.					

Section 3. The influence of principals’ experience on effective financial management in the school.

The following statement, indicate the views on the extent to which principals’ experience influences effective financial management in school? Please use a tick () in the provided 5-point likert rate scale of to a very large extent(VLE) 1, little extend (LE) 2, some extent(SE) 3, little extent(LIE) 4 and no extent (NE) 5 to indicate the extent to which you support or disapprove the statement.

a) Principals’ experience influences effective financial management.

	VLE	LE	SE	LIE	NE
	(1)	(2)	(3)	(4)	(5)
a) Principals’ training influence financial effectiveness.					
b) The experience of a principal is necessary.					
c) The newly appointed principals are not good in financial management.					
d) The schools with experienced teachers have more resources.					

Sector 4: The influence of principals' education level, on effective financial management of public secondary schools, in Mwingi Central Sub-County. Tick appropriately statement.

	VLE (1)	LE (2)	SE (3)	LIE (4)	NE (5)
a) The principal level of education influences effective financial management.					
b) The principals' education level is necessary in resource management.					
c) The appointment of secondary school principals should be based on educational level.					
d) The schools with highly educated principals have more resources.					
e) The minimum qualification for principals should be masters.					

Sector 5. The influence of BOM, on the effectiveness of principals, on financial management, in public secondary schools in Mwingi Central Sub-county.

1. Does the BOM Regularly have school meetings?

a) Yes ()

b) No ()

2. If yes, how many meetings per year?

3. Does BOM have a say in financial management of the school.

a) Yes ()

b) No ()

4. If yes briefly explain how they come in the financial matters of the school.

5. Does the BOM question on accountability and transparency of school funds.

6. If yes briefly explain how they do it.

7. Does a well-educated BOM members, have great influence in financial management of the school

a) Yes ()

b) No ()

8. If yes briefly explain their input in financial management of the school.

Section 6: The influence of the school sponsor on principal' effectiveness in financial management in the school.

1. Does the school sponsor make visits in the school?

a) Yes ()

b) No ()

2. If yes, how often

3. Does the school sponsor have a say in the effective financial management of the school.

a) Yes ()

b) No ()

4. If yes briefly explain how the school sponsor comes in financial management.

5. Do we have a clear difference between the schools with sponsors and those without?

a) Yes ()

b) No ()

6. If yes explain briefly how the difference comes in.

7. Church sponsored schools are better in effective financial management.

a) Yes ()

b) No ()

8. If yes, briefly explain how and why?

Section 7: The influence of sub-county education offices on the principals' effectiveness on financial management in public secondary schools in Mwingi central sub-county.

1. Does the education office from the sub-county or county or ministry assist your school in effective financial management?

a) Yes ()

b) No ()

2. If yes how?

3. How many times has your school been assessed in the last

a) 1 years

b) 2 years

c) 3years

4. Does this assessment influence the effective financial management in your school?

a) Yes ()

b) No ()

5. If yes briefly explain how?

6. What can you say about the principals' attitude on these assessment and recommendations? Explain briefly.

Appendix V: School Bursar Interview Schedule.

The aim of this study is to investigate the factors influencing financial management in Mwingi Central sub-county in Kitui County. Your school is one of the sampled schools. You have been requested together with others in the sub-county to complete this questionnaire.

The information that you will give will be treated confidential and will only be used for this study.

Kindly feel free in answering the questions.

Instructions to Respondent

1. Please answer all questions in this questionnaire
2. Do not write your name anywhere on this questionnaire
3. Make the answers as confidential as possible.
4. Tick where appropriate and write briefly on the open-ended questions.

SECTION 1- Socio-Demographic Data of the Respondent.

1. What is your Gender
 - a) Male
 - b) Female
2. Select your age bracket in years from the list below
 - a) Less than 30 years
 - b) Between 30-34 years
 - c) Between 35-39 years

d) Between 40-45 years

e) Over 45 years

3. Select your highest educational qualification from the list below

a) Masters

b) Degree – Bachelors

c) Diploma

d) Certificate

e) Other (Specify)

4. Select your working experience in Public Secondary School.

a) Less than 5 years

b) Between 5-9 years

c) Between 10-14 years

d) Between 15-19 years

e) Over 20 years

5. How many different principals have you ever worked under?

a) Less than 4 Principals

b) Between 5-9 Principals

c) Between 10-14 Principals

d) More than 15 Principals

To what extent do you support or disapprove the statements below about the Principals?

Please tick in the provided 5-point ticket rating scale of to a very large extent (VLE) 1, large extent (LE) 2, some extent (SE) 3, little extent (LE) 4 and no extend (NE) 5 to indicate the extent to which you support or disapprove statements in your school.

S/No	Statement	VLE	LE	SE	LIE	NE
		(1)	(2)	(3)	(4)	(5)
1.	The principals' level of education influences financial management.					
2.	The School BOM greatly influences financial management in secondary schools.					
3.	All stakeholders should be involved in budgeting process.					
4.	Government needs to be more vigilant in providing financial control systems in schools.					

Thank you for your participation

Appendix VI: Krejcie and Morgan Table

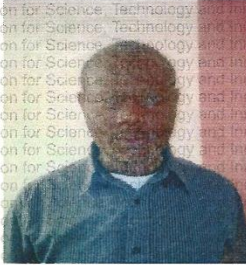


TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION



N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.]

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970.

Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:	Permit No. : NACOSTI/P/18/75940/25069
MR. EMMANUEL SAVULI	Date Of Issue : 28th November, 2018
of UNIVERSITY OF NAIROBI, 162-90400	Fee Received : Ksh 1000
Mwingi, has been permitted to conduct research in Kitui County	
on the topic: FACTORS INFLUENCING PRINCIPALS' EFFECTIVENESS IN FINANCIAL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN MWINGI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA.	
for the period ending: 27th November, 2019	
	
Applicant's Signature	Director General
	National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013	
The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.	REPUBLIC OF KENYA
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Appendix VIII: Authorization Letter



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NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/75940/25069**

Date: **28th November, 2018**

Emmanuel Savuli
University of Nairobi
P.O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing principals’ effectiveness in financial management in public secondary schools in Mwingi Central Sub County, Kitui County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending **27th November, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix IX: Plagiarism Report

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