

Financial Management for Effective Schools: Bridging Theory and Practice through Competency Development among Secondary School Principals in Kitui County, Kenya”

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Financial Management for Effective Schools: Bridging Theory and Practice through Competency Development among Secondary School Principals in Kitui County, Kenya

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ABSTRACT

This paper calls for an urgent action to ensure effective and sound financial management in public Secondary schools in Kenya. It is based on a study carried out in Kitui County on the factors influencing effectiveness of financial management in public secondary schools. The study investigated on three key characteristics of secondary school principals which influenced their financial management. Specifically the study focused on; the influence of principals' training on effectiveness of financial management in secondary schools, the influence of principals' experience on effectiveness of financial management in secondary schools and the influence of principals' education level on effectiveness of financial management in secondary schools in Kitui central District. The study adopted descriptive survey design with both qualitative and quantitative data analysis approaches. It involved a census of the principals of the 25 public day secondary schools in Kitui central district Kitui County. Questionnaires were used as the main research instruments. Both descriptive and inferential statistics were used in data analysis. The mean, median, mode and percentages were used to analyze the data in order to meet the objectives of the study. Frequency tables were used to present the data followed by data interpretation and findings. Correlations and Analysis of variance was used to test the relationship between independent and dependent variables. The findings shows that the principals' training influences financial management to a very large extent and there is a very strong relationship between financial management training and effectiveness of financial management in secondary schools; the experience of a principal is very necessary in financial effectiveness of management and to a large extent the principals' education level influences effectiveness of financial management the influence of Principals' financial management on school physical facilities. The study recommended that School principals should be trained on financial management so that they can be effective in their financial management. This can be done by holding regular capacity building workshops and seminars which will keep them updated on any emerging issues. Teachers service commission should fix certain experience requirements for promoting teachers to be principals. Before one is appointed to be a principal, they should have served as Head of Department for at least two years then as a Deputy principal for at least one year.

KEY WORDS: *Financial management, secondary schools, principals*

1. Introduction

Globally, education is considered as a basic tool for social, cultural, political and economic development (Njeru and Orodho, 2005). In the 45th Session of International Conference on Education held in Geneva (1996), education was defined as a person's individual and social development that the person gains in the teaching and learning process in school. Such gains should lead to a person's intellectual, emotional, spiritual and physical abilities to mature, thus enabling him or her to fully participate in community affairs [(United Nations International Children's Education Fund (UNICEF), 1996)]. Principals also called the secondary school head teachers are the Chief Executives in their institutions and chief accounting officers managing all physical, human and financial resources in their school set up (Nyongesa, 2007). Therefore, they play the most crucial role in mobilizing and translating all these resources to school effectiveness in terms of improving their students' performance in K.C.S.E.

In African countries, financial management skills induction courses and support are usually limited (Nyamwea, 2006). However, in most of these developing countries, secondary school principals are usually appointed on the basis of their past teaching records rather than their leadership potentials (Nyamwea, 2006). Oplatka (2004), points out that although the teaching experience is necessary, it should not be the only factor for a teacher to be appointed to be a principal.

In Kenya, whereas households meet only 20% of primary and 8% of University education costs, they shoulder 60% of secondary education costs (World Bank, 2005). Therefore, the cost of secondary education is one of the key barriers of primary to secondary school transition among the children from the poor families who form the majority of the sub-Saharan African population. This is arguable against the background of more than half of Kenya's population living below the poverty line along with the rising cost of secondary Education, that this level (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 financially 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 Kitui central District, there are 25 (twenty five) public secondary schools out of which 16 (sixteen) are day schools (:2012, DEO Office Kitui Central District, Report). The District is semi-arid with unreliable rainfall which rains twice per year. Majority of the residents are subsistence farmers who grow food crops as well as keeping livestock. Most of the parents who take their children to day secondary schools are unemployed and can't afford secondary school education. The principals are therefore challenged to manage well the finances in their schools which can be used to assist the very needy students in their schools.

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 financial resources. In addition there has been unprecedented continuous poor students' academic performance in national examinations especially in schools with poorly managed finances leading to outcry from 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 (Kuria, 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).

A study by Matheka (2012) focused on the influence of head teachers financial management skills in public secondary schools Kitui Central District, Kitui county, viewed effectiveness as performance in KCSE 12-point mean grade score. This study however did not cover anything to do with the factors influencing effectiveness on financial management. Financial management practices have been studied in Kitui Central District but factors influencing effectiveness have not been studied.

There has been an increase in dissatisfaction with the way Principals have been managing the school finances resulting to students' violence, parent's demonstrations and interdiction of some Head teachers in public secondary schools (Baraka, 2010).

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.

Although the Principals have attended financial management skills under KEMI, in Kitui Central District most of the Principals are not able to adhere to public financial accounting instructions (GOK, 2009 Audit Report Kitui Central District). In this Audit Report, it was noted that in the district, 10% of the Principals could not prepare financial books of accounts, 30% had incomplete cash books, 60% had incomplete payment vouchers and 80% had inadequate training on financial management skills [(GOK: Secondary Schools (2009) Confidential Audit Report Courtesy of DEO, Kitui Central District)].

Consequently, the KCSE results are on decline, indiscipline of students is on the increase and parents' demonstrations are common a feature in public secondary schools in Kitui central district. There is therefore great need to investigate the factors influencing effectiveness of financial management in public secondary schools in Kitui central District.

3. Objectives to the Study

The study addressed the following objectives:

1. To determine the influence of principals' training on financial management on effectiveness of financial management in secondary schools in Kitui central District.
2. To assess the influence of principals' experience on effectiveness of financial management in secondary schools in Kitui central District.
3. To establish the influence of principals' education level on effectiveness of financial management in secondary schools in Kitui central District.

4. Research Hypothesis

1. There is no relationship between the principals' financial management training and financial management in secondary schools in Kitui central District?
2. There is no relationship between the principals' experience and financial management in secondary schools in Kitui central District?

3. There is no significant relationship between the principals' education level and financial management in secondary schools in Kitui central District?

5. Literature Review

According to the ministry of Education science and technology management guidelines (AUGUST 1993), A head teacher in a secondary school performs many tasks, the most important ones being the mobilization of resources, management and control of finances, the organization and management of curriculum, management and motivation of teachers and support staff, secretary to BOG and PTA, and maintaining positive school- community relations. Principals [(Secondary School Head Teachers who are in or above Job Group 'M')] are therefore the managers of their schools who play the most crucial role in ensuring school effective financial management. Without the necessary leadership competencies and financial management skills, most of the Principals can hardly deliver. Besides having no prior financial management training, most Principals hardly have any formal managerial and leadership training. The Principals often rely on advice from the school BOG and the finance Department subordinate staffs like Bursars or Account Clerks and Store keeper/Cateress who are supposed to be professionals in various Job Descriptions.

The school Bursars and/or Accounts Clerks are expected to be trained professionals in financial management and accounting fields, 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 are inadequately trained in handling financial management. Therefore, the 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 (Baraka, 2010).

Despite their poor managerial and leadership training, 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 and high handedness in the management of schools. The Kenya Education Management Institute (KEMI) has been organizing workshops for training Principals, their Deputies and HODs on school management although their programmes have been irregular. The principals who have been trained end up being better managers which includes financial management (Baraka, 2010).

A budget is a document showing allocation of funds for specific purposes within a given time and serves as a tool for planning and controlling the use of scarce resources in the accomplishment of goals (Schick, 1999). School budgets are usually concerned with provision of goods and services for stakeholders and no intention of making profit. Their budgets are therefore aimed at authorizing expenditure and providing ceiling for management actions (Hongren, 1983). It is normally hierarchical process which starts at the bottom and ends at the top of the hierarchy. The bottom here is the department and the apex is the BOG. It therefore starts with the school departments who are required to prepare their departmental budgets prior to the school central budget committee. The school central budget committee meets to compile the final budget draft for the various school departments to be incorporated into the final school budget. School departmental budgets help in getting specifications for each department (GOK: Public Procurement Act, 2005).These departments should be encouraged to help set the key performance information so that a culture of continual improvement is encouraged.

According to Banham, (2009) a more efficient budgeting process involves developing systems that allows the budget makers and various heads of departments to be incorporated into the decision making process through various committees. Therefore, there is usually the need for the school central budget holders to use the various school departmental budget proposals in the budget preparation (GOK: Revised Public Procurement Act, 2009). Each department's specifications of kind of goods and services should be given in detail to be included in the school central budget proposals before the budget proposals are submitted to the school central tender committee and before this committee meets to award the tenders (Woollard, 2009).

However, in most of the public schools the budget making process does not have any room for departmental inputs. This is a loop hole that could deny the school quality goods and services (GOK: Revised Public Procurement Act, 2009). Capital Budget: A separate capital budget should be drawn up by the Board and details given to Board members when transactions occur. Budget Variance Explanation: An explanation of any variances plus or minus 10% on each line item of the forward budget previously submitted to the Minister should be submitted to the Board. (Provided the line item represents at least 10% of the total budget).

In preparing the school budget, there is usually the need for the school central budget holders to use the various school departments budget proposals and to incorporate it into the decision making process through the various departmental budget proposals in the budget preparation (Kuria 2012). As the end users of the school resources the departmental or the various user groups (departments') requirements of goods and services should prepare their annual requirements for the ensuing year before the budget holders or the school central procurement and budget preparation unit compiles the budget (GOK: Revised Public Procurement Act, 2009).

In this kind of structure the annual requirement and per department specifications should be prepared and their budget proposals submitted to the school central procurement and budget preparation unit before it compiles the budget (Kuria 2012). After the budget proposals have been prepared, usually towards the end of the year, in line with good financial management practices, the BOG shall convene a meeting of stakeholder at least once a year to review the budget, discuss and agree upon the institution's development and operational plan and how the planned activities will be financed by the BOG (GOK: Public Procurement Act, 2005).

Following the BOG budget ratification meeting, the outcome of the meeting was prioritized list of activities on which the institution will expand its resources over the succeeding year. These activities will include recurrent and development expenditure for the institution (Kuria 2012). The list of activities may classify expenditure as current (falling within the next 12 months or succeeding financial year) and long term (falling beyond the succeeding financial year) (GOK: Public Procurement Act, 2005).

Each of the public schools is required to work out appropriate mechanism by which all stakeholders will approve major projects before they commence. Just because an item of expenditure has been included in the list of priorities does not imply approval by stakeholders (Munyiri, 2008). While prioritizing activities, the BOG should ensure that: The most basic needs are included in the first priority and on-going projects are completed before new ones are started (Munyiri, 2008).

He concludes that; combining the department's responsibility and the management of devolved budgets with the professional knowledge and expertise of the school central procurement to enhance best quality of goods and services at a cheaper price is the most applicable best procurement procedure (Kuria 2012). The budget sets out estimated cash receipts from sources approved by the Ministry and estimate expenditure on projects priorities as agreed and approved by BOG. An annual financial budget shall be an essential tool for financial control. It is the responsibility of the Principal of the institution to ensure that the annual budget is prepared in time (Kuria 2012).

The public procurement and Disposal act (2005) requires that all goods and services procured in a public institution be tendered, as long as the value of the goods or services exceed Kshs 4000/=. Tendering process involves the process of inviting various suppliers to competitively bid for provision of various goods and services. The tendering process is managed by the tender committee whose composition include the Deputy Principal as the chairman, Accounts clerk as the Deputy chair, Head of departments not exceeding six as members and the Store keeper as the secretary. In this arrangement, the Principal as the chief executive officers in the school is locked out to ensure he/she does not interfere with the process. Further, the Head teacher is required by law to give tender committee members appointment letters to ensure security of tenures. It is the duty of the head teacher to induct them to their new role as some or all could lack technical and legal knowledge of procurement PPAD (2006). In most cases, Head teachers themselves lack the capacity to induct the committee for lack of adequate training (KESSI (2011) According to PPAD (2006) the tender committee is supposed to approve procurement plans by various departments in the school. These plans thresh holds must not exceed the resources available. It is also manifested to identify supplier for goods and services for the school in a given financial year through a competitive bidding (PPOA 2005). They also decide the method of tendering to be used in the school based on the thresh hold of the items in question. The head teachers of the school are required to ensure that tendering procedures are followed in their schools. These procedures include; Preparation of procurement plans by HODs based on departmental requirement, Approval of procurement plans by the head teacher on basis of availability of funds in the vote heads, invitation of bidders quotations, Receive the quotations through tender boxes, short listing and finally awarding of tenders to qualified bidders through signing of contracts (KESSI 2011). PPAD (2006) argues that it is mandatory for the head teacher to form an acceptance committee whose duty is to certify that goods and services entering the school are in correct quantity and in good order before storage in the school.

According to Kenya Education Staff Institution manual (2011), procurement process when followed in an institution promotes prudent utilization of resources. The manual further argues that the process promotes trust and good relationship between the head teachers and the stake holders especially the community. This is because all members of the community will receive equal treatment when dealing with the institution. The public procurement and disposal act (2005) further explains that procurement process promotes transparency in that the decisions that are made in the procurement process are objective and within the law.

The act further urges that the process gives the head teacher to have strong defense against blame or accusation from any quarter on or after transactions are made. The public officers' ethics Act (2005) agrees with this position very strongly. It urges that procurement process promotes efficiency as goods and services procured conform to specification and time. Head teachers therefore will have value for their money which translates to better performance when the process is adhered to.

The Influence of Principals' Professional Experience on Effectiveness of Financial Management Secondary Schools.

In Kenya the appointment to headship is not on the basis of predetermined leadership qualities including financial management but rather job group 'M' among other factors. This means that one is only trained on management when they become principals or deputy principals (M.O.E 2005).

(Education act, 2008). According to the Koech report (1999), the outcome of poor financial skills in Kenya education system is in rot and general ineffectiveness of school leading to wastage of both local and foreign resources. Prudent resource management is therefore very critical in a school or any business if it has to achieve its objectives. It involves acquisition and use of funds. Thus resource management calls for skillful planning, execution and control of a Firm's activities (GOK: A handbook on financial management (2006).

The experience of a school principal helps them to acquire resource mobilization and management skills which include: management of cash receipts, payments and safeguarding cash balances (Pandy, 1999). Skills in the following areas are very important for successful management of school finances and principals must be conversant with them (GOK a hand book for financial management, 2006). To facilitate accountability and keep records and to enhance planning and overall financial performance, the school must keep records. In a school, books of accounts are usually written and kept by the bursar or accounts clerk. A primary record in the school's financial statements is the General Ledger. This consists of figures and records from various journals which give the daily records of the financial transactions in the school (Munyiri, 2008). A Cash book is a book of original entry in which transactions relating only to cash receipts and payments are recorded in detail. When cash is received it is entered on the debit on left hand side. Similarly, when cash is paid out the same is recorded on the credit or right hand side of the cash book. Unless a head teacher did accounts, the knowledge of financial statements is acquired through training and experience. A more experienced head teacher is therefore better placed in financial management and management. The handlings of these very necessary documents in financial management do not require training only but also experience. The more experienced a principal is, the better they are in financial management (Baraka, 2010)

The Influence of Principals' Education Level on Effectiveness of Financial Management in Secondary Schools.

In a rapidly changing world, where knowledge concepts technology, philosophies, is swiftly changing, education has also been exposed to some fundamental changes.

According to Wallace, (1991), in the global village, the current era is shaped by a tremendous progress of knowledge, which leads to an explosion in learning which helps someone to acquire renewed information to maintain a continuous and sustained professional development. Hargreaves and Fullan, (1992) argues that teachers cannot ignore professional growth as it raises the education standards which revolves around the issue of providing equal and sufficient opportunities for everybody.

According to Hargreaves and Fullan (1992) professional development is basically a solitary journey; however almost all head teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development.

Many studies were conducted related to the role of education in professional development which includes financial management; for instance, Wallace 1991, UR (1996) Freeman and Johnson (1998), Freeman (2001) and Richards and Ferrell (2005) wrote about teachers' professional development by emphasizing the vitality of self-development in their career. Assessment visits are taken for coordination and integration of an educational effort. It is essential to note that it centers on the relationship between supervision and curriculum development by paying attention to harnessing and harmonizing of theoretical learning and work experience balancing, relating and

integrating the general education in language, literature and social sciences with financial management.

Robins (1999) stressed that a school manager should provide the teachers with learning resources required in school so as to enable them to perform their duties effectively. The level of education for the school managers is therefore a critical issue as it determines the effectiveness of financial management.

2.7 Theoretical Framework

This study was hinged on three theories. These are Piagets (1964) theory of cognitive development, the Functionalism theory of learning and paths-goal leadership theory whose modern development is attributed to Martin Evans and Robert House (1974)

In this study the three theories complement each other in investigating the factors influencing effectiveness of financial management. Piagnets theory (1964) of cognitive development emphasized that instructional media translates abstract concepts into concrete facts and thus enhancing performance. These media have financial implication in acquiring them which requires effectiveness of financial management. The Path goal leadership theory postulates that leaders can facilitate task performance by showing subordinate how performance can be instrumental in achieving desired rewards. Thus it gives a frame work within which the effectiveness of financial management influences performance. Head teachers should ensure that the child is given the benefit of a learning stimulating environment. This will enable the child 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 head teachers finance instructional resources in an attempt to help learners in visualizing, formation of imagery and conceptualization hence improve financial management.

1 Conceptual Framework

In writing this proposal, the researcher conceptualized the independent, dependent intervening and moderating variables as shown in Figure 1

Independent Variables

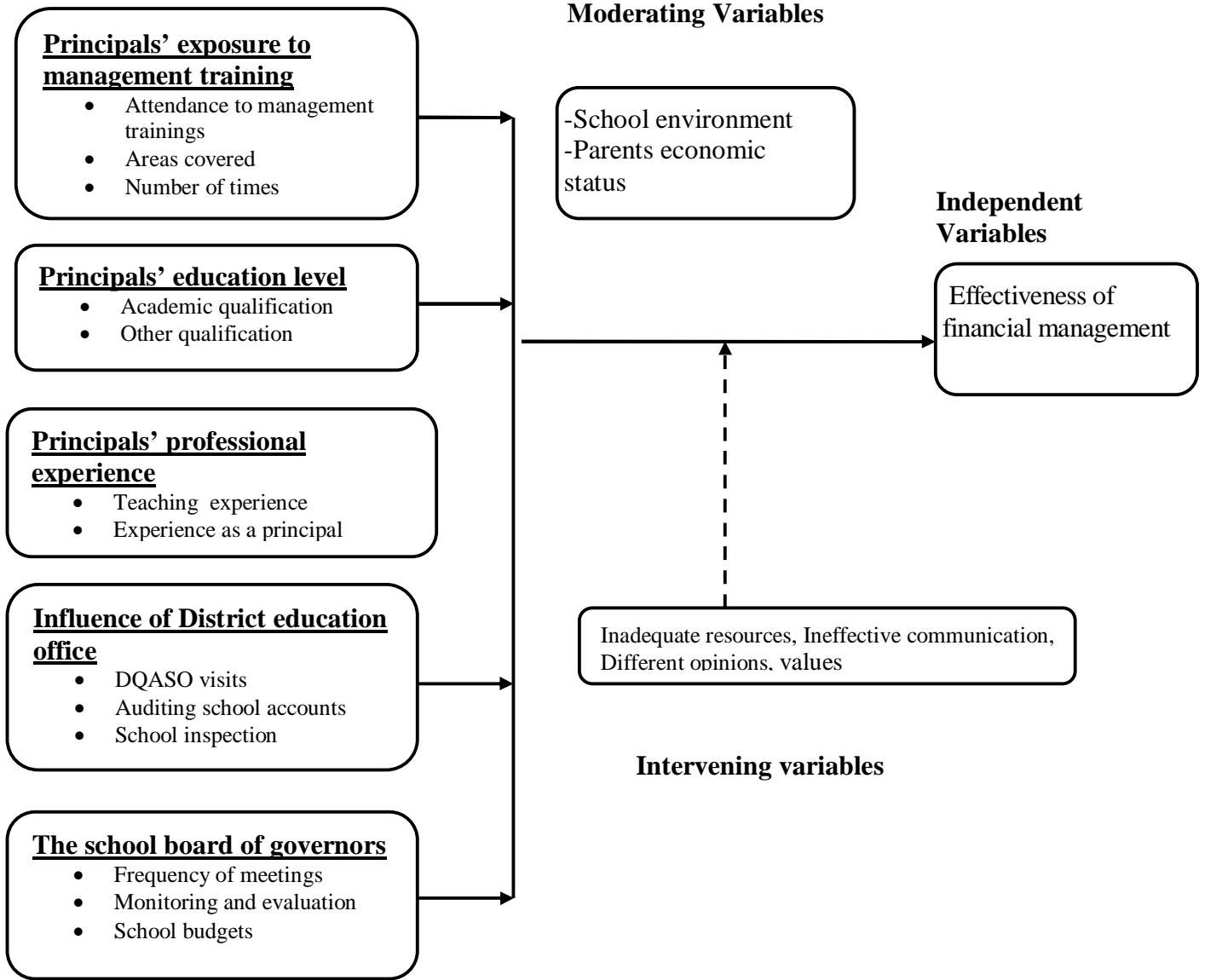


Figure 1 Conceptual framework

6. Research Methodology

The study used a descriptive survey design. This is because a survey research is designed to obtain permanent and precise information concerning the current status of the variables under investigation and generalizations from the facts observed (Lukesh, 1994). The study involved a census of 25 public secondary schools in Kitui Central District in Kitui county Kenya, from where 25 principals, 25 Deputy Principals and 25 Bursars. Three sets of questionnaires were used to collect from the three groups of respondents. A pilot study was used to test the validity of the research instrument while a split-half technique was used to measure the reliability in which a score of 0.8 was obtained and considered sufficient.

7. Results and discussion

The findings in the study are based on a response rate of 84%.

Principals' training and effectiveness of financial management secondary schools

The first objective for this study was to determine the influence of principals' exposure to management training on effectiveness of financial management in secondary schools in Kitui central District. To achieve this objective the respondents were required to fill a 5-likert scale indicating the extent to which they supported the statements given. This was done by use of a tick (√) showing very large extent (VLE), large extent (LE), some extent (SE), little extent (LIE) and no extent (NE). The responses are presented in Table 1

Table 4.3: The influence of principals' management training on effectiveness of financial management secondary schools

Statement	VLE/%	LE/%	SE/%	LIE/%	NE/%
1. Principals' training influences budgetary skills.	18(42.9)	18(42.9)	4(9.5)	1(2.38)	1(2.38)
2. Principals' training influences financial management.	37(88.1)	5(11.9)	0(0)	0(0)	0(0)
3. Principals' should be trained on financial management.	17(40.5)	14(33.3)	8(19)	2(4.76)	1(2.38)

Table 1 revealed that majority of the respondents (88.1%) believed that principals' training influences financial management to a very large extent. This was followed by 42.9% who indicated that Principals' training influences budgetary skills to a very large extent and large extent. Also 40.5% of the respondents indicated that Principals' should be trained on financial management. However none of the respondents believed that training of principals influences financial management to some extent, little extent and no extent. The researcher further used Pearson's Correlation Coefficient to determine the relationship between management training and effectiveness of financial management in secondary schools in Kitui Central District. H_0 : There is no significant relationship between management training and effectiveness of financial management secondary schools.

Table 2 Pearson's Correlation Coefficient showing the relationship between management training and effectiveness of financial management secondary schools

		Management training	Effectiveness of financial management
Management training	Pearson Correlation	1	0.72
	Sig. (2-tailed)		0.064
	N	21	21
Effectiveness of financial management	Pearson Correlation	0.72	1
	Sig. (2-tailed)	.064	
	N	21	21

Table 2 shows that the correlation between the management training and effectiveness of financial management secondary schools of Kitui Central District is 0.72. This shows that there is a high positive relationship between management training and effectiveness of financial management secondary schools. However, this correlation was not statistically significant. We therefore fail to reject the hypothesis and conclude that there is a significant relationship between management training and effectiveness of financial management secondary schools in Kitui Central District.

The influence of principals' experience on effectiveness of financial management in secondary schools

The second objective for this study was to assess the influence of principals' experience on effectiveness of financial management in secondary schools in Kitui central District.

Table 3 The influence of principals' experience on effectiveness of financial management in secondary schools

Statement	VLE(%)	LE(%)	SE(%)	LIE(%)	NE(%)
1. Head teachers experience influencing financial management skills	20(47.6)	13(30.95)	7(16.66)	2(4.76)	0(0)
2. The experience of a principal is necessary in financial management	16(38.1)	16(38.1)	5(11.9)	4(9.5)	1(2.38)
3. The newly appointed principals are not good in financial management	27(64.2)	8(19.1)	7(16.7)	0(0)	0(0)

Table 3 revealed that majority of the respondents (64.2%) indicated the newly appointed principals are not good in financial management to a very large extent. This was followed by 47.6% who indicated the newly appointed principals are not good in financial management to a very large extent. Also 38.1% of the respondents indicated that the experience of a principal is necessary in financial management. However none of the respondents indicated that training of principals influences financial management to some extent, little extent and no extent.

Further the researcher sought to investigate the relationship between principals' experience and effectiveness of financial management in secondary schools. The researcher used Pearson's Correlation Coefficient to determine the relationship between principals' experience and effectiveness of financial management in secondary schools in Kitui Central District. This was done by testing the hypothesis below.

H₀: There is no significant relationship principals' experience and effectiveness of financial management in secondary schools.

The results are shown in Table 4

Table 4 Pearson's Correlation Coefficient showing the relationship between principals' experience and effectiveness of financial management in secondary schools

		Principals experience	Effectiveness of financial management
Principals' experience	Pearson Correlation	1	0.81
	Sig. (2-tailed)		0.065
	N	42	42
Effectiveness of financial management	Pearson Correlation	0.81	1
	Sig. (2-tailed)	0.065	
	N	42	42

Table 4 shows that the correlation between principals' experience and effectiveness of financial management in secondary schools of Kitui Central District is 0.81. This shows that there is a very strong relationship between management training and effectiveness of financial management secondary schools. We therefore reject the hypothesis and conclude that there is a significant relationship between principals' experience and effectiveness of financial management in secondary schools in Kitui Central District.

The influence of principals' education level on effectiveness of financial management

The third objective for this study was to establish the influence of principals' education level on effectiveness of financial management in secondary schools in Kitui central District

Table 5. The influence of principals' education level on effectiveness of financial management

Statement	VLE(%))	LE(%))	SE(%))	LIE(%))	NE(%))
1. The principals' level of education influences financial management.	7(16.7)	15 (35.7)	14(33.3)	4(9.5)	3(7.14)
2. The principals' education level is necessary in resource management.	11(26.19)	18(42.9)	10(23.8)	1(2.4)	2(4.8)
3. The appointment of secondary school principals should be based on educational level.	9(21.42)	11(26.19)	17(40.5)	2(4.8)	3(7.1)
4. The schools with highly educated principals have more resources.	1(2.38)	6(14.28)	6(14.28)	9(21.4)	20(47.6)
5. The minimum qualification for principals should be masters.	3(7.1)	6(14.28)	10(23.8)	5(11.9)	18(42.9)

Table 5. revealed that majority of the respondents (42.9%) indicated that to large extent the principals' education level is necessary in resource management. This was followed by 40.5% who indicated that to some extent, the appointment of secondary school principals should be based on educational level. Also 35.7% indicated that the principals' level of education influences financial management to a large extent. However 42.9% of the respondents indicated that to no extent should the minimum qualification for principals be masters. This shows that although there seem to be

general agreement that education level influences financial management it should not be taken to be the only key thing influencing financial management.

Further the researcher used Pearson's Correlation Coefficient to determine the relationship between of principals' education level and effectiveness of financial management in secondary schools in Kitui central District. This was done by testing the hypothesis below.

H₀: There is no significant relationship between principals' education level and effectiveness of financial management in secondary schools in Kitui central District

The results are shown in Table 4.8.

Table 6. Pearson's Correlation Coefficient showing the relationship between principals' education level and effectiveness of financial management in secondary schools in Kitui central District

		Principals education level	Effectiveness of financial management
Principals' education level	Pearson Correlation	1	0.68
	Sig. (2-tailed)		0.055
	N	42	42
Effectiveness of financial management	Pearson Correlation	0.68	1
	Sig. (2-tailed)	0.055	
	N	42	42

Table 6 shows that the correlation between principals' education level and effectiveness of financial management in secondary schools in Kitui central District is 0.68. This shows that there is a strong positive relationship between principals' education level and effectiveness of financial management in secondary schools in Kitui central District; however the relationship was not significant. We therefore fail to reject the hypothesis and conclude that there is a significant relationship between principals' education level and effectiveness of financial management in secondary schools in Kitui central District

8. Conclusion and findings of the study

Discussion of the findings

This study sought to determine the influence of principals' exposure to management training on effectiveness of financial management in secondary schools in Kitui central District. It was established that majority of the respondents (88.1%) of the respondents indicated that principals' training influences financial management to a very large extent and there is a very strong relationship between management training and effectiveness of financial management 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. Despite their poor managerial and leadership training, 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 and high handedness in the management of schools. This is why Kenya Education Management Institute (KEMI) has been organizing workshops for training Principals, their Deputies and HODs on financial school management. The principals who have been trained end up being better in financial management (Baraka, 2010).

It was also established the newly appointed principals are not good in financial management to a very large extent and that the experience of a principal is very necessary in financial management. Also the correlation coefficient between principals' experience and effectiveness of financial management in secondary schools of Kitui Central District is 0.81. This shows that there is a very strong positive relationship between management training and effectiveness of financial management secondary schools. This agrees with Pandy (1999) who argued that the experience of a school principal helps them to acquire resource mobilization and management skills which include: management of cash receipts, payments and safeguarding cash balances. Management skills are very important for successful management of school finances and principals must be conversant with them (GOK a hand book for financial management, 2006) to facilitate accountability and keep records and to enhance planning and overall financial performance.

The study revealed that to large extent the principals' education level is necessary in effective financial management and there is a strong positive correlation between principals' education level and effectiveness of financial management in secondary schools in Kitui central District. According to Wallace, (1991), in the global village, the current era is shaped by a tremendous progress of knowledge, which leads to an explosion in learning which helps someone to acquire renewed information to maintain a continuous and sustained professional development including financial management. Hangreaves and Fullan, (1992) argues that teachers cannot ignore professional growth as it raises the education standards and the role of education in professional development which includes financial management.

Conclusion

Based on the findings from this study the researcher concluded that the principals' training influences financial management to a very large extent and there is a very strong relationship between management training and effectiveness of financial management secondary schools.

Secondly from this study it can be concluded the experience of a principal is very necessary in financial management and that there is a strong positive correlation coefficient between principals' experience and effectiveness of financial management. The study revealed that to large extent the principals' education level is influences effective financial management and there is a strong positive correlation between principals' education level and effectiveness of financial management in secondary schools in Kitui central District.

5.5 Recommendations

From the findings of this study the researcher wishes to make the following recommendations:-

School principals should be trained on financial management so that they can be effective in their financial management. This can be done by holding regular capacity building workshops which will keep them updated on any emerging issues.

Teacher's service commission should fix certain experience requirements for promoting teachers to be principals. Before one is appointed to be a principal, they should have served as Head of Department for at least two years then as a Deputy principal for at least one year.

Suggestions for further research

This study investigated the factors influencing effectiveness of financial management in public secondary schools in Kitui central district. Further research can be done on:-

1. The influence of Kenya Education Management Institute (KEMI) training on Principals' financial management.
2. The influence of Principals' financial management on students' performance in KCSE.
3. Effect of Quality Assurance and Standards Officers (QASO) visits on principals' financial management.

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