

## **Assessment of principals' in- service Training on Financial Management in Public Secondary Schools in Borabu Sub-County, Nyamira County, Kenya**

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**Abstract:** *The provision of quality education to all citizens of a country is the foundation for social equality, the path to economic and political stability of a nation. The nature and quality of leadership and management provided by school administrators play a vital role in the provision of quality education. Kenya has developed in-service training modules to assist practicing and newly appointed school administrators carry out their duties with ease. Over the years Kenya has relied on KEMI in-service training to equip school administrators with knowledge and skills necessary to efficiently manage public schools. Despite the continued compulsory provision of in-service training for school administrators, majority of public secondary schools have continued experiencing challenges in financial management. In view of the escalating negative perception on the quality of administration and management in key areas in public secondary schools, there was need to explore the influence of in-service training on financial administration of public secondary schools in Borabu Sub-County in Nyamira county, Kenya. The study used descriptive survey design. The study targeted 21 public secondary schools from which 21, principals were purposively sampled. The data collection tools were questionnaires. Data was analyzed quantitatively using frequency counts, averages, percentages. The study findings showed that there was positive correlation between in-service training of principals on financial administration and effective administration and management of school finances.*

**Key terms:** *in-service, financial management, public secondary schools, administration*

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Date of Submission: 23-05-2019

Date of acceptance: 08-06-2019

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### **I. Introduction**

One of the key roles of the secondary schools principals is management of financial resources. The present day principal apart from performing other roles such as being assessment experts, discipline, facility managers, program administrators and guardians of various legal, contractual and policy mandates, above all, they are financial managers, budget analysts and experts. .Hao (2013) asserts that the demands on the roles of principals on financial management have changed so much that traditional methods of preparing administrators are no longer adequate to meet the financial management challenges posed by public schools, therefore there is need for retraining them in order to gain the necessary skills required. Peterson (2011) report said that successful public sectors reforms is rare in Africa, but a strategy of reforming management of finances in public secondary schools must recognize, improve, change and sustain the implementation policy. This means that the schools administrators must be in-serviced to acquire the necessary skill of implementation.

In the United Kingdom there are many in-service courses offered in school management and teacher education which is recognized with the United Kingdom Government decree on principal's competence in school financial management. Therefore principals are adequately prepared through in-service courses on financial management skills to enable them to diligently and effectively manage schools. (Syombua 2015)

In the united states, after study was done to establish financial managements of schools, , It was established that there was a need to retrain school principals because most principals were found lacking skills on financial management and therefore there was a need to retrain the principals on financial management and therefore this led to establishment of in-service courses (Whekuyi 2014). Kotele (2001), asserts that in South Africa, especially in Lesotho, initially school principals were appointed without considering whether they had knowledge in financial management and this lack of knowledge in financial management led to mismanagement of funds and lack of accountability in financial management and monitoring of funds. This eventually led to establishment of in-service courses for principals. Most organizations all over the world have embraced the idea of the in-service training as a key strategy towards achieving organizational goals, schools included. Therefore giving in-service on financial management is key in Government policies. (Mutua 2012). Chetambe and Sakwa

(2013) researched on the effectiveness of in-service training of principals on financial performance in Trans-nzoia secondary schools in Kenya and found out that it had little impact among the public secondary schools. Another study by Inganga (2014) found that in-service training was essential for principals' in order to attain necessary skills for financial management. This study differs with that of Chetambe and Sakwa (2013), but the researcher will identify the key areas in financial management that are a must to be addressed in the in-service programmes.

Bouchmma, Basque and Marcotte (2014) found from their study on reforms in the training and nomination of future school principals, that principals whose developmental activities consisted of conventions and seminars felt a greater sense of personal efficiency in the management of school finances; this therefore shows that the in-service programmers offered provided the skills needed for finance management. In Kenya, the secondary school principals assisted by the P.A and BOM practice and allocate funds as appropriate according to the approved school budget which is prepared by the principal with the approval of the BOM. According to Teachers service commission (2015), the principal is the accounting officer of the institutions by the authority delegated to him by the cabinet secretary. This responsibility given to the principal thus requires skills that can boost the principal's efficiency in such matters as finance management. In this study therefore, the researcher sought to find out the training on in-service that can make meaningful contribution to the financial management since the short in-service training had not yielded any effect.

### 1.2 Purpose of the Study

Assessment of in-service training of principals on financial management in public secondary schools in Borabu Sub-County, Nyamira County, Kenya

### 1.3 Research Objective

The main research objective was the assessment of in-service training of principals on administration of finance in public secondary schools in Borabu sub-County.

## II. Research Methodology

The study was mainly descriptive. The study targeted 21 public secondary schools with 21 principals sampled purposively to participate in the study. Stratified random sampling technique was used to select the final population for the study. The data collection tools were questionnaires. Data was analyzed qualitatively guided by themes drawn from research objectives and quantitative data was analyzed using frequency counts, averages, percentages.

## III. Results and Discussions

To determine the extent to which KEMI Skills utilization on administration of finance has influenced secondary school principals' effectiveness on administration of finance in public secondary schools, the respondents were asked to indicate their level of agreement on prudent financial management and administration. This level was measured using a five point likert scale of 1-5; where 1 represented strongly disagree, 2 represented disagree; 3 represented undecided; 4 represented agree and 5 represented strongly agree. The results are presented in table 1.

**Table 1:** Perception of Principals on the influence of KEMI Skills utilization on administration of Finance in Public Secondary Schools in Borabu Sub-County

Benefit of financial management on administration	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean
Budgeting	30	32	3	2	0	4.19
Keeping financial records	40	24	3	2	0	4.31
Management of teaching and learning resources	20	28	6	6	0	3.75
Training enables management of BOM and PA bodies to enhance performance.	15	32	9	2	1	3.68
Training enables effective and efficient management of financial resources	35	28	6	0	0	4.31
Training enables administrators to source for funds from various organizations.	5	24	18	4	1	3.25

KEY: SA=5, A=4, U=3, D=2, SD=1

Table 1 shows that 92.53% of the respondents were generally in agreement that KEMI skills utilization on administration of finance positively influenced the abilities in budgeting, 92.75% of the respondents were either strongly in agreement or in agreement that KEMI skills utilization on administration of finance enables administrators of public secondary schools in preparing and keeping financial records effectively. These findings were similar to those by Kotele (2001) in which he contended that in-service training was the surest way of equipping school administrators with relevant knowledge and skills in financial administration and management.

The study found out that 80 % of the principals agreed that management of teaching and learning resources has been made easier, through the knowledge and skills acquired during the KEMI in-service training,

79.53 % of the principals were in agreement with the study's proposition that KEMI skills utilization had positive impact on their ability in the management of BOM and PA bodies, which in turn enhanced schools performance. The descriptive data obtained from principals indicates that KEMI skills utilization on administration of finance in public secondary schools enabled effective and efficient management of financial resources, these findings contradicts the findings by Chetambe and Sakwa (2013), which had argued that in-service training had little impact among secondary schools administrators on management of financial resources. These findings are in agreement with Inganga (2014)' study in which it was strongly contended that in-service training was essential in equipping school administrators with skills and knowledge that is important in the prudent management of financial resources in their respective institutions.

The findings from this study reveal that relatively a greater percentage (44.23%) of principal respondents were either undecided or disagreed with the study's proposition that in-service training enabled administrators to source for funds from various organizations. It is therefore the researcher's contention that KEMI skills utilization on administration of finance in public secondary schools had positive impact on administrators' performance in 5 key indicators out of the 6 indicators that were under study, an indication that if well managed and tailored towards the specific needs of public secondary school's administrators, mismanagement of public resources will be mitigated if all principals and their deputies attended in-service training regularly.

#### IV. Conclusion

KEMI skills utilization on administration of finance in public secondary schools had positive impact on principal management, an indication that if well managed and tailored towards the specific needs of public secondary school's administrators, mismanagement of public resources will be mitigated if all principals and their deputies attended in-service training regularly.

The study therefore established that in-service training of public secondary school principals positively influenced prudent administration and management of finances.

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Rael Ongaro. " Assessment of principals' in- service Training on Financial Management in Public Secondary Schools in Borabu Sub-County, Nyamira County, Kenya." *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 9, no. 3, 2019, pp. 25-27.