IMPACT OF KENYA EDUCATION STAFF INSTITUTE TRAINING ON FINANCIAL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN OGEMBO DIVISION, GUCHA DISTRICT-KENYA

BY
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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT FOR THE REQUIREMENT OF THE REQUIREMENT OF THE AWARD OF MASTER OF EDUCATION (ADMINISTRATION) OF KENYATTA UNIVERSITY

April, 2011
DECLARATION

This is my original work and has not been submitted for a degree or any other award in any other university.

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DEDICATION

This research study is dedicated to Almighty God who has given me good health which has enabled me to complete this project. It is also dedicated to my family namely; dear wife Gladys Moraa, Sons; Kevin and Ignatius, and daughters; Nyansorara and Nyakerario for their moral support and encouragement while undertaking this course. God bless them all.
ACKNOWLEDGEMENTS

Sincere acknowledgement goes to my supervisors Dr. F. Muchira and Dr. G. Onyango for giving useful information and guidance that made it possible for this project report to be written procedurally. I also acknowledge my friend Matundura, who did proof-reading the whole project as well as my classmates; Marube, Keya, Migiro and Mokua who gave input and suggestions. God bless them too.
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## BBREVATIONS AND ACRONYMS

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<tr>
<td>B.O.G</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>D.E.O.</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>F.S.E</td>
<td>Subsidized Secondary Education</td>
</tr>
<tr>
<td>G.O.K</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>IGA</td>
<td>Income Generating Activities</td>
</tr>
<tr>
<td>MOES&amp;T</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>ROK</td>
<td>Republic of Kenya</td>
</tr>
<tr>
<td>KIA</td>
<td>Kenya Institute of Administration</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents-Teachers Association</td>
</tr>
<tr>
<td>PDE</td>
<td>Provincial Director of Education</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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ABSTRACT

Financial management in Kenya’s public secondary schools is a very sensitive administrative task. This is because a lot of tax payers’ money is invested in education. Each of them therefore would like to see prudent management of such funds so that the intended goals of education and institutional objectives are achieved optimally. However the school administrators who are entrusted with these funds are always faced with many challenges. A lot is said by the public on poor management of financial resources in schools with the consequences of having school facilities being run down. The purpose of this study was to assess the influence of the KESI in-service training of school administrators on financial management in public secondary schools. It assessed whether these administrators put into practice skills learnt effectively at their work stations. Specifically, the study examined the learnt skills as practiced in budgeting, bookkeeping, accounting, financial controls, preparation of financial statements and reporting of these transactions to stakeholders. The target population included 23 public secondary schools administrators, 7 KESI trainers and 2 District schools auditors from the DEO’S office. Out of these 50% was sampled for the study which translated to 12 school administrators, 4 KESI trainers and 1 District schools auditors. The study adopted exploratory descriptive survey design which enabled the researcher to collect information, summarize, present, interpret and draw conclusions based on the research findings. Both stratified and simple random sampling techniques were used with questions on the questionnaires being structured and unstructured styles, which were considered suitable in exploring all possible reasons as to why there was public outcry on poor financial management yet KESI in-service training was being continuously offered to school administrators. Questionnaires were distributed to all school administrators in the representative sample which was selected randomly. The collected data were coded and analyzed using SPSS and descriptive data presented in frequencies, percentages, charts and tables. The study found out that though KESI in-service training is quite relevant and useful to school administrators, still inadequacy in knowledge and skills necessary for effective and efficient management of school funds is evident. This was due to inadequate training time allocated for the in-service at the institute. Lack of integrity and moral dignity on the part of these officers compromised transparently and accountability. All these lead to learned skills at KESI being implemented averagely. This was made worse by the irregular cash in-flows from the ministry of education under FES programme and the unskilled staff at the finance department empowered to manage cash in-flows and out-flows. This gave room to all sorts of malpractices cited in both print and electronic media. The study recommended for the increment of training duration, employment of qualified personnel to manage financial transactions and intensify supervision and auditing from the ministry of education as well as making follow-ups to schools to ensure skills acquired at KESI in-service training are effectively implemented.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

School administrators held critical and very sensitive positions in schools. They performed various administrative tasks. One of such main tasks is financial management. They are primarily seen as chief accounting officers of their schools.

However, the management of school funds had been increasingly challenging task. It is no longer a routine practice in management and administration but one that requires highly skilled - technical manpower. This has been necessitated by the fact that schools provide high and diversified quality education programmes which consume a lot of financial resources. As the Republic of Kenya report (1988) indicates, there has been a great increase in education expenditure by the government, parents and communities in general to finance the growing demand for more education and training opportunities.

For instance, the Ministry of Education received an allocation of Ksh. 100.2 billion equivalent to 38% of the GDP, in 2008/2009 financial year to finance education and training programmes in the country (Rok, 2009:22). In addition, the government pays Ksh. 10,265 as tuition fee for every secondary school student and disburses bursaries to needy and bright ones. In fact, TSC (2008:10) notes that bursary allocations to secondary schools had increased from Ksh. 547million in 2002 to Ksh. 800million in 2007, while grants given out to support school infrastructure development had increased substantially. For example, Ksh. 4.9 billion was given as grants to support education programmes in drought areas (Ibid. 2000). These colossal amounts of financial resources call for prudent management to ensure that no Kenyan child is denied a chance to attain quality and relevant education.
With the foresaid in mind, the government had to put in place a policy on the utilization of in-service training as a means of achieving its needs of development and meet the challenges posed by the financial management task in public secondary schools.

Odeyo (2005), in her research study, notes that the need for in-service training for public employees had been recognized as an instrument for increasing efficiency and enhancing productivity. This statement means that with proper KESI in-service training, school administrators would not only develop themselves professionally, but also add value to the management of financial resources for the benefit of sponsoring schools.

Further, the need for this in-service training in financial management, was emphasized by many reports of the Republic of Kenya such as those of 1970 and 1971 after the realization of the fact that school administrators were initially trained as classroom teachers with little or no training at all in management and administration of school finances. Only general university education leading to undergraduate degree certificates (B.ED) with minimum emphasis on crucial administrative tasks, like financial management, being acquired.

Consequently, many of these administrators had been faced with a wide ranging challenges in financial management at their work stations. Such challenges include financial mismanagement, misappropriation, embezzlement, and in extreme cases, clear theft of funds prompting public outcry. This has necessitated the need for school administrators to be acquainted with managerial skills, knowledge and attitudes necessary to handle such enormous task they face on a daily basis at their work stations, (Odeyo, 2005)
The government of Kenya too realized that the school administrators, play a central leadership role in the management of finances and thus development of school education. This led to the formulation of school policy on administrative management training in 1981 as one of the programmes of operation of the Ministry of Education. All efforts and initiatives in training and developing education officials, therefore revolve around and are enacted with reference to KESI (Republic of Kenya, 1998).

Buckley (1985), on his part observes that a school head needed certain basic knowledge and skills preferably before taking up the appointment or at an early stage in his or her career as a head. This was meant to improve the quality of the management and administration of education issues like the financial management in school. Thus, the right people must be identified and trained so as to head public secondary schools, as RoK (1999) asserts, “A school stands or fails by its head”.

In addition, the Reports of the Republic of Kenya (1971-72) noted that training was a career-long activity which starts with a proper induction, continues with on-the-job instruction and, may include, courses specifically designed to fit an individual for increased responsibilities. It involved the improvement of the worker’s relevant knowledge, skills and attitudes at appropriate stages throughout one’s career. This view is supported by the National Committee on Educational Objectives and Policies report (1976) which emphasized the importance of continuous training of educational administrators in order to improve their level of competences in the administrative tasks like financial management. The idea was to increase their efficiency and productivity at their work stations.

Originally, all government employees were in-serviced at K.LA, established in 1961. But
a few education personnel benefited. Shivach (2007) observes that due to limited training opportunities available at KLA, many education officials, schools administrators inclusive, acquired the basic managerial skills and knowledge from the workshops and seminars organized at the Provincial and District levels.

However, in 1978, the Ministry of Education commissioned a study team committee on the possibility of establishing KESI, whose mandate was to train education personnel. The committee established that, indeed, there was a serious deficiency of management training among education administrators (Odeyo, 2005). The report observes that many of these were trained for teaching, and not necessarily for administration. With these findings, a recommendation for the establishment of KESI(1981) as a capacity building agency for the Ministry of Education was put in place.

KESI, therefore, became operational by legal Notice No. 565 of 1988. Its training activities fall within the KESSP and Sessional Paper No. 1 of 2005. The mission was to improve and maintain the quality of education by enhancing the capacity of school administrators through effective and efficient training, research and consultancy services, (KESI, 2007).

Despite having KESI as a capacity building agency for the Ministry of Education, major stake holders in Education, like the B.O.G,P.T.A and the Ministry of Education officials, are left in a loss when they see quite a number of school administrators losing their jobs due to failure in managing financial responsibilities at their schools. This was observed in the following incidences:

i) The Editor (Daily Nation, 2004, 9th June) reports the then minister for Education, Prof. George Saitoti, to have said that, “.about 100 school heads have been shown the door
over corruption country wide. Some have been interdicted or surcharged for ethical and financial abuses in a new effort to stop corruption in schools. Out of these heads, 17 were principals.

ii) The Editor (Standard, 2010, 7th June) writes, “..Seventeen secondary schools principals in Nyanza have been dropped because of mismanagement of funds,.. a practice that has led to dwindling of education standards in the region.” Among the seventeen principals affected, two were from Gucha District.

iii) Dropped heads in Gucha District due to financial mismanagement as given in the table below.

Table 1.1: Affected Heads.

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
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<tbody>
<tr>
<td>No. of heads dropped</td>
<td>2/23</td>
<td>2/23</td>
<td>1/23</td>
<td>0/23</td>
<td>4/23</td>
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Source District Education office, Gucha (2009)

iv) In the financial year 2008/2009, 8 public secondary schools in Ogembo Division, Gucha District, received grants from the Ministry of Education for refurbishing or/and developing new infrastructure such as classrooms and science laboratories. Some of the grants were meant for the purchase of text books and laboratory equipment and apparatus (Peter and Mwakera, 2010). According to Quality Assurance report, Gucha District,(2009), 2 of the 8 schools grossly mismanaged and misappropriated the funds. In one school, for example, a grant of Ksh 1.2 million was given to enable the school to put up two classrooms, but the school head was only able to account for only ksh 700,000. While the second school received ksh 500,000 for the purchase of text books but only receipts were brought to school for recording purposes. These incidences were confirmed
by National Auditors from the Ministry of Education when they visited these schools at the time when the Ministry had lost ksh 103 million in fraudulent circumstances and the donors demanding thorough investigations and culprits brought to book. Such massive financial scandals at the Ministry of Education led to development partners withdrawing their support.

Siringi (2010), for example, notes that the US government withdrew ksh 530 million in aid which was earmarked for free secondary education in Kenya. Whereas British government suspended ksh 1.2 billion as World Bank and Canada government too retained ksh 58 million and ksh 23 million respectively. All these sums of money were meant to provide quality Education to Kenyan children. But due to massive financial malpractices that exist in our education system, such funds are not available any longer. In addition, according to the Ministry of Education Circular sent to all D.E.Os by the Permanent Secretary warned the school administrators that access to disaster funds by schools is tightened. Schools would only be given such funds once they make applications to the Ministry of Education headquarters through District Education Boards which would be required to constitute teams to carry out validation surveys on schools requests for financial assistance before recommending them for consideration, (Siringi, 2010). These funds are used to solve problems caused by natural calamities like wind damage, flooding and disease outbreaks. This was, the paper adds, meant to curb corruption practices that were chipping into the scheme. In fact, ksh 5 billion was said to have been lost in the hands of scrupulous school administrators.

Further, Ibid (2010) says that school administrators are on spot over huge accumulated debts. The piling up of such huge debts for schools was an indication of mismanagement
or misappropriation of funds. They were advised to ensure that schools operate within their financial resources.

Besides, Wambugu and Otieno (2008) observe that education sector in Kenya received Ksh 480 million from the Canadian government for financing school physical facilities in secondary schools, but the funds were misappropriated and therefore, the donor was seeking for an explanation which was yet to come from the government of Kenya (East African Standard, 2008).

The Kenya Association of publishers acknowledges that 50% of the funds released to schools for the textbook purchases annually are not being used for the intended purposes. The Minister for Basic Education, Prof. Sam Ongeri, admitted that 19 school heads had misappropriated the money and they had been demoted, and told to refund the money (Ibid, 2008)

This study therefore intended to assess KESI in-service training of these officers in the management of the school finances. In fact, RoK (2007) indicates that over 15,000 education officials, school administrators inclusive, had received the training.

1.2 Statement of the problem.

As a remedy to the challenges that school administrators faced, KESI was set up in 1981 to provide in-service training on management so as to equip them with necessary and relevant knowledge, skills and attitudes for efficient and effective management of school funds. Since then, courses have been mooted to meet the managerial needs of these officers.

Despite this training being continuously offered by KESI, and from all cases cited in the background, it is evident that there exist a lot of malpractices in public secondary schools
in Ogembo, Division, and Gucha District. Such malpractices are frequently reported in both print and electronic media just as much as what was found in inspection and auditing reports of the Ministry of Education. Such malpractice included false accounting, abuse of office, and alteration of documents with intentions of getting refunds, gross mismanagement and misappropriation of school funds.

Consequently, many stakeholders in education were left wondering whether the in-service training received had any impact on this financial management task as performed by school administrators. This study, therefore, intended to assess KESI in-service courses on the performance of school administrators in financial management.

1.3 Purpose of the study

The purpose of this study was to assess KESI in-service training with regards to the performance of school administrators in financial management task in public secondary schools in Ogembo Division, Gucha District.

1.4 Specific Objectives.

The specific objectives of the study were to:

i. Find out the extent to which school administrators applied skills learnt at KESI in service training at their work stations.

ii. Identify problems school administrators faced in their attempt to use learnt skills in managing school funds.

iii. Suggest possible solutions to the identified problems and give recommendations based on the research findings.
1.5 Research questions

To achieve its purpose and specific objectives, the study sought to answer the following questions,

i) To what extent does KESI in-service training influence school administrators' performance in financial management?

ii) What are the problems that school administrators face in trying to use newly learnt skills from the in-service courses?

iii) What are the practical solutions to the identified problems in (ii) above'

iv) What are your views on the effectiveness of the school administrators on the KESI In-service courses in financial management?

1.6 Significance of the study.

It was the hope of the researcher that the findings of the proposed study would.

i) Provide information to school administrators on good administratorial practices in financial management.

ii) Serve as a feed back to KESI to adjust and improve its training programmes accordingly.

iii) Provide information to policy makers in the Ministry of Education on sound school financial management, and how to use it for proper utilization of school funds.

iv) School auditors can use this information to continuously keep advising school administrators on best practices employed in financial management.
1.7 Assumptions of the study

The study assumed that:

i) The in-service training would improve the performance of the school administrators in financial management.

ii) All school administrators would put into practice skills learnt during the training.

iii) All respondents would give adequate and objective responses.

iv) The sample population would be representative of all public secondary schools in Ogembo Division, Gucha District.

1.8 The scope of the study.

The study confined itself to the influence of KESI in-service training on financial management task as performed by the school administrators. It was conducted in 12 public secondary school in Ogembo Division, Gucha District. It also included the views of 2 school auditors in the DE.O’s office and 4 KESI trainers.

1.9 Limitations of the study

The study was not conducted in a wider area covering many public secondary schools because of limited time and funds. Other possible sources of information on the intended study area were not pursued because of the same reasons. Despite these limitations, the proposed study was credible and viable for the intended purposes.
1.10 The Theoretical Framework

The management of public secondary schools finances finds its basis on the ideas and principles in the schematic model on schools financial management (Knight, 1993). The model shows the school system as an entity that consists of elements that work together in order to utilize the available meager financial resources effectively so as to realize set educational goals and school objectives.

Fig 11: A schematic presentation of school financial management.

Source: Adapted from Brain Knight (1993)

The revenue element of these resources is converted into human and physical facilities through budget process. Support staff is trained to lend technical support in the administration of school finances. While school facilities and other learning resources are acquired for effective teaching learning process to take place.

The model further explains that human and physical resources are used in education process when time is well utilized. Skillful management is therefore needed to use the
resource hours available so as to achieve set educational goals and school objectives. The model also explains that the last financial component of the school system is the educational process which is affected by the three components of finances, human and physical facilities, and time utilization. The effective management of these components leads to the existence of an effective educational process in a school that gears towards achieving educational goals and school objectives. Thus, the way school funds are managed determines largely the effectiveness of educational processes. Any training given to school administrators, therefore, must be in line with the objectives of school financial management as explained by this model.

1.11 Conceptual Framework:

Fig 1.2: A schematic presentation of variable Relationships

KESI in-service training in:

i) Preparing school budget  
ii) Budget administration  
iii) Financial controls  
iv) Auditing books of accounts  
v) Reporting to stakeholders

Outcomes:

i) Increased efficiency and effectiveness in the management of school funds.  
ii) Better management of education process as a whole  
iii) Achievement of educational goals and objectives

Knowledge and skills in financial management

Assistance from:

i) Technical support staff (Accounts clerks/bursars)  
ii) Auditors  
iii) Board of governors

Source: Adopted and modified from Knight (1993)
The conceptual framework summarizes the in-service training in terms of technical skills acquired in budgeting, budget administration, financial controls, auditing and reporting of the way school funds are used to the stakeholders. The model exhibits that KESI in-service training depends on administrator's knowledge and skills in financial management task. This must be ascertained through training needs assessment.

It also shows that for school administrators to provide prudent management of school finances they must attain sufficient knowledge and skills in this administrative task. Hence required proper and well designed in-service training that must be offered regularly. Their knowledge and skills needed the support of others especially from the technical staff like the bursars and accounts clerks, and the school auditors based in the local D.EO's office. They also needed support of the management boards in approving and monitoring the administration of the budgets.

In addition, the framework shows that the effects of acquiring the required knowledge and skills leads to increase efficiency and effectiveness in work performance. This, in turn leads to better management of education process, hence the achievement of educational goals and school objectives. Such management resulted in the establishment of educational institutions which are mostly sought for by both the parents and their school-age going children.
1.12 Definitions of Operational Terms.

i) **Administration:** This refers to overall control and utilization of school finances in order to achieve the set goals and objectives of education.

ii) **Financial management:** This refers to administrative task which deals with the budgeting, accounting and auditing of school funds to ensure proper and correct usage of the same for quality education delivery.

iii) **School administrator:** This refers to the head of a school whose responsibility is to manage school funds for the purpose of achieving educational goals and school objectives.

iv) **In-services training:** This refers to a short training given to those who are in employment. It aims at refreshing and updating workers' professional performance.

v) **Pre-service training:** It refers to that training given to would be employees of an organization initially.

vi) **Performance:** This is used to mean the ability to operate in achieving the success in the management of school finances.

vii) **Secondary:** This is a post primary education cycle in the 8-4-4 system of education but below that of tertiary and university.

viii) **Assessment:** It was used to mean the judgment made on the influence of the in-service courses in financial management as performed by school administrators.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, related literature was reviewed under the themes of financial management in public secondary schools, Problems faced by school administrators in financial management task, the need for KESI in-service training, and assessment of KESI in-service training.

2.2 Financial Management in Public Secondary Schools.

Financial management is a critical administrative task undertaken by school administrators. It is critical in the sense that all schools activities have their successes or failures depending entirely on its prudent management.

Roe and Morphet (1960) describe financial management as a process that entails budgeting, accounting and recording of all financial transactions taking place in school. Whereas, Sagimo (2002) outlines financial activities that a school head performs in his or her efforts towards achieving prescribed educational goals and school objectives. Such activities included planning, raising, controlling and administering the use of funds for the intended purposes.

On its part, KESI (2007) describes financial management in a school as that administrative task which deals with the cost of education, sources of income to meet the educational costs and the spending of income in an objective manner so as to achieve the educational objectives.
However, the modern school administrator must, of necessity, adopt viable strategies in financial management with the mission and vision of achieving viability and productivity by enhancing performance in a competitive environment. This is done by managing the publcs, cost of resources and time (Sagimo, 2002).

In addition, a seminar held on 28th to 29th, April 2008 on the “Role of the Principal as an accounting officer in the financial management of Free Secondary Education” for school heads at Bishop Stam, Kakamega, observed that school administrators are central in the management of school finances. Their roles are clearly exhibited in:

i) Preparing accurate and realistic estimates both for recurrent and development. The budget is prepared according to sets of accounts kept. Such accounts include: a) tuition accounts, whereby all items meant for teaching and learning purposes are catered for. b) the operational account that caters for repairs, maintenance and improvements, local transport and traveling among others. c) the boarding for levies paid by parents for boarding services.

ii) Ensuring that proper financial accounting records such as receipt books, cash books, ledger, among others, are maintained. These records should be capable of providing reliable information which forms a basis for preparation and submission of periodic statements and accounts, like trial balance, bank reconciliation statements, income and expenditure accounts and balance sheet.

iii) Ensuring that funds entrusted to him or her are applied to the purpose intended and are in conformity with the laid down rules and procedures, such as not allowing virement from tuition vote head.
iv) Seeking authority from D.E.B on behalf of the board to vire funds from one item to the other in operational account when it is absolutely necessary.

v) Being responsible for the balance of funds in the custody of the school and proper conduct of financial business.

vi) Signing final accounts of the school thereby making himself responsible for its correctness and accountability.

In addition Olembo and Wanga (1992) note that management task is very vital activity in the administration of the approved budget. The objective is to assist the school management to spend funds. Those who administer the budget therefore must not only comply with the spending plan in the budget but also show evidence of the expenditure.

It is worthy also to note that when preparing this budget, a wide consultation is important. School administrators must seek cooperation of the board of governors and other stakeholders to ensure that comprehensive views of the budget and feeling of partnership prevail.

KESI (2007) explains the elements of the school budget that every school administrator must be aware of. These elements are:

i) **Education plan:** This entails both short and long term education objectives of the school. Here, the number of school days in a term and in a year, ratio of students to the teacher, students' services and requirement of human and material resources should be clearly explained in the budget plan to ensure that school objectives are realized.

ii) **Spending plan:** This must consist of vote heads, with cost for each clearly expressed in terms of numerical values.
Revenue plan: This is made up of income such as grants, rents from leasing of school facilities, fees, development funds, income generating activities and sales of obsolete school items. All these help the school to net good amount of money for use. Hence, it becomes the duty of the school administrator to keep track of actual and projected cash inflows and outflows, and make adequate provision in time for any short fall that may occur.

Further, the school administrator must ensure that the management of cash is done centrally, and that the supply of the needs of various departments is done prudently without keeping idle cash at many points.

Sagimo (2002) adds that school administrators must ensure that negotiations meant for procuring goods and services for the school educational programmes are done transparently and accountably. Decisions made by the school procurement committee must be above reproach. At the same time, extra funds, if any, should be invested in viable projects for short periods to generate more income for financing school activities. As all these activities are being worked on, management boards of schools should be kept involved in financial implications of various department in and around the schools.

Okumbe (1998) observes that, school administrators must report the manner the school finances are used to all stakeholders. Such stakeholders include school auditors who investigate financial records of the school to ascertain the objectivity and accuracy of the financial statements. Such auditors appraise the accuracy and completeness of the accounting system as applied by the school and give necessary advice.
This analysis of financial management in schools, leaves one wondering whether the kind of in-service training offered by KESI to school administrators is commensurable to this task performance at the school levels; hence the need for this research study.

2.3 Problems Encountered in Financial Management

The level of competence, innovativeness and initiativeness of the school administrator play a great role in determining the success of any school in its pursuit of achieving the set goals and objectives. These attributes enable the administrator to effectively supervise the execution of all financial activities in the school.

However, the execution of these activities was not done without obstacles being encountered. As Campell and R.amseyer (1968) observe, many of these administers faced many challenges as they manage and administer the school funds. This is due to their low proficiency in competence as regards to the management of such funds. It was therefore imperative to assess the performance of this operational task bearing in mind that managerial skills are learnt at KESI.

On his part, Obonyo (1984) comments that “contrary to the popular belief that an administrative task in a school is a matter of common sense and experience, in the field is far from the truth.” This implies that in actual situation, administration and management of all school activities - financial management inclusive - take into account the academic qualifications and professional training for effective task performance so as to provide quality and relevant educational services to the learners. This poses a great challenge as many of them lacked necessary knowledge and skills in financial management.
Further, Mogere (1984) notes that financial management is among other issues that cause a lot of problems in school administration. Lack of accountability and transparency put the integrity of school administrators into question. This leaves many interested stakeholders bewildered on whether the in-service training offered had any impact on these officers.

Odeyo (2005) also notes that though KESI in-service programmes were being offered to school heads, they still exhibited lack of skills suitable for effective management of school finances. She adds, KESI programmes seemed to be very far from making heads competent to perform this financial management task. Hence, the need to find out why this inadequacy in competence and yet knowledge, skills and attitudes are acquired at KESI in-service training.

The observations by Kamau (1990) agree with those of Odeyo (2005) in that both note that most administrators in secondary schools lacked skills in budget preparation and its administration. Many of them were not familiar with the accounting procedures. Yet KESI (2007) states that budgeting, book keeping, financial statement preparations, auditing and income generating activities were the main activities in financial management.

In addition, Abdullahi (2000), in his research on financial management techniques practiced by heads in Changamwe Division in Mombasa Municipality, observes that one of the important administrative task of a school head is financial management. This becomes a great challenge as many of them lack accounting skills for prudent financial management, Further more they are classroom teachers.
As a response, Teacher Service Commission (2008) developed and released to schools and other relevant stakeholders a policy on the recruitment, deployment and training of school administrators so as to be efficient and effective in financial management as this task forms the backbone of the survival of schools. Thus, the TSC secretary (2008) comments:

"...in the past, the identification of heads has been, in many cases, based on good classroom teaching, active participation in co-curriculum activities and teaching experience. This has led to a number of challenges in institutional management. Such challenges include rampant cases of mismanagement and misappropriation of institutional funds and property."

The policy, therefore, recognizes the fact that school beads are faced with numerous problems as they perform their financial management duties. It further recommends for the KESI in-service training so that they can acquire managerial skills necessary for the management and control of institutional resources as this is one of the key challenges in headship today.

This study was, therefore, to identify these problems experienced by school administrators at their work stations as well as assessing their abilities in using learnt skills in handling the identified problems.

2.4 The Need for the In-service Training

Training can be defined as any procedure initiated by an organization, such as the school, to foster learning among the staff personnel. According to Gullet (1993), the main purpose of training programme is to help to achieve the overall school objectives. At the
same time, an effective training programme must demonstrably contribute to the satisfaction of the training personal goals. This means that the main purpose of training at the beginning of an individual’s employment is to bring up to a satisfactory level of knowledge and skills.

As the individual continues on the job, training provides opportunities to acquire more knowledge and skills. This, in turn, makes an individual to be more efficient and effective on the job performance and may lead to qualification for jobs at higher levels.

Further, this researcher notes that the need for training is ever growing in demand as some jobs would always be enlarged and specialized, just like in budgeting and accounting in financial management that require additional technical knowledge and skills. Others will require a narrower range of skills, as other jobs would be replaced entirely by newly created ones in keeping financial transaction records of a given school. For example with the coming of ICT, higher levels of skills are required, hence the need for in-service training.

Kaula (2004) observes that the popularity of a training programme, as observed from the level of satisfaction of trainees, had frequently over shadowed the importance of examining whether the training is bringing about relatively permanent change in the employees’ self awareness, decision-making or problem solving - skills or motivation.

This was why many stakeholders query the type of change that KESI in-service training brings in school administrator though it is a popular programme as evidenced by the support that it gets from both the government of Kenya and her development partners.

Further the researcher observes that the institution’s survival lies in the successful utilization of the training and development of its administrator. She concludes by saying
that, "...real effective training and development of a school head is a very rare bird indeed"" This means that though it is costly, investment in the training of school administrator especially in financial management will lead to operational success. Basing on the foresaid, school administrators need to be trained. Furthermore, they are usually appointed from a pool of successive classroom teachers. As usual, they have the urge to develop themselves academically and by extension, raising their status and achievement of better qualifications; hence self-actualization.

Equally important is that the school has an obligation to meet. This is to offer quality and relevant education to Kenyan children. To achieve this, scarce financial resources must be well utilized. Technical skills must be put into practice so as to attain set goals and objectives. It therefore, means that school administrators must be technically competent in order to meet the expectations of the stakeholders.

As Eshiwani (1993) notes, lack of education negates the performance of administrators in educational management in schools. Hence the need for them being trained has been fast tracked in recent times so as to enable them cope with eminent changes like the subsidized secondary education, whereby at the moment the government pays Ksh. 10,265 as tuition fee for every secondary school student and bursaries disbursed to needy but bright students. His views agree with those of Buckley (1985) who says due to those eminent changes a large number of school administrators have come to accept the fact that good financial management enhances efficiency and effectiveness in the procurement and acquisition of required resources for quality teaching and learning process to take place.
On his part, Mbiti (1974) sees the school administrator as the chief executive of the school and, therefore, his or her role is vital for its smooth running. The school’s success depends on how effective he or she is as an administrator; an educationist, and as financial administrator and controller. Thus, the need for administratorial training of school administrators needs development just like any other organization.

Nti (1992), in his efforts to stress the need for training of school administrators, reveals that these officers see such training as part of promotions. But, he advises that such a training should be career - long affair and must be job related, properly costing and of high quality built into the system with fair and precise objectives. The trainees should be trained to achieve high standards of effectiveness in duty performance. The administrators must, therefore be trained from time to time, and at the same time, ensuring that there was continuous in-service training of those working in the department of finance like accounts clerks and bursars. This is to ensure of being with technically qualified, competent and dependable staff in this crucial administrative task.

The need for in-service training, particularly in financial management, is also highly emphasized in the Report of the Government of Kenya (Rok, 1988) and Sessional Paper No. 6 of 1988 as this is seen as the only way of achieving high productivity in public institutions.

Whereas Rok (1988) recommends for the expansion of KESI so as to provide in-service training opportunities to all heads of public secondary schools in the country in order to improve their competencies and enhance productivity, the latter identifies the crucial role played by schools in the provision of quality and relevant education to society, hence calls for the appointment of administrators with the required academic qualifications,
experiences, abilities, integrity and initiative. This necessitates proper training in management to ensure that scarce financial resources are properly allocated and used so that the desired educational goals and school objectives could be achieved.

In order to justify the rationale for having a training institute of educational management, a brief to the World Bank by KESI in 1978 pointed out that most of education officials, schools administrators inclusive, were appointed from the qualified teachers though they had no administrative training. The same was observed by Olembo, et al (1992) who comments that due to this ill-preparation of school heads, the World Bank accepted a rationale of the government of Kenya to train these officers. It therefore means that in-service training is an essential management tool in educational management - especially in school finances in order to realize the set goals and objectives. As Henderson (1987) observes that planned in-service programmes enhance professional improvement of schools administrators. Out of this thought, KESI as capacity building agency of the Ministry of Education was born.

To supplement these arguments for the need of the in-service, Kaula (2004:46) adds that some form of training is needed for school administrators in order to be given a wider knowledge of new techniques or a broader outlook which is beneficial to both the administrator and school in regards to proper utilization of financial resources. The study, further, observes that, “...an effective training programme improves efficiency and morale, introduce new techniques as well as developing the administrators while reducing the wastage in the managerial functions”.

25
This research study therefore intended to find out how effective is this training by assessing techniques used by schools administrators in financial management.

2.5 Assessment of KESI In-service Training

The research study intended to critically look at the effectiveness of KESI in-service training in influencing school administrators in their performance of financial management task at their work stations. To achieve this, assessment of KESI in-service training was therefore sub-divided into the training curriculum, training methods used, and expectations on the in-service training.

2.5.1 The Training Curriculum

Donnelly, Gibson, and Tvancevich (1995) point out that training and development programmes entail various activities that target workers on the policies and procedures related to their task performance, educate them in job skills and develop them for future advancement. It, therefore means that the importance of in-service programmes to schools which sponsors school administrators, cannot be over emphasized. Through recruitment and placement, good administrators, can be brought into managerial positions, but certainly, they will need orientation and continuous in-service training and development so that their needs can be met as well as achieving school objectives.

Kaula, (2004) notes that for a training programme to be effective, a number of goals must be accomplished. One of such goals must be that the programme itself must be based on the school and individual needs. So, training for the sake of training should not be the aim. This means that KESI in-service programmes must be based on the needs of the school which sponsor the trainees and the needs of administrators.
The second goal must be that the training objectives, envisaged in the training content, should spell out clearly the problems they would help to solve.

Thirdly, all training programmes should be based on sound theories of learning that develop the conceptual, technical and human skills for effective and efficient management and administration of school finances.

In this way, quality and relevant education will be provided to Kenyan children. Actually, this was the main reason as to why this study had to evaluate the training and development of school administrators so as determine whether the training programme was working and cost effective.

In view of the above analysis, in-service training programmes educate and develop school administrators by equipping them with necessary knowledge, skills and attitudes in managing school funds prudently. This calls for adequate and focused training in order to provide skills and abilities needed. These programmes also must be directed towards managing and improving current job performance. Developmental skills had sought to protect the trainees for future related tasks (Ibid, 2004).

Kaula (2004) adds that the training of individual administrators in their work stations should be determined by:

i) Performance appraisal in task performance - financial management — against stated objectives

ii) Analysis of job requirements, in terms of knowledge and skills specified for this administrative task against the acquired ones at KESI in-service training programmes.
iii) Institutional analysis. The effectiveness of the institutions and their success in meeting their goals, in relation to financial management, should be analyzed so as to determine if differences exist and have possible reasons.

iv) Administrator survey. This would enable the researcher to ask the school administrators to describe what problems they were experiencing at their stations and what interventions they believed were necessary to solve them.

However according to the report of the MoEST (1999) and Olembo, et.al (1992), KESI in-service training curriculum used to up to date the knowledge and skills of school administrators is usually effective. The training curriculum offered depends on the group of targeted officers. As KESI (2007) complements, the course programmes are embraced for the training once the training needs assessment has been undertaken. Gikandi and Anyira (2006) while reporting in the Standard News paper note that one of the programs offered by KESI is financial management. However, the two assert that, "...for any training content to have positive influence on the trainees. It must contain essential facts, principles and procedures required for excellent execution of the intended job"

The training programme must also be in the light of what trainees have in terms of knowledge, skills or attitudes that are implied in the objectives set as well as showing clearly what benefit is it to both the trainee and sponsoring entity-in this case the school. Thus, effective learning, acquisition of knowledge and skills, besides other factors depend on how training programme content is tailored and designed.

The report of the Republic of Kenya, (RoK, 1998) also notes that in 1997, KESI released training prospectus covering financial management courses, among others, for school administrators. The course programmes under financial management include:
i) Budgeting

ii) Book keeping

iii) Writing of a cash book

iv) Trial balance and balance sheet

v) Annual financial statements preparation

vi) Auditing

vii) Income generating activities

viii) Procurement of educational goods and services.

This study had therefore assessed these courses in terms of suitability in financial management task as performed by the administrators; it was to find out whether KESI had any evaluation mechanisms put in place to check whether these programmes serve the intended purposes.

In his research study, Irungu (2002) notes that KESI in-service courses are unsystematic, inadequate in terms of content and coverage, and lack any follow-up to monitor and evaluate their effectiveness in enhancing the needed financial management competencies. This implied that there was no result oriented evaluation of KESI programmes after trainees returned to schools. They were not even examined after the training but expected to put into use the administratorial skills learnt in managing finances efficiently and effectively. This necessitated the need to find out how effective they were in utilizing learnt skills and knowledge at KESI in-service training.
2.5.2 Training Methods Used.

A according to KESI Annual Report (1991), KESI training courses aimed at meeting the identified needs and objectives. So, strategies of delivering the content chosen take into account duties and responsibilities of the targeted officers.

However, trainers are urged to use a variety of methods during presentation. Such methods include:

i) Lecturing

ii) Plenary and group discussions

iii) Group and individual exercises

iv) Demonstrations

v) Case studies

vi) Open forum and panel discussions

vii) Peer experiences and sharing.

KESI (2007:11) adds that as a capacity building agency, emphasis was given on practical exercise or experimental learning because the ability of the participants was recognized. They were not without any prior knowledge. In this way, the trainees were supposed to come up with practical solutions to the problems bedeviling their institutions. This study therefore intended to seek for views of school administrators on the effectiveness of the training strategies used and how they can be enriched for future utilization.

2.5.3 Expectations on KESI In-service Training.

KESI is expected to advance best management practices in the education sector. Though prior college education training is valuable, it can never be driven fully towards training education personnel for specific positions within education management. "Education
officials, school administrators inclusive, therefore need technical and personal skills in management,” says Kariuki- Director of KESI (2009) . This statement lures one into the investigation on what the stakeholders expect from the KESI in-service training in financial management by school administrators.

However, the Report of the government of Kenya (Rok, 1999) observes that the participants of KESI in-service programmes will be expected to:

i) Acquire and ‘practice financial management knowledge and skills in budgeting, book keeping, accounting, financial controls, auditing and other related financial procedures at their work stations.

ii) Display awareness and ability to solve present and future problems relating to effective utilization of financial resources in the provision of quality education for enhancing national development.

These expectations were based on the assumption that after the in-service training, the school administrators would automatically improve in the management of financial resources of their schools. This study therefore looked at how effective and efficient they were in managing this crucial resource in public secondary schools.

2.6 Summary of the Reviewed Literature

The reviewed literature reveals that financial management in public secondary schools is a very important administrative task. All other tasks depend on its prudent management. Further the related literature shows that school administrators are at the centre of the management of school finances. This requires them to be highly knowledgeable and skillful if efficient and effective management of this administrative task is to be achieved.
However, this literature reveals that school administrators did not train initially as financial management experts upon deployment as heads. They had general University education which left them with option of acquiring the much needed knowledge and skills in this crucial administrative task on job training. This led to many committing a lot of malpractices. Hence the need to establish KESI to bridge the gap that exists between the knowledge, skills and attitude already in these administrators and what their new administrative task requires.

Despite these efforts made by KESI in offering offering necessary in-service training to bridge the deficit in knowledge and skills, school administrators keep on being reported in both print and electronic media on mismanagement and misappropriation and the much needed scarce financial resources in schools.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the description of the methodology that was used in carrying out the proposed research study. It was divided into:

i) Research design
ii) Locale of the study
iii) Target population
iv) Sample and sampling procedure
v) Research instruments
vi) Data collection procedure
vii) Data Analysis

3.2 The Research Design

This was a plan that the researcher used to generate answers to research questions. Thus the study adopted an exploratory approach in which descriptive survey was used to find out the influence of KESI in-service training of secondary school administrators in a financial management task.

The reasons for using this design include:

i) It allowed the researcher to gather information, summarize, present and interpret the information collected for clarity and generation of answers to research questions
ii) It was useful for collecting information about people's opinions, attitudes and habits on education issues like the management of school finance.

iii) It helped the researcher to identify and describe the success or failure on this task performance by school administrators.

Questionnaires with open and closed-ended questions, and interview schedules were the research instruments used in the study.

3.3 The Locale of the Study.

The locale of the study was in Ogembo Division, Gucha District. The District was curved out of larger Kisii District, and has 7 divisions, whereby Ogembo Division is one of them. The Division has three educational zonal offices namely. Misesi, Gucha and Sengera with a total of 23 public secondary schools. This locale was chosen because many of the schools affected by problems related to financial management in the recent past are found here.

3.4 The Target population.

This refers to the entire set of variables to be studied. The target population included:

i) **Public secondary schools.** The Division had a total of 23 schools which constituted the target population of the study. The target population also included the District Schools Auditors from the local D.E.O's office and KESI trainers.

ii) **The Respondents.** The respondents for this study comprised of 50% of the 23 school administrators-translating into 12 of them, 2 School District Auditors and 4 KESI trainers selected randomly.
3.5 The simple size

The locale had 23 public secondary schools. Hence they were run by 23 administrators. 50% of them were selected randomly for the purpose of this research study. Thus, the sample was distributed as below.

Table 3.1: School Administrators as per the KESI- Training.

<table>
<thead>
<tr>
<th>Sub-Group</th>
<th>Number</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>KESI- trained</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Untrained</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>12</td>
</tr>
</tbody>
</table>

Source: District Education Office, Gucha (2010)

In addition the sample included 2 District schools Auditors and 4 KESI trainers selected randomly.

3.6 The Sampling procedure

The sampling size was selected randomly from the target population using two techniques.

i) Stratified random sampling, whereby schools administrators were grouped into KESI- trained and untrained. Thus stratifying them into two sub- groups for study.

ii) Simple random sampling technique was then applied to each subgroup. Schools in each subgroup were arranged in alphabetical order and numbered 1-16 and 1-7 for the two groups respectively. Papers numbered 1-16 for the first group were folded and randomly selected from a box to give 50% of them. This translated to 8 schools with 8 administrators as respondents.
Repeating this procedure for the second group in which papers were numbered from 1-7, folded and randomly selected to give 50% of them. This also translated to approximately 4 schools with 4 administrators as respondents.

This sampling procedure therefore gave 12 schools with 12 administrators as shown in the table 3.1 above.

3.7 Research Instruments.

The study used questionnaires, and interview schedules. These instruments were constructed based on research objectives and questions, which the research study sought to generate answers for.

3.7.1 The Questionnaires.

Questionnaires were made of both open and closed-ended questions. The latter type of questions was meant to adequately solicit views from the respondents in a short period. There were questionnaires for Schools administrators, which were divided into sections A, B and C. Section A sought for background information of these officers, while section B dealt with the training background in financial management in terms of time taken in the training, relevance of courses and their effects on school administrators in relation to the performance of financial management. Section C dealt with the objectives and content taught, skills acquired and their implementation as well as challenges posed by this administrative task.
3.7.2 Interview Schedules.

i) KESI trainers. Interview schedules were administered on this group of respondents to assist the researcher to collect information on the impact of KESI in -service courses on Financial Management by school administrators. Their views enabled the researcher to make a judgment on the effectiveness of the in- service courses.

ii) District schools auditors. Interview schedules were also administered on school auditors with an aim of seeking for their views on the performance of schools administrators in financial management in public secondary schools, their input and advisory services rendered to these administrators.

3.8 Pilot of the Study

Once research instruments were designed and approved. They were tried in the field to determine their validity and reliability. The pre-testing was done in 2 public secondary schools selected in a similar way that the actual sample was selected. The procedure for pre-testing was the same as those used during the actual study.

3.8.1 Validity of the research instruments.

Validity is the degree to which a test measures what it is supposed to be measuring (Orodho, 2005). Thus the validity of the instruments used in the study was verified by piloting them in the field. Any ambiguity in them was removed, and those untenable were replaced by different item. Further, validity was ascertained through consultations with supervisors so as to edit ambiguous and length questions.
3.8.2 The Reliability of the Research instruments

The reliability of the research instruments was verified through piloting them in the field once they were approved by the supervisors. 2 school administrators, 1 KESI trainer and 1 schools auditor from the local DEO’s office were selected randomly to pilot the research instruments. The results obtained were used by the researcher to correct the inconsistencies arising from the research tools. This was meant to ensure that they measured what was intended.

3.9 Data collection procedure

After legal documents were given, the researcher made personal visits to sampled schools; prior arrangements were also made with school administrators concerned. The rapports with the potential respondents were established with an aim of explaining the purpose of the study to the respondents. Questionnaires were delivered and collected by the researcher from heads after witnessing the respondents filling the instruments. Confidentiality was assured as well as enough time being given to read and comprehend the research instruments before working on them.

3.10 Data Analysis and Presentation

The collected data was coded, organized using descriptive statistics namely frequencies and percentages. The analyzed data, therefore, were presented in tables, pie-charts and bar graphs. For instance the achievement of training objectives, the usefulness of KESI in-service courses, strengths and weaknesses of KESI in-services courses as well as the extent to which the in-service training influenced school administrators were all
presented in frequencies and percentages. Information on opinions and suggestions were analyzed and discussed in prose form.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.1 Introduction

This chapter deals with analysis, presentation and discussion of the research findings. The purpose of the study was to assess KESI in-service training in regards to the performance of school administrators in financial management task in public secondary schools in Ogembo Division, Gucha District. Specific objectives were to find out the extent to which school administrators apply skills learnt at KESI in-service training at their work stations; to identify problems they faced while trying to use skills learnt and suggest possible solutions and recommendations based on research findings.

The study used both the questionnaire and interview schedules to collect data from three groups of respondents, namely; school administrators, District schools auditors at the DEOs office and the KESI trainers. The data collected was coded and analyzed using SPSS techniques and in the following order; school administrator's personal data, training background, working experience, school category used in the study, enrolment, the number of courses attended, duration of the training, training objectives, courses offered, instructional strategies, teaching/learning recourses used, facilitators, extent of implementation of learnt skills, effectiveness of the training courses, problems faced and their possible solutions and recommendations.
4.2 Characteristics of the Schools and Respondents

The study considered the gender, academic qualifications, and length of experience of school administrators in regards to the execution of financial management as a very crucial administrative task in a learning institution.

4.2.1 Gender of School Administrators

The respondents were drawn from both female and male administrators who managed the sampled schools in this division. The study found out that male administrators dominated as heads of schools. They represented 83.3% while female administrators constituted only 16.7% (2). This was because there were two girls' schools in the division headed by female administrators. No female head was running a mixed school. Figure 4.1 represents this information.

Figure 4.1: Gender of school administrators
4.2.2 Academic qualifications of school administrators

The distribution of school administrators based on academic qualification was as shown in the Table 4.1.

Table 4.1: Academic qualifications of school administrators (n=12)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>n</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.E.D</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>B.E.D</td>
<td>7</td>
<td>58.4</td>
</tr>
<tr>
<td>P.G.D.E</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Dip. ed.</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results show that the majority (58.4%) of school administrators were graduates with bachelors' degree in education (BED). It, therefore, means that they had only a general universal education with minimum emphasis on crucial administrative tasks, like financial management. Hence the need for the in-service training in financial management as conducted by KESI.

4.2.3 Length of work experience of school administrators

School administrators were asked to state the number of years that they had worked as heads. Their responses are presented in Table 4.2.

Table 4.2: Duration of work experience of school administrators (n=12)

<table>
<thead>
<tr>
<th>Duration</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less 3 years</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>3-5 years</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>6-10 years</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>11 years and above</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 4.2 shows that the majority (50%) of school administrators had managed their school for between 6 and 10 years. This was a considerable length of time for such heads of school to create an impact, either positively or negatively in the management of financial resources at their stations. It is also interesting to note that those who had worked for less than 6 years are sizeable in number and their managerial skills in financial management to be honed through such in-service training offered at KESI.

4.2.4 Categories of Sample Schools

Respondents for this study were drawn from various categories of schools that exist in this division. Such categories of schools are presented in Table 4.3. The type and size of each school determines the amount of funds at the disposal of school heads to manage.

Table 4.3: Categories of schools of the respondents (n=12)

<table>
<thead>
<tr>
<th>Category of schools</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>Mixed day</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Partly day and partly boarding</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

The analysis shows that the majority of the administrators run mixed day public secondary schools. Thus majority of heads run schools by funds provided by the government under FSE. A few heads had extra funds from levies on boarding services. Such financial resources require prudent management from such administrators.
4.2.5 Enrollment of students in sampled schools

School administrators were interviewed on the number of students enrolled in their schools. Such enrolment had to give the researcher an overview of the amount of financial resources at the disposal of school administrators whose ability to manage such resources was at the centre of this study. Their responses are tabulated in Table 4.4.

Table 4.4: School Enrolment of the Respondents (n=12)

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 135 students</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>136 - 270 students</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>271- 400 students</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>406 and over</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings show that many (50%) respondents ran schools with enrolment ranging from 136 to 270 students. They were double-streamed schools. With the current rate of Ksh 10,265 as fees payment by the government of Kenya for each student under FSE programme, such schools received about 4 million shillings yearly in addition to other levies collected. The management of these huge financial resources was at the centre of this study.

4.2.6 Schools with Technical Staff at the Department of Finance

The researcher wanted to establish the size of the workforce of each school, and whether such schools had technical staff especially accounts clerks and bursars to assist in the management of school funds as per the laid down regulations and procedures of the Ministry of Education. In this regard, the school administrators were asked to state the
number of accounts clerks/bursars they had at their stations. Their responses are presented in Table 4.5.

Table 4.5: Schools with Technical Staff in Finance Department (n=12)

<table>
<thead>
<tr>
<th>School</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>With technical staff</td>
<td>11</td>
<td>91.7</td>
</tr>
<tr>
<td>Without technical staff</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The results show that majority (91.7%) of the schools in this division had technical staff, particularly the accounts clerks, to assist in managing school funds prudently. Only 8.3% of all the schools had not recruited an accounts clerk.

4.2.7 KESI in-service training of school administrators in financial management

The school administrator were asked to give views on the training offered by KESI in terms of the total number of courses attended, training period, course objectives, the adequacy of the course content, the usefulness of the courses, methods used in content delivery, teaching/learning resources and competencies of the course facilitators. This was meant to ascertain the effectiveness of the in-service courses. Questionnaires were only administered on 8 KESI - trained heads of schools.

4.2.8 Number of courses attended by the respondents

KESI had a wide range of courses for its clients. They ranged from the introduction courses to advanced certificate courses. Table 4.6 indicates the number of courses attended by the school administrators
Table 4.6: Number of Courses Attended (n=8)

<table>
<thead>
<tr>
<th>Courses</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>'1-2'</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>'3-5'</td>
<td>3</td>
<td>3.5</td>
</tr>
<tr>
<td>6 and over</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.6 shows that a big proportion (62.5%) of the respondents had attended 1-2 courses offered by KESI. Those who had received 3-5 courses constituted 37.5% and none had attended 6 or more courses. This goes in line with work experience of these administrators as shown in Table 4.2 which showed that newly appointed heads prefer acquiring skills needed in the new positions, while the older ones went for refresher courses to hone their skills.

4.2.8 Duration of the KESI In-Service Training.

The researcher asked the trained school administrators to state the duration within which the courses they had attended took. Their responses are presented in Table 4.7.

Table 4.7: KESI in-service Training Duration (n=8)

<table>
<thead>
<tr>
<th>Duration</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2days</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1 week</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>2 weeks</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>1 month</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

From their responses, it is evident that the training period lasted for one to two weeks. This leaves one to ponder whether this period was adequate for the trainers to acquire adequate skills necessary for effective management of schools' financial resources.
4.2.9  Achievement of the training course objectives

Questionnaires were administered on KESI – trained administrators on the extent to which the achievement of the course objectives were realized. Their views are presented in Table 4.8.

Table 4.8: Achievement of the course objectives (n = 8).

<table>
<thead>
<tr>
<th>Course objectives</th>
<th>Completely</th>
<th>To a greater extent</th>
<th>To some extent</th>
<th>Not at all</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the process of school budgeting</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Naming various school voteheads and their purposes</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Distinguish bookkeeping from accounting</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Identify different books of Accounts</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Relate some various supplementary records to various books of accounts</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Read and interpret school balance sheet.</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Identify and evaluate sources of finance for schools</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Explain different approaches to the management of income generating activities in school</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Identify and explain principles and procedures of public procurement</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Identify suitable strategies to practice prudent financial management</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
The analysis shows that course objectives were achieved to a greater extent. All of them were achieved, at least 37.5%. This was attributed, as the respondents reported, to the inadequate time allocated for the designed course programmes. Table 4.7 shows that the training lasts for one to two weeks which is not adequate enough for the concept of financial management in schools to be fully understood and internalized, hence perfecting the management skills in this administrative task is not achieved. The respondents were of the view that for the objectives to be completely achieved more time is inevitable.

4.2.10 Usefulness of KESI In-service Courses to School Administrators

The researcher asked school administrators to check the usefulness of the courses in financial management they covered at the training. Their responses are presented in Table 4.9 below.

Table 4.9: Usefulness of KESI In-service Course to School Administrator (n=8)

<table>
<thead>
<tr>
<th>Course title</th>
<th>Useful</th>
<th>Somewhat useful</th>
<th>Not useful</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>School budget process</td>
<td>8</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School vote heads</td>
<td>8</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bookkeeping and accounting</td>
<td>8</td>
<td>100</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Cash book</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Books of accounts</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Supplementary records to books of accounts</td>
<td>6</td>
<td>75</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Financial statements</td>
<td>8</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Approaches to the management of income generating activities in schools</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Principles and procedures of public procurement</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Sources of school finances</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Strategies to practice prudent financial management</td>
<td>8</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The analysis shows that virtually all school administrators were in agreement that all courses covered at the in-service training were useful in regards to their performance in this crucial administrative task in any “kicking” school. Budgeting making process, vote heads, financial statements and strategies to practicing prudent financial management were rated the most useful courses to trainees, with 100% each. The rest were over 75% meaning that these courses are actually very important to trainees. Thus proper planning with adequate time and learning resources allocations are key to success to this training in imparting requisite skills and knowledge for effective utilization of financial resources for the benefits of learners in Kenyan schools.

4.2.11 Methods of Delivering the Content

School administrators were also asked to give their views on the effectiveness of the methods used to deliver the course content.

Their views are presented in the Table 4.10.

<table>
<thead>
<tr>
<th>Method</th>
<th>Effective</th>
<th>Somewhat effective</th>
<th>Not effective</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Lecturing</td>
<td>1</td>
<td>12.5</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Plenary and Group Discussions</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Group and Individual Discussions</td>
<td>4</td>
<td>50</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Exercises</td>
<td>8</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Case studies</td>
<td>6</td>
<td>75</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Open forum and Panel Discussions</td>
<td>7</td>
<td>87.5</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Peer Experience sharing</td>
<td>8</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The analysis shows that variety of teaching strategies was used to deliver the content. The most (100%) effective ones were ‘demonstration and peer experience’. Whereas plenary and group discussions were equally effective (87.5%) strategies. However the poorly rated teaching strategies was lecturing. All this means that a variety of teaching/learning strategies were used to deliver the course content.

4.2.12 The Relevance of Teaching/Learning Resources

The researcher also sought for the views of the administrators on the relevance of the teaching/learning resources that were used to deliver the course content at the in-service training. Their views are presented in tables 4.11.

<table>
<thead>
<tr>
<th>Response</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very relevant</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>Relevant</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Not relevant</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.11 shows that the majority (75%) of the administrators felt that the teaching/learning resources used at the in-service training were very relevant in delivery of course content. Thus relevant learning resources would always go into a long way in ensuring that relevant knowledge and skills are acquired by the trainees in their area of interest. Such area is the management of school funds for efficient and effective educational service delivery to learners.
On competence of the course facilitators, all (100%) the administrators were in agreement that KESI as a capacity building agency had very competent tutors to handle the course content which was meant to enhance the abilities of these officers to effectively manage school finances. They were of the view that the facilitators were knowledgeable and had good mastery of the content as some were sourced from consultancy firms. Relevant examples were used intensively at the training.

4.2.13 Strengths and Weaknesses of KESI In-service Courses

The researcher asked the school administrators to state the strengths and weaknesses of the courses offered at the training. Tables 4.12 present their responses.

Table 4.12: Strengths and weaknesses of KESI in-service courses (N=8)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>n</th>
<th>%</th>
<th>Weaknesses</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Reminder and energizer to forgotten facts in financial management</td>
<td>1</td>
<td>12.5</td>
<td>a) Inadequate training period</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>b) Acquire managerial skills.</td>
<td>4</td>
<td>50.0</td>
<td>b) Theoretical rather than practical training</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>c) Enhancing understanding of financial issues</td>
<td>2</td>
<td>25.0</td>
<td>c) Inadequate individualized exercises</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>d) Use of practical examples to reinforce knowledge in financial management</td>
<td>1</td>
<td>12.5</td>
<td>d) No follow-ups made on implementation of learnt skills</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
<td></td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The major strength (50%) of the in-service courses at this training was the acquiring of managerial skills in financial management. This was evident also in Table 4.2 in which newly appointed administrators had the urge to acquiring skills needed in the financial
issues such as budgeting, accounting and auditing leading to development of self-confidence on the part of these heads. The courses seen as the reminder and energizer to forgotten facts in financial management and the use of practical examples to reinforce knowledge acquired were viewed as the least strengths.

On the other hand, the major (62.5%) weakness, as reported by the respondents was on ‘inadequate period’ allocated for the in-service training. These courses were perceived to be more theoretical rather than practical (12.5%), whereby learnt skills at the training were supposed to be used practically to manage effectively issues posed by the financial management task. They had few individualized exercises for individual trainees to enhance more understanding of financial issues at stake. The respondents also reported that there were no follow-ups designed as a means of ascertaining that there was actual implementation of the learnt skills at school levels.

On the training duration, the respondents were of the view that it should be increased so as to accommodate more individualized and group exercises for practice and administer examinations for certification. Planning of course content to be covered should be carefully done to suit in the stipulated time. In this way, courses would not be seen as clash programmes with little to gain. Rather, the courses should be seen focused on empowering schools administrator with necessary skills, knowledge and attitudes for affective and efficient management of funds at their work stations.

4.3 The Extent to which KESI In-service Training Influence School Administrators’ Performance in Managing School Funds

In this section, the researcher wanted to find out the extent to which schools administrators implemented the skills they learnt at the in-service training. The
performance of KESI-trained heads of schools was compared with that of untrained ones so as to establish the impact of KESI in-service training of these officers in the way they manage financial resources at their work stations. Their analyzed responses are presented in Table 4.13.
Table 4.13: The Extent to which KESI In-service Training Influence School Administrators’ Performance in Managing School Funds

<table>
<thead>
<tr>
<th>Implementation of learnt skills by KESI-Trained Administrators</th>
<th>Performance of KESI-untrained Administrators in Financial Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title</td>
<td>completely</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>School budget process</td>
<td>3</td>
</tr>
<tr>
<td>Book keeping</td>
<td>3</td>
</tr>
<tr>
<td>Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Financial controls</td>
<td>3</td>
</tr>
<tr>
<td>Financial statements</td>
<td>1</td>
</tr>
<tr>
<td>Management approaches to IGAS</td>
<td>3</td>
</tr>
<tr>
<td>Principles and procedures of public procurement</td>
<td>2</td>
</tr>
<tr>
<td>Auditing and audited accounts</td>
<td>2</td>
</tr>
</tbody>
</table>

The analysis exhibits clearly that in almost all course titles, learnt skills were implemented to a greater extent. They were implemented at least 62.5%. Financial statements, principles and procedures of public procurement as well as auditing and audited accounts were least rated in terms of the implementation of the learnt skills at KESI in-service training. In other words, though school administrators were in-serviced in courses of financial management by KESI, learnt skills were never implemented fully.
such that the initial objective of training them to be effective and efficient in financial management as a crucial administrative task was never completely realized.

All this means that though school administrators were in-serviced in courses of financial management by KESI, learnt skills were never implemented fully such that the initial objective of training them to be effective and efficient in financial management as a crucial administrative task was never completely realized.

On the performance of the KESI untrained school administrators in financial management, same questionnaires were administered to 4 respondents chosen randomly. The researcher aimed at assessing their performance in the same areas as those of KESI-trained ones.

In addition the study found out that the majority (50%) of untrained administrators performed their administrative task of financial managements to a greater extent. Their colleagues who attained KESI in-service training performed their financial obligations at a marginally higher percentage, a difference of 12.5%. It therefore means that the courses added managerial skills by a small portion which did not translate much into practical work that went into financial management task. The least rated areas in terms of how it was performed by these administrators were the management approaches to income generating activities (IGAs). It was also rated poorly in the category of KESI-trained heads of schools.

4.4 Problems Encountered by School Administrators in Implementing skills learnt in Financial Management

The study intended to find out the problems which school administrators faced while trying to implement the skills they acquired at the in-service training. They were
therefore, asked to list the problems experienced in implementing these skills. Their responses are presented in the Table 4.14.

Table 4.14: Problems Encountered in Implementing Learnt Skills at KESI in-service training (n = 8)

<table>
<thead>
<tr>
<th>Problem</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) Unskilled accounts Clerks/Bursars</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>ii) Irregular cash in-flows</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>iii) Inadequate knowledge and skills in budgeting and book keeping.</td>
<td>3</td>
<td>32.5</td>
</tr>
<tr>
<td>iv) Lack of proper source of funds.</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>v) School community interference on procurement process</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>vi) Unethical practices by school administrators.</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>vii) Lack of basic accounts facilities</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

*Note: Percentages did not add up to 100% due to multiple responses from respondents.*

The list shows that an irregular cash inflow was the major (50%) problem encountered by school administrators. The study found out that this problem was caused by delayed disbursement of subsidized Secondary Education Funds (FSE). Sometimes the allocations were very little to meet the requirements of the prescribed vote heads. Hence, it made it difficult for heads of schools to obey the vote-heads as required. Inadequate knowledge and skills in budgeting and bookkeeping was the second problem facing school administrators. It was due to inadequacy in in-service training period taken to cover the designed course content. The whole course was seen as a crash programme. So much was covered regardless of the understanding of the trainees. Unskilled accounts clerks/bursar to run financial matters was another serious problem encountered. Many schools had employed not fully qualified accounts clerks/bursars who understood the technicalities involving proper financial management. They failed to live up to the expectations of their jobs. This led to a lot of mismanagement, misappropriate or unethical practices being
committed by this staff. The problems accounted for 25% just like the problems of having uncooperative staff (25%) in regards to proper financial management. Such staff members received imprests from schools but failed to account for the same. Some administrators deliberately ignored to recover such imprests from them because some of them were their closest friends. Thus compromising good practices in managing school funds. Lack of reliable alternative sources of finance, apart from that of FSE, constituted 12.5%. Many school administrators had not developed alternative income generating activities. This had put such heads in embarrassing situations. Many of them were misappropriating the available funds without knowing or because there was no other way to deal with those vote heads with insufficient allocations.

The other problem encountered was the interference in tendering process by vested interest. Educational goods and services procured by the administrators were often influenced by stakeholders who sought for favoritism despite being aware that it was against the law. Thus beating the essence of integrity, good moral and ethical practices on the part of these administrators Transparency and accountability which are meant to be inculcated by the process of public procurement were assumed.

Some schools had inadequate basic faculties in finance offices from where cash management was done. In some cases offices meant for staff in finance department were shared with secretaries and store keepers. More worse, in some of these offices there were no lockable saves. Under such circumstances, lose of cash was the order of the day. Unethical practices were also rampant in such schools committed by both the administrators and their technical staff at the department of finance.
4.5 Solutions to Problems Encountered by School Administrators

School administrators, who identified problems they encountered while implementing learnt skills, were further probed to give their views on how such problems could be tackled in future. Their views are presented in Table 4.15.

Table 4.15: Solutions to Problems Encountered by School Administrators

<table>
<thead>
<tr>
<th>Solutions</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper financial planning</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Regular refresher courses</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Training of accounts clerks/bursars.</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Increase in-service training duration</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Recruit qualified staff to assist in managing school funds.</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Intensity supervision of staff dealing with cash management.</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Release FSE funds in time</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Increased allocations of FSE funds.</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Clear communication on the process of tendering to staff</td>
<td>2</td>
<td>25.0</td>
</tr>
<tr>
<td>Solicit for alternative sources of income</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Intensify auditing and follow-ups. on implementation of learnt skills</td>
<td>1</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Note: Percentages did not add up to 100% due to multiple responses.

Table 4.15 shows that majority (50%) of administrators were of the opinion that regular refresher courses be conducted so as to enable them acquire adequate knowledge and skills in budgeting and book keeping. More and regular refresher courses means honing the requisite skills which in turn helped them to manage school finances prudently. Adequate allocations and releasing of funds on subsidized secondary education (FSE) was also identified as a possible solution to irregular cash in-flows. Many schools relied on FSE funds, and when they are delayed good managerial practices on such funds are ignored. Hence the little cash that comes in is either misused or misappropriated.
Another solution is the training of accounts clerks/bursars in financial management. This was viewed as one of the critical solutions to problems encountered. Employment of qualified staff and giving them adequate training within a reasonable training duration would also go a long way to meeting challenges posed by financial management in schools.

The administrators also identified clear communication to all stakeholders on tendering process and cash management as a means of helping to ward off those with vested interests. The law of transparency and accountability should be upheld at all times. Extra sources of funds should be solicited to supplement FSE funding from the Ministry of Education. Both BOGS and PTAs must be trained on sourcing of extra funds and their prudent management. In this way dependence on FSE funds and their negative effects on cash in-flows will be minimized. The other possible solution is the frequent audits done by the Ministry of Education accompanied by regular follow-ups as a means of checking the extent of application of the managerial practices in financial management as per the laid procedures and regulations of the Ministry of Education. These would perfect managerial skills of school administrators for the benefit of consumers of educational services.

4.6 Views of District Schools Auditors on the Performance of School Administrators in Financial Management.

There were only two auditors in the DEOs office and the researcher included both of them in the study. The intention was to seek for their views on the influence of KESI in-service training in financial management in public secondary schools. First they acknowledged that they had never participated in KESI in-service training as trainers but as trainees. Their work was therefore to oversee the prudent execution of financial
transactions in schools as well as ensuring financial records are kept properly and give advice on the same to school administrators.

On visiting schools, the auditors reported that they visited them on a termly basis for auditing purposes, particularly during regular sessions of inspections. They do auditing also when there is a reported allegation of financial malpractices like embezzlement of school funds. In view of this, the school auditors had the following views on the performance of school administrators in financial management at their work stations.

a). Budgeting. In most schools, there were poor budget preparation and implementation. Their unique problems included incompetence in handling details of a good and acceptable budget as per the required regulations and guidelines given by the Ministry of Education. In some schools, unqualified accounts clerks/bursars were employed. They were given jobs because they hailed from the school community.

b). Writing of cash books. These documents were found to be fairly written and kept, courtesy of the District Schools Auditors’ team that conducted training in good practices in financial management at the district level.

c). Accounting. School administrators did not stick to the budgets as planned. Their performance in this administrative task is like ‘pocket to mouth’ business. They got funds and simply spent. This study found out that this habit was inevitable because cash in-flows particularly from the Ministry of Education were delayed and sometimes allocated in inadequate amount. So the flow of the budget in the cash book was never real.

d). Financial controls. Auditors were of the view that allocations of duties to staff in finance department, such as accounts clerks, bursars, store keepers among others, helped to put in place internal checks on cash in-flows and out-flows as per the rules and

c). Procurement Process. Most schools, at recent times, have tendering committees, chaired by deputy principals. They seemed to be compliant with the requirement of Public Procurement and Disposal Act. However, many of the school administrators flawed the procurement process as they allowed vested interests to thrive making the whole exercise a mockery of accountability and transparency.

d). Management of income generating activities. Though they are good alternative sources of income for schools they were not well captured or accounted for. Many schools did not have such projects. They only relied on government funding through FSE programme.

g). Auditing Reports. The law requires the administrators to table reports of audited accounts of their schools before the management boards for discussions. Their resolutions are supposed to be minuted and sent to the Ministry of Education-Audit Unit, and Teachers Service Commission detailing the ways forward on the highlighted areas. But according to the auditors their recommendations in those reports are rarely implemented.

4.7 Difficulty Areas in Financial Management to School Administrators.

The study sought to find out from schools auditors areas normally identified to be difficulty to administrators even after attending KESI in-service training. Their responses are presented in Figure 4.2.
The analysis shows that stores management, procurement process and record keeping were the most (100%) difficult areas for school administrators. These areas, as the study find out where the avenues through which most schools funds are siphoned out. Integrity and dignity were comprised by ‘vested voices’. Still budgeting process is a nightmare to a good number of heads of schools because they had not honed their skills in it. Accounting was also a daunting task to most of these administrators. They had difficulties in accounting financial transactions of their schools. Reconciling what was in the cash book and bank statements is left solely in the hands of accounts clerk or bursar. This means the head of the school would always be operating from the back of these technical officers to do most of the accounting which in turn promotes misappropriation or mismanagement of school finances.
4.8 Attendance of Auditors to Board Meetings on Audited Accounts

On attendance of auditors to board meetings on audited accounts, they reported that they acknowledged that heads of schools do accord them the invitation whenever they are discussing audited accounts reports. While in these meetings, the auditors added, the areas they found commonly highlighted for discussions by the management boards included sundry debts/fees arrears, huge and accumulated debts, overdrawn accounts, huge sums of money on funded accounted but not reflected in relevant savings accounts and un recovered imprests from staff members. On all these areas, the auditors advised the boards to formulate strategies or systems that will check future defaults and reverse the trend. Such strategies should include accounting for imprests given to staff within 48 hours, liaise with parents to devise ways of recovering fees arrears, paying and clearing outstanding debts as well as sticking to the budget so as to avoid overdrawing some accounts.

On whether there was improvement in financial management task as performed by school administrators, both auditors were of the view that despite attending courses conducted by KESI there was minimal improvement. They recommended that more training should be mooted for excellent performance in this fundamental administrative task.

4.9 Recommendations of District Schools Auditors on Improving In-service Courses

On possible ways in which courses offered at KESI in-service training can be improved in future for the benefit of all schools administrators in public secondary schools in Kenya, auditors suggested the following:
i. Include auditors as part of the training team in financial management since they are officers in charge of auditing school finances at the ground.

ii. KESI should liaise with the school audit department before organizing in-service courses in financial management for school administrators. This will assist KESI to identify crucial areas to focus on.

iii. Set examinations for trainees, mark them and award certificates for upward mobility. This will energize school administrator to be keen at the training and the knowledge so gained shall enhance the performance of these officers in managing school funds prudently.

iv. Make follow-ups authenticate the actual implementation of learnt skills. To achieve this, KESI should have their own quality assurance officers to visit those administrators who had undergone the training at their work stations so as to see the extent to which they have implemented learnt skills, problems being experienced and offer solutions.

4.10 KESI trainers on the In-service Training in Financial Management in Public Secondary Schools

The researcher also sought to find out views of four KESI trainers sampled randomly in relation to their experiences as trainers, preparation, course organization, course duration and content course assessment and impact of the In-service courses.

4.10.1 Trainers Preparation and Work Experience

On their working experiences, the study found out that 3(75%)of the respondents had worked for 7 years, while 1(25%) had experience of 4 years. It was also found out that 75% of them were never trained as trainers before taking up their jobs. They only had
university education. But one (25%) respondent was trained before recruited as a trainer by KESI.

4.10.2 Course Organization and Beneficiaries

The researcher asked KESI trainers to list the courses they had helped to organize for school administrators. Their responses were as follows:

i. Induction course in education management for principals, deputy principals and HODs of secondary schools.
ii. Education managements courses for BOGs and SMCs.
iii. Subsidized secondary education (FSE).
iv. Financial management for principals, accounts clerks and bursars.

The respondents further stated that these courses were conducted on quarterly basis, especially during school holidays. Each course was taking 1 week as training sessions. These sessions were found to be appropriate because at these times schools are closed and potential trainees are available for them.

4.10.3 Course Content on Financial Management

KESI trainers were asked to give their views on the appropriateness and adequacy of the course content for the in-service training. Their responses are presented in Table 4.16.

Table 4.16 Appropriateness and adequacy of the course content

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very appropriate and adequate</td>
<td>3</td>
<td>75.0</td>
</tr>
<tr>
<td>Average content</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>Appropriate but inadequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Inappropriate and inadequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>
The table shows that the majority of the KESI trainers were of the view that the course content offered at the in-service training for school administrator were very appropriate and adequate (75%). A few (25%) felt that the course were of average in content.

4.9.4 Assessment of KESI In-service Courses

The study sought to find whether KESI, as a training agency, have mechanisms for assessing its in-service courses. KESI trainers, therefore respondent that they had only mechanisms of assessing courses offered by the institute at the end of the training sessions. However, such evaluation is never enough to be used for assessing the impact of KESI in-service training on the management of school funds as performed by school administrators.

As Odeyo (2005) says, assessment of any issue under investigation is procedurally done by both summative and formative evaluation. In this way, the relevance of the course content, tutors' competencies and training objectives can be established. Whereas the 'No' proponents were of the view that no-follow up was done to find out how the trainers executed their financial obligations at their work stations. This is because KESI, as a capacity building agency, has not yet conducted an impact study on the implementation of skills learnt at the in-service training by school administrators.

On the issue of the courses meeting the expectations of the school administrators in discharging their financial responsibilities at their schools, the majority (75%) of the KESI trainers felt that the courses offered met the expectations of school administrators. They argued that the course enhanced the administrators' ability in managing school
funds effectively. Trainers were of the view that since the courses were tailored to meet the gaps identified during the training needs analysis stage, they indeed met the expectations of their clients. Furthermore, the courses were meant to give "hands on financial management skills". On the other hand 25% of the trainers argued that the in-service courses had not yet met the expectations of school administrators because KESI had not done the study on the impact of its in-service training to ascertain whether expectations in question had been realized.

However, trainers were of the view that supervision of school accounts, budget preparation, making entries into cash book, record keeping and use of computer programmes to manage finances were some of the areas in financial management task that had improved as a result of participating in KESI in-service training. It is also worthy to note that such opinion was arrived at by the trainers once participants had filled in forms as feedback at the end of the training sessions. But this was never done at work stations of these administrators by KESI personnel. It was such kind of evaluation that 25% of the trainers were of the view that they could not tell exact areas which gave administrators difficulty times in the field and in which ones had they improved.
CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1 Introduction

The chapter presents the summary of the findings, conclusions and recommendations of the study on the researched information to establish the impact of KESI in-service training on financial management in public secondary schools as performed by school administrators. This purpose was to be achieved through the following research questions.

i. To what extent does KESI in-service training influenced schools administrator’s performance in financial management?

ii. What are the problems that school administrators face when trying to use learnt skills from the in-service training.

iii. What are the possible solutions to the identified problems in (ii) above?

iv. What are your views on the effectiveness of the school administrators in financial management by virtue of attending KESI in-service training?

5.2 Summary of the Findings

This section deals with schools administrators’ personal data, KESI in-service courses, extent of implementation of skills learnt, problems encountered in the implementation of skills learnt and their possible remedies.
5.2.1 Personal data of school administrators and KESI in-service courses

On personal data the study found out that the majority (83.3%) of school administrators were males heading mainly mixed day schools. They were graduates with BED degrees from universities. They had also worked for a reasonable period of time. Many of their schools were double streamed and had at least employed an accounts clerk who assisted the administrators to manage financial transactions of their schools.

The majority (62.5%) of them had at attended at least one KESI course in financial management. The in-service training sessions took a maximum of two weeks. This was an inadequate period to an extent that training objectives were only achieved averagely.

The courses offered were relevant and useful to the participants. Only inadequate time was a hindrance to comprehending fully all the skills taught. The methods appropriately used to deliver the course content were demonstrations and peer experience sharing. This is in line with the general aim of the institute that requires facilitator to adopt instructional strategies which consider the target group’s needs in terms of their performance of specific duties and responsibilities, performance gaps and preparation for changed roles arising from reforms and innovations within education sector.

Majority (75%) of the administrators felt that the teaching learning resources used at the in-service training were very relevant and course facilitators were competent and knowledgeable with good mastery of the content taught. They displayed high level of diligence in their presentations.

Strong point of KESI in-service courses was the equipping of the school administrators with knowledge, skills and attitudes requisite for effective management of school funds. Whereas their major weaknesses was the inadequate training duration. Too much content
was covered within a short period of time, making the entire exercise look theoretical rather than practical.

5.2.2 Extent of implementation of learnt skills

On the extent of implementation of learnt skills, the study found out that the skills acquired from the in-service training were put into use to a greater extent. This was due to inadequate knowledge and skills acquired due to inadequate training duration allotted for in-service courses. Only in budgeting, bookkeeping, accounting and preparation of financial statements that these skills were found fairly implemented. All this means that though KESI courses were found to be relevant and useful to school administrators, they were never fully implemented. The initial objective of in-service training was to make these administrators more effective and efficient in this crucial financial management task completely realized. This training was meant to inculcate confidence and integrity in these officers as they undertake management of school funds.

The untrained administrators were able to perform the task of financial management to a greater extent. The KESI trained ones performed their financial obligations marginally higher than the untrained. It was found out that the untrained administrators performed fairly because of three reasons

a) They rely heavily on their accounts clerks who were knowledgeable in the management of school funds. They were useful to their administrators in budget preparation, record keeping and updating the cash books and writing of financial statements properly.

b) They sought for information on good practices of cash management in their schools from senior and experienced colleague principals.
c) They religiously attended all seminars and workshops facilitated by district schools auditor at the district level.

All these efforts led to fair management of financial resources in schools.

5.2.3 Problems Encountered by School Administrators in Implementation Skills Learnt from KESI In-service Training

i. Irregular cash disbursement under the subsidized Secondary Education Programme (FSE) from the government. This led to the usage of such cash irregularly without sticking to the budgets.

ii. Recruitment of unqualified accounts clerks. Many of these schools are local community -based. This greatly influenced the kind of staff employed in finance department. They live on the idea that "theirs is theirs" whether qualified or not.

iii. Inadequate knowledge and skills in budgeting and bookkeeping on the part of school administrators. The in-service training was a crash programme which did not give the participants time to digest and internalize newly learnt skills.

iv. Uncooperative staff in regards to imprests but failed to account. Many of these administrators failed to recover huge imprests in the hands of their staff because some of them were their closest and loyal supporters of their administration.

v. Lack of viable alternative sources of finance other than FSE funds. Many school administrators had not developed viable income generating activities in their schools as alternatives sources of income to meet shortfalls created by inadequate allocations from the government.
vi. Interference on school tendering processes by schools communities which sought favoritism and nepotism once schools are procuring goods and services for running education programmes.

vii. Many of the sampled schools lacked basic facilities in finance department. They had no lockable saves for keeping cash and financial documents like receipts and payment vouchers. Whereas in some, there were no offices for finance staff but a common one for accounts clerks, secretaries and stores keepers. In such situations, unethical practices like misappropriation, mismanagement or embezzlement of funds were the order of the day.

To address these problems the respondents suggested that.

1. All school administrators should have proper financial planning and strictly stick to it.

ii. More and regular refresher courses should be conducted to enable schools administrators acquire and internalize knowledge and skills necessary for effective financial managements in schools.

iii. Accounts clerks and bursars should be taken through financial management courses to enhance their competencies in management of school funds.

iv. Boards of managements should also be in-serviced so as to assist administrators spend wisely school funds.

v. Training duration should be increased so that convenient amount of content can be covered in reasonable period of time. This will help administrators to comprehend difficulty concepts in financial management.
vi. School administrators should stick to the principle of recruiting qualified accounts and bursars to run financial affairs regardless of what their communities have to say.

vii. Intensify supervision on staff dealing with cash management.

viii. FSE funds should be released in time and in adequate allocations so that no vote head is overdrawn. Budgets should be strictly adhered to.

ix. Communication to all stakeholders on school tendering processes should be clear and firm but fair. In this way, transparency, accountability, dignity and integrity will all be upheld.

x. Solicit for alternative sources of income by investing extra funds in viable income generating activities.

xi. Intensity auditing and making follow-ups by the training agency to ascertain the extent to which learnt skills are implemented.

xii. KESI in-service should be made compulsory, examined and certificated for upward mobility.

5.3 Conclusions

Based on the findings of the research study, the researcher concluded that majority of administrators had no initial training on financial management upon deployment as heads of schools. Thus the intention of KESI in amounting training courses in this administrative task was noble. The in-service training was found quite relevant and useful to these officers. A variety of instructional strategies were used in content delivery by able facilitators.
However, it was found that this training created a marginal improvement in performance of this task. This was due to inadequate training period leading to covering too much content over a short period which made participants to fail in internalizing learnt skills that could be translated into tools of management in the actual performance of financial management in schools.

Besides the irregular cash inflows and inflows under FSE created an uphill task in maintaining the income and expenditure of each school by respective heads. This was compounded by failure to have follow-up to their work stations by KESI trainers to ensure effective utilization of knowledge and skills acquired at the in-service training. Further, lack of coordination between KESI trainers and District schools auditors made the whole in-service training not to be taken seriously by the participants. Hence minimal application of skills in actual task performance. In this regard therefore, the study concludes that the in-service training must be given due attention it deserves by all stakeholders so that the initial objective of starting the course would have meaning.

5.4 Recommendations

In view of the concerns raised under the conclusion, the study recommends:

i. Adequate time must be allocated for this training to enable participants to do a lot of practice exercises either in groups or individually on the tasks related to financial management for effective internalization and application of learnt skills.

ii. More and regular courses for school administrators and their staff in the department of finance, notably accounts clerks and bursars, should be enhanced.

iii. Though variety of instructional strategies are used, individualized and practical oriented ones should be emphasized.

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iv. District school auditors and their teams should be included in the training staff, since they are grassroots experts in financial matters. They are also in a position to monitor and evaluate the implementation of learnt skills by the administrator at their schools.

v. Time has come for KESI to have its own evaluation team that go out and monitor the implementation of learnt skills from the institute. The team can be decentralized to District levels; thus closer to school administrators so as to give them assistance should the need arise.

**Recommendations for Further Research**

i. A similar study can be done on a wider area with more public secondary schools in the country to establish the impact of KESI in-service training in financial management.

ii. A study could be carried out on the courses organized by District Schools Auditors in financial management at the District levels and those of KESI with a view to harmonize their training courses and facilitation to enhance confidence and understanding of financial issues by school administrators.

iii. A study could be carried out on the factors hindering school administrators from developing IGAs as the alternative viable financial sources.
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Dear respondent,

RE: A STUDY ON THE IMPACT OF KESI IN-SERVICE TRAINING ON FINANCIAL MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN OGEMBO DIVISION, GUCHA DISTRICT.

I am a Postgraduate student at Kenyatta University out for research. Your school has been selected to participate in the study. Respondents are administrators of public secondary schools. The questionnaires and interview schedules are designed for the purpose of this research and responses will be treated confidentially.

Yours faithfully

Mr. Ogeri Z. Simon.
APPENDIX II: SCHOOL ADMINISTRATOR’S QUESTIONNAIRE:

The purpose of this study is to access the KESI in-service training in regards to financial management in Public Secondary Schools. It is purely meant for academic purpose only.

Instructions

The questionnaire has three sections A, B, and C.

i. Section A covers background information of the respondents

ii. Section B deals with the training background in terms of course objectives, content, duration, relevance of the courses and their effect on the administrators in relation to the performance of financial management task.

iii. Section C deals with skills learnt their implementation and challenges faced.

Please the questions carefully before choosing or writing your responses.

SECTION A: BACKGROUND INFORMATION

Please use (✓) where applicable and fill your responses in spaces provided where required.

1. Gender
   
   male ( )  female ( )

2. Highest level of Education

   Dip. Education ( )  M.ED ( )
   B.ED ( )  P.G.D. E ( )
   Other (specify) ____________________________

3. Number of years as a school administrator.

   Below three years ( )  Five to ten years ( )
   Five to three years ( )  Ten and over ( )

4. School category

   Boys boarding ( )  Mixed day ( )
   Girls boarding ( )  Mixed day or boarding ( )

5. School enrolment

__________________________________________________________________________
6. Number of streams
   Single ( )         Triple ( )
   Double ( )        Four and above ( )

7. Staff personnel
   a) Teaching staff: TSC pay roll __________ BOG pay roll
   b) Non-Teaching staff: Finance department __________: others

SECTION B: TRAINING BACKGROUND
Tick(✓) your preferred responses appropriately where applicable and fill others in spaces provided

8. Apart from the university college training, what other training have you received?

9. i) Have you attended KESI in-service course?
   Yes( )     No( )

   ii) If yes, how many such courses have you attended?

   1-2 ( )     3-5 ( )     5 and over ( )

10. How long were the courses taking?

   Two days ( )   One week ( )   Two weeks ( )   One month ( )

11. Were the courses in line with the training objectives?

   Yes( )     No( )
12. Rate the courses covered in financial management in terms of levels of skilled obtained. Use: 3 – very highly; 2- highly; 1-low

<table>
<thead>
<tr>
<th>Course title</th>
<th>Levels of skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) School budget</td>
<td>3 2 1</td>
</tr>
<tr>
<td>b) Book keeping</td>
<td></td>
</tr>
<tr>
<td>c) Accounting</td>
<td></td>
</tr>
<tr>
<td>d) Financial statements</td>
<td></td>
</tr>
<tr>
<td>e) Financial resource mobilization</td>
<td></td>
</tr>
<tr>
<td>f) Management approaches of income generating activities.</td>
<td></td>
</tr>
<tr>
<td>g) Principles and procedures of procurement</td>
<td></td>
</tr>
<tr>
<td>h) Auditing and audited accounts</td>
<td></td>
</tr>
</tbody>
</table>

13. Were the teaching/learning resources relevant to the training?

   Very relevant ( )          relevant ( ) Not relevant ( )

14. Were the course facilitators competent enough to conduct the in-service training?

   Yes ( )          No ( )

   Explain your answer

   ____________________________________________________________

15. How relevant were the KESI in-service courses to your financial management task performance?

   Very relevant ( ) relevant ( ) Not relevant ( )

16. Have the course prepared your adequately for effective performance in this
    administrative task?

   Yes ( )          No ( )

   Explain your answer

   ____________________________________________________________

   ____________________________________________________________
17. Using the scale 3- Very highly; 2- Sometimes; 1- Not at all, rate the extent of implementation of the skills learnt.

<table>
<thead>
<tr>
<th>Course title</th>
<th>Extent of implementation of skills learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) School budget</td>
<td></td>
</tr>
<tr>
<td>b) Book keeping</td>
<td></td>
</tr>
<tr>
<td>c) Accounting</td>
<td></td>
</tr>
<tr>
<td>d) Financial statements</td>
<td></td>
</tr>
<tr>
<td>e) Financial resource mobilization</td>
<td></td>
</tr>
<tr>
<td>f) Management approaches of income generating activities.</td>
<td></td>
</tr>
<tr>
<td>g) Principles and procedures of procurement</td>
<td></td>
</tr>
<tr>
<td>h) Auditing and audited accounts</td>
<td></td>
</tr>
</tbody>
</table>

18. Please comment briefly on the influence of KESI in-service training on your financial management task performance?

__________________________________________________________________________

__________________________________________________________________________

19. In your view, what should be done to improve the in-service courses influence?

SECTION C: FINANCIAL MANAGEMENT

Tick (√) your preferred responses where required and fill others in the space provided.

19. Flow did you find the school budgeting sessions?
   Very relevant ( ) Relevant ( ) Less relevant ( ) Irrelevant ( )

20. To what extent have you put into practice the skills learned in budgeting in your work performance?
   High degree ( ) Average degree ( ) Less degree ( ) Not at all ( )

21. How did you find lectures in book keeping?
   Relevant ( ) Somehow relevant ( ) Not relevant at all ( )
22. To what extent have you applied skills learnt in book keeping in financial management?

High degree ( )  Average ( )  Not at all ( )

23. Enumerate problems encountered when attempting to implement skills learnt in financial management?

________________________________________________________________________

________________________________________________________________________

24. Suggest ways and means that may enable you to solve the problems identified in (23) above?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
APPENDIX III: SCHEDULE INTERVIEW FOR KESI TRAINERS.

This schedule interview is designed to seek your opinion on the impact of KESI in-service training on financial management in public secondary schools. Please read the schedule carefully and give your responses in the spaces provided below each question. Be assured that your answers will be confidential.

1. For how long have you worked as a KESI trainer?

2. List the courses you have helped to plan and organize for KESI in-service training

3. Were you trained as a trainer before taking up your duty at KESI?

4. How often were you involved in conducting KESI in-service courses in financial management?

5. Please state briefly the beneficiaries of these courses?

6. How can you rate the content on financial management?
   - Very appropriate and adequate ( )
   - Average content ( )
   - Appropriate but inadequate ( )
   - Inappropriate and inadequate ( )

7. Give the time taken for each course?
8. (i) Does KESI have mechanisms put in place to assess the effectiveness of the course programmes?

Yes ( )  No ( )

(ii) If yes, how are trainees assessed so as to find out if learnt skills are put into use at work stations?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

9. Are the course meeting the expectations of the school administrators in discharging their financial responsibilities at their schools? Explain briefly.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

10. In your view what areas in financial management that these administrators had improved as a result of participating in KESI in-service training?

____________________________________________________________________________________

____________________________________________________________________________________

11. List the possible difficulties that school administrators face as they perform the task of financial management at their work stations.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

12. State possible solutions to the difficulties listed in (11) above

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
APPENDIX IV: SCHEDULE INTERVIEW FOR THE DISTRICT SCHOOLS

AUDITOR

This schedule interview is designed to solicit your views on the impact of KESI in-service training on financial management in public secondary schools. Please read the schedule carefully and write your responses in spaces provided below each question. Be assured that your answers will be confidential.

1. Have you ever participated, in any way, in KESI in-service training?
   Yes() No()
   If yes, please briefly explain the role played?

2. How often do you visit schools and do auditing?

3. Please comment on the way school administrators execute financial management processes at their schools in terms of:
   a) Budgeting
   b) Writing of cash book
   c) Budget administration/ accounting
   d) Financial controls/internal checks
   e) Procurement process
   f) Management of income generating activities
   g) Auditing reports

4. List areas which you normally identify that give school administrators difficulties, even after attending KESI training.

5. What do you think KESI should do so that these administrators can be assisted to deal with challenges faced?

6. Do schools administrators invite you to their board meetings to share discussions with them on the audited accounts reports? Yes() No()
If Yes please list the areas highlighted the discussions and explain briefly your advice

7. Comment on whether there is improvement in task performance by schools administrators after the training.

8. Suggest ways on how KESI in-service courses can be improved in future for the benefit of all school administrators in public secondary schools in Kenya.
APPENDIX V: WORK SCHEDULE

<table>
<thead>
<tr>
<th>TIME (2010)</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>January – March</td>
<td>Literature review</td>
</tr>
<tr>
<td>April</td>
<td>Writing of research proposal</td>
</tr>
<tr>
<td>May</td>
<td>Submission of research proposal piloting</td>
</tr>
<tr>
<td>June</td>
<td>Data collection</td>
</tr>
<tr>
<td>July-August</td>
<td>Data analysis and consultations</td>
</tr>
<tr>
<td>September</td>
<td>Submission of research project</td>
</tr>
</tbody>
</table>
### APPENDIX VI: BUDGET ESTIMATES

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST (KSHS.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Stationery</td>
<td>8,000</td>
</tr>
<tr>
<td>b) Computer services</td>
<td>15,000</td>
</tr>
<tr>
<td>c) Printing</td>
<td>8,000</td>
</tr>
<tr>
<td>d) Photocopying</td>
<td>5,000</td>
</tr>
<tr>
<td>e) Subsistence for 7 months @ 2500/=</td>
<td>17,500</td>
</tr>
<tr>
<td>f) Transport</td>
<td>6,000</td>
</tr>
<tr>
<td>g) Documentation</td>
<td>4,000</td>
</tr>
<tr>
<td>h) Miscellaneous</td>
<td>6,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>70,000</strong></td>
</tr>
</tbody>
</table>
APPENDIX VII: SKETCH MAP OF THE LOCALE OF STUDY

Ogembo Division- Gucha District

KEY:
- Divisional Boundary
- Educational Zonal Boundaries
- Tarmac Road
- Murram Road

NYAMARAMBE:
(South Gucha District)

To Kilgoris-
Transmara District

To Konyanya
District

To Etogo-
South Gucha
District
Internal Memo

FROM: Dean, Graduate School                    DATE: 15th July, 2010

TO: Ongeri Zebedeo Simeon

REF: E55/10221/08

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting of 7th July, 2010 approved your Project research proposal for M.Ed. degree.

c.c. Chairman, Educational Management, Policy & Curriculum Studies Dept.

Supervisors:

1. Dr. Festus Muchira
   C/o Educational Management, Policy & Curriculum Studies Dept.

2. Dr. George A. Onyango
   C/o Educational Management, Policy & Curriculum Studies Dept.

JMO/cww

Committed to Creativity, Excellence & Self-Reliance
Mr. Zebedeo Ongeri Simeon
C/o Kenyatta University
P O Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Yours ref: NCST/TTI/12/1/SS/635/3 dated 13th July, 2010 refers.

I am pleased to inform you that you have been granted permission to carry out a research project in Gucha district for a period ending 31st August 2010.

I wish you success as you carry your research project in this district.

Risper A. Owino
District Education Officer
GUCHA DISTRICT