

**KENYA EDUCATION MANAGEMENT INSTITUTE TRAINING AND ITS
INFLUENCE ON PRINCIPALS' FINANCIAL MANAGEMENT
COMPETENCIES IN PUBLIC SECONDARY SCHOOLS IN KISUMU
COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS
IN EDUCATION (EDUCATIONAL ADMINISTRATION) IN THE
SCHOOL OF EDUCATION AND LIFELONG LEARNING OF
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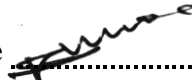
DECLARATION

I Apollo Alice Achieng, certify that the research project is my own work that has never been submitted to any another institution or university for consideration for review or certification. This research project has been supplemented with sources that have been properly cited. Where text, data (including spoken words), images, photographs, or tables are drawn from other sources, including the internet, they are appropriately recognized and references are provided in accordance with anti-plagiarism standards and the APA 7th edition style.

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DEDICATION

I dedicate this work to my beloved husband Mr. Gideon Angura, whose unwavering support and encouragement have been my source of strength throughout this journey.

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I would like to express my deepest gratitude to my supervisor Dr. Purity Muthima for her invaluable guidance, support and encouragement throughout this research.

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ABBREVIATIONS AND ACRONYMS

APA	American Psychological Association
BoM	Board of Management
IGAs	Income Generating Activities
KEMI	Kenya Education Management Institute's
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
PMU	Performance Monitoring Unit
SDG	Sustainable Development Goal
SPSS	Statistical Package for Social Science
TQM	Total Quality Management
TSC	Teachers Service Commission
USAID	United Agency for International Development
VETA	Vocational Education and Training Authority

ABSTRACT

In building the capacity of Kenya principals, the Kenya Education Management Institute (KEMI) Training is important. Even after KEMI introduced its education management diploma programme to school managers in 2011, numerous instances of fiscal malpractices continue to be documented in a number of schools in Kisumu County, Kenya. This study purposes to establish KEMI Training and its influence on principals' financial management competency in Public Secondary Schools Kisumu County, Kenya. The research objectives were: to establish KEMI's training in budgetary planning and its influence on principals' financial management competencies in public secondary schools Kisumu County, Kenya, to establish KEMI's training in supervisory management and its influence on principals' financial management competencies in public secondary schools Kisumu county, Kenya, to assess KEMI's training in income management and its influence on principals' financial management competencies in public secondary schools Kisumu county, Kenya and to find out KEMI's training in expenditure management and its influence on principals' financial management competencies in Public Secondary Schools Kisumu County, Kenya. This study was grounded on the theory of Total Quality Management. The study used correlational research design. The research targeted 224 Public secondary schools which have a total of 224 principals, 224 bursars. Krecjie and Morgan formulae was used to a sample size of 56 principals of which 46 have attended KEMI training while 10 had not gone for the KEMI training, 56 bursars and 11 ministry officials, a total of 123 respondents. A semi-structured questionnaire was administered to both the principals who had undergone KEMI training, and the bursars, while interviews was conducted to 10 principals who had not gone for KEMI training and 11 Ministry officials. Inferential and descriptive statistics was employed in analysing quantitative data. The results showed that KEMI's training in budgetary management had a positive and significant effect on principals' financial management competencies ($\beta=0.305$, $p=0.000$). The results showed that KEMI's training in supervisory management had a positive and significant effect on principals' financial management competencies ($\beta=0.182$, $p=0.027$). Additionally, income management had a positive and significant effect on principals' financial management competencies ($\beta=0.234$, $p=0.011$) and expenditure management had a positive and significant effect on principals' financial management competencies ($\beta=0.320$, $p=0.000$). The study established that there was a substantial influence of KEMI's training in budget planning on principals' financial management competencies in Public Secondary Schools in Kisumu County, the study also concluded that there was a significant influence of KEMI's training supervisory management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya, the study also concluded that there was a significant influence of KEMI's training income management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya. In the study concluded that there was a significant influence of KEMI's training expenditure management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya. The results show there is a positive relation between KEMI training and principal's financial competences, there could be other factors like lack of integrity. The ministry of education should, ensure that there is regular monitoring of school's financial records and involve forensic accounting, TSC to increase salaries principals and teachers' salaries to avoid issues of malpractices and the KEMI program proceed without any interruption.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter consisted of the background of the study, research problem statement, purpose of the study, study objectives, research hypothesis, significance, limitations, delimitations, assumptions, theoretical framework, and conceptual framework of the study and operational definition of terms.

1.1 Background to the Study

Financial management by principals is a critical aspect of effective school management and therefore enhances quality education which is outlined in Sustainable Development Goal (SDG) 4. The agenda of improving educational quality in schools directly correlates to managerial skills of the principals (Sujasan & Wibowo, 2021). One such essential element of effective management skills is financial management skills (Chinenye & Ofojebe, 2020). Financial management refers to the process of using available finances to ensure that the plans and operations of an institution are executed within set time lines and budget (Mosha, 2018). Financial competence entails capability of a school manager to excellently plan procedures and implement processes while at the same time coordinating with stakeholders in financial matters of school (Fatima, Shahzadi & Shah, 2019).

Management of finances is critical in instilling blameless governance, responsibility as well as transparency when dealing with shared finances (Ongoto, Ogola & Malusu, 2019). The significant condition for quality delivery of education is the capacity to generate satisfactory fiscal assets and manage the income efficiently (Abdalla, Mwingi, Wachira, Okoko, & Webber, 2019). This can be accomplished

by introduction of school-based money-making projects such as hiring of halls, school buses and playgrounds to the surrounding societies in order to generate income (Amos & Koda, 2018). A school principal is essentially a trained teacher charged with management of a school and it is appalling to assume that they are seasoned accountants able to meritoriously handle financial management without any capacity building. However, inadequate training of school principals on financial administration has facilitated embezzlement learning institutions monies and general mismanagement of leaning institution's resources (Radzi, Ghani, Siraj, & Afshari, 2018).

School financial management entails accounting system which provides sensible control as well as appropriate responsibility of all monies received (Ongori, 2021). It is the obligation of the school administration to provide and maintain factual and strong records that thoroughly categorizes the source of finances (Laurie, Nonoyama-Tarumi, Mckeown & Hopkins, 2016). Secondary school principals are anticipated to make available, correct, up-to-date and comprehensive revelation of the school status financially (Wango & Gatere, 2016). Some of the important indicators of financial management include the capacity to control school expenditures which takes account of the apportionment of finances to different school requirements alongside the capability to maximize school income which goes with the correct utilization of the finances collected (Ukpong, 2019). Moreover, books of accounts where day-to-day transactions of the school are recorded are part and parcel of the essential financial management. The financial record in a secondary school enables the stakeholders to make sure that the funds apportioned to the delivery of education are utilized as per the envisioned resolutions (Tshabalala,

2017). Consequently, competence in financial management is expected to reduce or get rid of corruption and deceitful activities in learning institutions.

Principals encounter various hurdles with regard to management of finances within schools (Okeze & Ngwakwe, 2018). The main notable challenge recorded include lack of relevant and basic financial management skills which then prevents the school managers from critically analysing and interpreting school financial statements prepared by bursars or school accountants (Onesmo, Goodluck & Africanus, 2021). Other problems related to inadequate financial skills of school principals include incompetence in income management, distribution strategy and expenditure control which led to inadequate school infrastructures, lack of motivation among the teachers, substandard supervision in learning institutions in addition to poor academic achievements of the learners (Bilkisu, 2018); an issue this study payed attention to.

In Pakistan, the role of principals become imperative to plan for continuous professional development to enhance financial management skills, pedagogical skills, content knowledge and responsiveness to contemporary research in education (Shirin & Shelina, 2019). In South Africa, it has been noted that educational Institutions leaders are crucial to ensure effectiveness and equity in the acquisition and utilization of financial assets (Tshabalala, 2017).

According to Mosha (2018), management of financial resources in the educational sector in Tanzania is significant in promoting quality education and realization of school mission and vision. Mang'eng'e (2018) study conducted in Kibwezi Sub-County found out that KEMI training did not equip the school managers with sufficient teacher motivation principles; however, the research focused on teacher

motivation, this forms a content gap that this investigation intends to bridge by espousing fiscal management as the dependent variable.

In Kenya, the public Finance Management Act of the year two thousand and twelve segment eighteen (one) necessitates that, at the culmination of every financial year, respective public schools shall formulate financial statements relating to that institution. Section 81 (3) calls for the financial statements so organized to be in a manner that conforms with pertinent accounting standards as a proved by the Public Sector Accounting Standards Board (PSASB).

Financial management in Kenyan public secondary schools is done according to the provisions of the Public Finance Management (PFM) Act 2012, which calls for institutions to keep records of transactions that take place throughout the fiscal year that runs from July 1st to the close of June. The PFM act, 2012 focuses on openness and accountability including public participation financial matters in secondary schools. It further stresses that school funds must be used in a prudent and responsible manner and fiscal reporting must be clear. Section 23 of 2013 Basic Education Act orders the Board of Management of secondary school to keep all documentation and books of accounting of the educational institution's income, spending, and properties.

In Kisumu County principals in secondary schools manage hefty budgets, prepare plan for spending as well as oversee purchasing procedures and accounting for the money allocated to schools (County Education Audit Report, 2019). These sources of funds were mainly raised through school fees and governments grants. Coupled with the financial constraint that prevails, the management of secondary schools in Kisumu County have been forced to embrace austerity measures to reduce costs,

hence, it is critical to ensure that principals are competent enough to manage school resources.

According to the County Education Audit Report (2019), feebleness in secondary school financial administration in Kisumu County were exaggerated costs of constructing classrooms and diversion of government funds intended for tuition to construction. As a result, cases of principals being interdicted, suspended, transferred or demoted in secondary school in Kisumu County have been on the rise (County Education Audit Report, 2019). Hence, there is a need to establish if KEMI Diploma Course has any positive effect to principals' financial management. Alal (2021) specified that poor income and expenditure management among the Head teachers were key casual influences in financial maladministration and misappropriation of school finances. The Star Gazette (2021:12) The education ministry unearthed irregularities among schools in Kisumu West Sub County. A report dated April 12 recommended disciplinary action against school principals over corruption allegation. The Regional Director of Education called on the Director of Criminal Investigation to further probe the forgery of documents used in procurement. In the report, the County Director wanted the principals held accountable for Ksh. 3,455,855.00. He said the principal violated public Procurement Assets and Disposal Act, 2015, the code of Regulations for teachers, 2015, and Management Act, 2012. The Regional Director asked the Teachers Service Commission County Director to act against the principal. The report said the nine allegations against the principal were true.

It is this realisation that the principals of public secondary schools' face challenges (Kisumu West, 2021) despite having gone through KEMI Training. This called for

the study to establish KEMI Training and its influence on principals' financial management competencies in public secondary schools Kisumu County, Kenya.

1.2 Statement of the Problem

Principals carry out core responsibility in management of schools and ensuring that there is high-quality education in schools. Financial management is one of the essential responsibilities undertaken by principals. Nevertheless, proof of misuse of school funds have been pointed out in a number of schools in Kisumu County even after KEMI introduced educational management diploma course for all the school administrators in two thousand and eleven. Kisumu County had recorded the highest number of Principal disciplinary cases arising from financial misappropriation in secondary schools.

County Education Audit report 2019 indicated that poor income and expenditure management among the head teachers were key causal influences in financial maladministration and misappropriation of school finances in 15 secondary schools. For example in Kisumu East, the audit questioned the use of Sh 35 million to buy three school buses. There were no logbooks for the said vehicles (County Education Audit Report, 2019).

In addition, there were secondary schools with financial mismanagement issues within the County. There are principals who are not able to point out inconsistencies in financial registers and comprehensively depend on the records done by the bursars and the accounts clerks, despite having attended KEMI training course. If this issue is not addressed, the government might lose more school heads through suspension, interdiction and dismissal. Thus, the investigator investigated the influence of Kenya Education Management Institute's (KEMI) Training on head

teachers' financial management competencies in Public Secondary Schools Kisumu County, Kenya. Studies done in Kenya, focused on principal's competencies in supervision of instruction while this study aims at establishing if KEMI Training has any influence on principals' capabilities in management of budgetary planning, Supervisory management, income Management as well as expenditure management.

1.3 Purpose of the Study

The purpose of this study was to establish Kenya Education Management Institute Training influence on principals' financial management competencies in public secondary schools Kisumu County, Kenya with a view of informing policy and interventions.

1.4 Objectives of the Study

- i. To establish KEMI's training in budgetary planning and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.
- ii. To establish KEMI's training in supervisory management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.
- iii. To assess KEMI's training in income management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.
- iv. To find out KEMI's training in expenditure management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

1.5 Null Hypothesis

These null hypotheses guided the investigation:

HO₁: There is no significant influence between KEMI's training in budgetary planning and principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

HO₂: There is no significant influence between KEMI's training in supervisory management and principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

HO₃: There is no significant influence between KEMI's training in income management and principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

HO₄: There is no significant influence between KEMI's training in expenditure management and principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

1.6 Significance of the Study

The findings might be significant to the Ministry of Education to improve its effectiveness in delivery of high-quality services to improve financial management in schools. The Ministry of Education can use findings related to financial management in schools to improve service delivery and effectiveness by implementing strategies for better resource allocation and accountability, ultimately leading to higher quality education

The outcomes of this investigation may be of great help to KEMI in improving their course content to ensure inclusion of the best financial management training concepts relevant to school administrators. KEMI could utilize the findings and

review the content in their diploma curriculum in terms of financial management skills training on principals. The principals may directly benefit from the outcomes of this investigation particularly the importance of specific aspects of KEMI training in connection to proper financial management of secondary schools. This research should enlighten the parents and the school community on the significance of professional training on improving administration and utilization of finances in secondary schools in Kenya. This research outcome can be used to educate the school stakeholders who include parents, teachers, administrators, community members on the significance of professional training on improving financial administration.

The findings of this investigation should lead to the creation of new theory on the concept of KEMI training. The outcomes of this research may be vital in supporting the policies in place for in-service training and financial management. In-service training strategy and financial management policies may be advanced from the conclusions of this research.

1.7 Limitations of the Study

Principals tight work schedules was a challenge to the researchers carrying out interviews. The investigator overcame this challenge by booking prior appointments with the principals. Some schools were located in areas that experience flooding and had bad terrain that hindered accessibility. The investigator overcame this challenge by organizing to gather information from principals in such schools within town areas. Some secondary schools were not willing to share the past financial records with the investigator to safeguard the school's reputation. The investigator overcame

this challenge by making study objectives clear to the participants obtaining approval letters for data collection from the Ministry of Education officials.

1.8 Delimitations of the Study

The study took place in public high schools across the county thus excluding other categories of learning institutions, for instance, private schools. This is because the KEMI training was only offered to head teachers in government owned secondary school by the government of Kenya. The researcher only interviewed public secondary school principals, bursars and Ministry of Education officials at the Sub-County. Furthermore, the investigation was done in Kisumu County. This was necessary because Kisumu County had recorded the highest number of Principal disciplinary cases arising from financial misappropriation in secondary schools. The research focused on four elements of KEMI training; namely KEMI's training in budgetary planning, training in supervisory management, training in income management and training in expenditure management due to the importance attached to them in daily administration of learning institutions and management of finances in secondary school. KEMI is the only government institution mandated by the government to train managers.

1.9 Assumptions of the Study

This investigation assumed that:

- The principals interviewed had attended the KEMI training and some had not.
- The ministry of education officials interviewed were honest with information on the financial management situation of secondary schools.
- The bursars provided honest and genuine feedback on the financial management situation of the secondary schools

1.10 Theoretical Framework of the Study

This research was grounded on Total Quality Management theory by Deming (1993). Hackman and Wageman, (1995) indicates TQM concept argued that if an organization embraces relevant principles of management this can improve the quality as well as concurrently minimize the expenses in terms of decreasing wastage, rework, workers' attrition besides legal process while growing client's allegiance. This model accentuates that in a process that a system is built from, organization has obligation to include those who in reality utilize the procedures. In this case, the school principals take part in ensuring the schools operates daily as a result they require knowledge of the procedures that the employer has allocated them. In order for the managers to understand their role, Deming claimed that managers adjust from commanding, punishing and appreciating rewards; to guiding and supporting colleagues in making of better quality. Additionally, it states that for the purposes of improving the eminence of administration, Deming established 14 arguments that function as guiding principle for operational in addition to transformative management. These points are vital in establishing a conducive and enabling atmosphere in which effectiveness as well as improved efficiency flourishes.

The fourteen points comprise of a continuous resolution in the direction of improvement, embracing the new philosophy, bring to an end dependency on reviews, utilizing a one merchant for one single item, refining continuously and endlessly, utilizing training on the job, applying leadership, eradicating fear, contravention of hurdles amongst subdivisions, withdrawing slogans that are not clear, abolishing administration by goals, getting rid of obstructions form

workmanships pride, executing learning as well as individual betterment, and ensuring “revolution” all individuals responsibility. All the points by Deming pointed out that the management is given responsibility of creating recurrent enhancement by the redefinition of the institution tenacities. The institution was required to endure, contest effectively, as well as regularly restock its properties for development and perfection through invention and investigation. Deming stressed that only a commitment to a course of constant development truthfully rewards. An institution may not anticipate to kindle moreover nourish an eminence evolution from where it will flourish all the time. As an alternative, its commitment to embrace a revolution perspective; such a viewpoint averts immobility and prepares the institution for the indefinite prospect. Part of the transformation perspective to neglect a practice that, in spite of their observable temporary welfares, in the long run weakens an establishment’s efficiency.

Hackman and Wageman (1995) emphasized on the significance of taking part in administration and transformative guidance and highlighted that the necessity for teamwork. Deming further pointed out that to fulfil its personal ability, an institution should tie together the influence of each employee. Based on this, careless work performance, low quality service, in addition to negative feelings from the institution are not encouraged. The employees ought to be prepared for them to feel appreciated, carry out their work headed for a common dream, cooperate and lessen confrontational relations. The general performance of the organization is made better by ensuring each individual takes steps towards quality.

TQM emphasizes the importance of managing processes rather than just outcomes. In financial management, this means focusing on the processes used to manage

budgets, track expenditures, and collect revenue, rather than just focusing on the final financial results. In the context of schools, customers include students, parents, teachers, and the broader community. TQM emphasizes understanding and meeting the needs of these stakeholders, which can translate to better financial decisions that support the school's mission.

TQM theory as advanced was deemed relevant to this study because it put emphasis on the requirement to make better, the present-day skills of principals as heads of schools. KEMI diploma training is an in-service training that principals are needed to submit and make better their financial management skills. The principals were enlightened on the best financial management practices that they can embrace for their secondary schools.

1.11 Conceptual Framework

This research process was guided by the research conceptualization depicting the interconnection between the independent and dependent variables as presented in Figure 1.1.

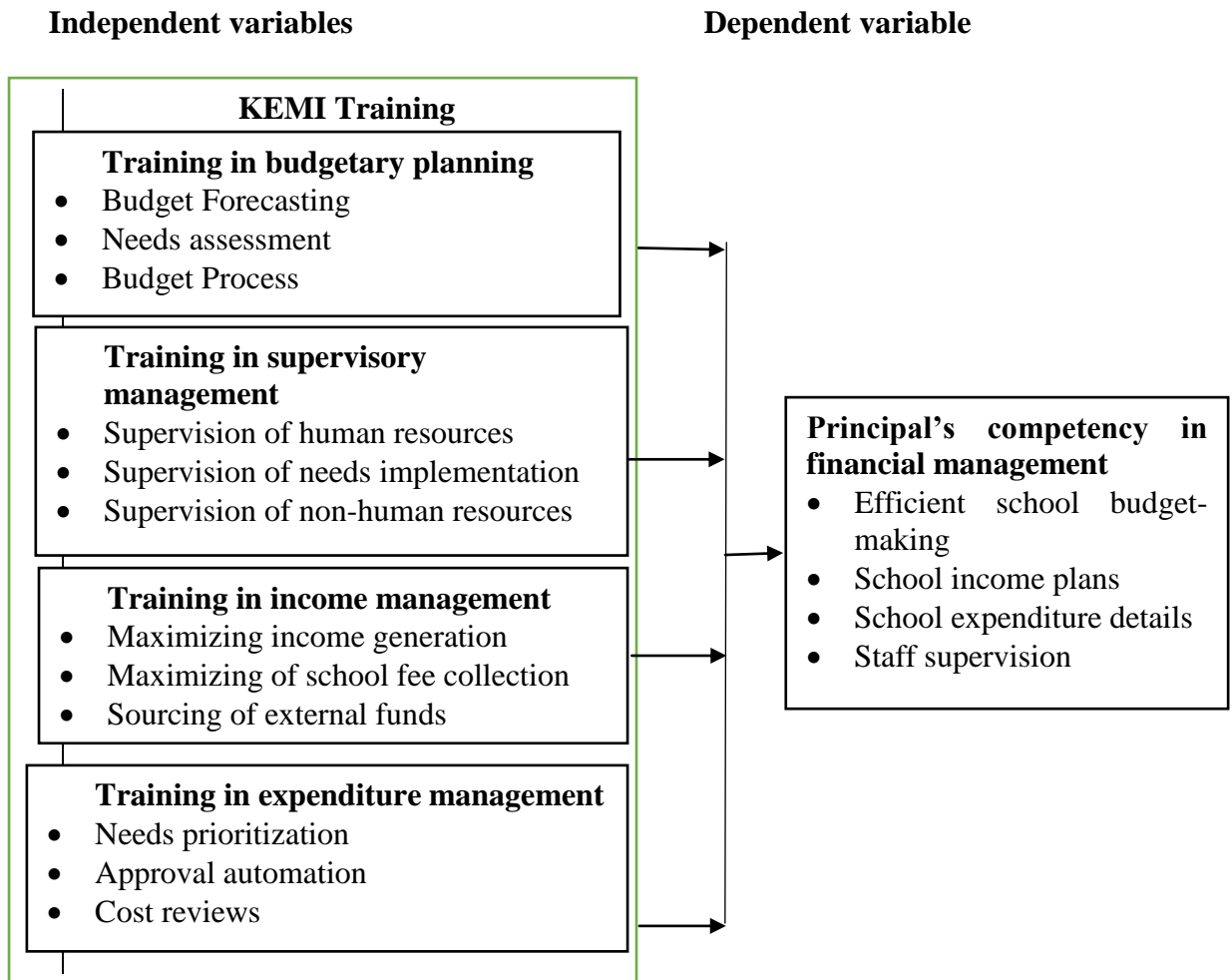


Figure 1.1: Conceptual Framework

Source: (Researcher, 2022)

Figure 1.1 displays that KEMI's diploma training course in budgetary planning, supervisory management, income management and expenditure management was the independent variable perceived to influence. Training in budgetary planning significantly enhances financial management by equipping individuals with the skills to allocate resources effectively, monitor performance, and make informed decisions, ultimately leading to improved financial outcomes (Oluwadere, 2018). It was measured by budget forecasting, needs assessment and budget process

Training in supervisory management can positively impact financial management by equipping supervisors with skills to motivate teams, improve decision-making, and foster a positive work environment, ultimately leading to better resource allocation and financial performance (Basuki, Perdinanto & Hamid, 2020). It was measured by supervision of human resources, supervision of needs implementation and supervision of non-human resources.

Income management involves effectively planning, controlling, and utilizing income streams to achieve financial goals, whether personal or business, through budgeting, saving, and investing (Mestry, 2020). Training in income management will be measured by maximizing income generation, maximizing of school fee collection and sourcing of external funds.

Training in expenditure management significantly enhances financial management by improving resource allocation, promoting transparency and accountability, and ultimately leading to better financial performance and decision-making (Mosu, 2022). It was measured by needs prioritization, approval automation and cost reviews.

Principal's competency in financial management which is the dependent variable indicated by ability to draw efficient school budget, ability to supervise staff for effective implementation of needs, ability to maximise school income and ability to control school expenditures.

1.12 Operational Definitions of Terms

Budgetary process- entails efficient planning and subsequent monetary allocations for all the secondary school activities for each financial year.

Competencies-The ability of principals to apply skills to perform successfully or efficiently

Financial Management-Administration responsibility dealing with the procurement, budgeting, and record keeping of secondary schools' finances as well as starting income generation to verify suitable in addition to accurate use of resources.

Financial records- refer to keeping all books of accounts and related financial documentation in secondary schools.

In service training- entails activities like training before work that has been utilized by wide-ranging activities such as KEMI to make available leadership backing as well as competency to secondary school principals.

Income generating activities- refers to the establishment and operation of any profit-generating enterprise that brings in more cash for the institution.

Income- The resources that are availed within a secondary school meant to sustain the school's operations

Supervision- refers to oversight role played by school principals in ensuring smooth financial operations of the school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This subdivision included related literature review on KEMI training in addition to Principals' competencies in management of budgetary planning, supervisory management, income management and expenditure management.

2.2 Kenya Education Management Institute Training

KEMI, founded under the Education Act is tasked with increasing the management competencies of every individual involved with educational administration as well as training with a vision of being a leading institution in management development for education managers, KEMI as a capacity building agency is a springboard for advancing best management practices in the education sector.

The organization has a governing counsel led by chief Executive officer. The organization management has five divisions i.e., Internal audit, corporate communications, marketing and strategy, legal and supply chain management, all reporting directly to the chief Executive Officer (KEMI, 2023).

KEMI Offers several courses which have been categorized as; TSC course which is a teacher professional Development program targeting all teachers registered by the Teachers Service Commission.

Open distance and flexible learning courses (ODFL) are diploma programs in educational leadership and management course targeting TVET heads, principals, head teachers, deputies, and HOD. This category has the following courses: Schools of excellence courses, Institutional Management courses, 21st century teacher

targeting those in private schools. The other categories are management courses for TVET, ICT integration courses and other short courses (KEMI, 2023).

Diploma in Education Leadership and management is a course designed by KEMI to equip head teachers with requisite skills of becoming good and qualified managers in educational institutions. KEMI outlines that quality educational managers are a requirement to good performing institution. The aim of these courses is to instil know how, attitudes and skills to proficiently improve access, equity and quality of education (KEMI, 2023).

Educational personnel enrolled in this course should be willing to exhibit a comprehension of educational laws, policies, and change, perform revolutionary educational administration, oversee resources utilization to achieve best possible results, know how to efficiently create student amiable schools, as well as apply expertise required to effectively lead curriculum implementation. They are also expected to promote ICT integration practices in educational institutions as well as lead the application of science, technology, and innovation (ST&I) in education. Excellently apply guidance and counselling and lastly be able to demonstrate an understanding after a course work by undertaking an action rehearsal project. The course has eight modules (KEMI, 2023).

One of the key modules is institutional resource leadership and management. Resource is key in any organizations quest to achieve its goals. Institutional managers have at their disposal different kinds of resources including fiscal resources, infrastructure, human etc.

The limited nature of these requires planned and effective utilization. This module divided into seven units aims at equipping institutional managers to effectively manage institutional resources for achievement of educational goals. Planning and budgeting, revenue-generating operations, financial accounting, public procurement, risk management, administration of human resources, as well as management of projects comprise the units. This investigation strives to present the effect of the KEMI diploma course on the head teachers managerial competencies, as principals are one of the course's targets, by focusing on budgetary planning, supervisory management, income and expenditure management, all of which are part of a core module in this course.

2.3 Principals' Financial Management Competencies

Pilapil, Galigao, Lacandula and Queniahhan (2019) posit that head teachers' qualifications and knowledge acquired on financial accounting was visible in their aptitude to draw efficient school budget and further supervise staff for operational execution of needs in high schools in Philippines. Dwangu and Mahlangu (2021) found out that the instruments embraced by the education Department made sure the school heads were accountable for their monetary while mismanagement practices failed to ensure that they are completely responsible in South Africa. Yizengaw, Agegnehu and Ehmke (2021) revealed that their existed a statistical noteworthy mean score variation among government and individual owned post primary education centres in management of financial resources in Ethiopia.

Quezon (2023) focused on financial management competence of Public Secondary School Principals. The study focused on the financial management competence of public secondary school principals in Pangasinan. The study determined the

respondents' profile, their level of financial management competence, the significant difference between their level of financial management competence across their profile variables, and the significant relationship between their level of financial management competence across their profile variables. In this study, the descriptive research approach was applied. According to the findings, most responders are female, in the late adulthood stage, married, holding a Principal IV position, with a Doctor's Degree, seasoned school administrators in a medium school category, and equipped with training related to financial management. Likewise, the respondents are competent in preparing a financial management plan, procuring assets, managing assets, and monitoring, evaluating, and reporting financial resources. Meanwhile, the respondents are competent in generating and mobilizing resources. It was also found that there is a significant difference between the level of financial competence of the respondents along the preparation of financial management plan and length of service as principal

Okere (2024) focused on principals' financial management strategies on effective administration of Public Secondary Schools in Rivers State. A descriptive survey research design was adopted. The findings revealed that principals' budgetary practices and adequate record-keeping significantly influence effective administration. The study recommends that principals should prioritize budgeting due to its importance in efficient financial management.

Egboka and Igbokwe (2021) focused on principals' application of administrative competencies for effective management of secondary schools in Awka Education Zone of Anambra State. Descriptive survey research design was adopted for the study. Data collected were analyzed using mean and standard deviation. The

findings of the study revealed among others that principals apply instructional leadership competency for effective management of secondary schools in Awka Education Zone.

Baaru, Gachahi and Mbugua (2019) pointed out that school MoE members with financial management knowledge were efficient in supervision of finances administration in pre-secondary learning institutions in Kenya. He further revealed that the Ministry of Education officials superintended the staffing and distribution of responsibilities to the instructors and took a proactive role in the employment moreover conscripting of work agreement for the non-teaching staff.

Masai and Kirwok (2021) focused on influence of financial training skills on financial management in Public Primary Schools: A Case Study of Endebess Sub County, Kenya. This study employed a descriptive survey design. The population of the study included all the head teachers and hence, census sampling technique was used to select the whole study population as a study sample since the population was small. Questionnaires and interview schedules were used to collect quantitative and qualitative data respectively. The study revealed quite important insight to the financial skills and financial management nexus. The findings of the study established a positive correlation between financial training and the financial management function. The study further established that financial training factor has the strongest association to financial management. The study concludes that the financial training was statistically a significant factor in relation to the financial management practices in the schools in Endebess Sub County.

Operario (2022) focused on managerial competencies, financial management, and level of liquidation practices of Secondary School Administrators. This study

investigated the relationship of managerial competence to financial management and liquidation practices, respectively, among 48 public secondary school administrators in the schools division of Eastern Samar, Philippines. Using the researcher-developed survey instrument, the data collected were analysed using frequency count, median, and spearman rho analysis at 0.05 level of significance. Findings revealed a very high level of perceived managerial competence among the respondents. Moreover, they are practicing financial management protocols at all times, while oftentimes for liquidation protocols. Further analysis revealed no significant association among the variables, which indicates independence among them. Hence, the researcher recommends further exploration using other tools and a bigger sample size.

Muturi (2023) focused on influence of school governance practices on financial management of public secondary schools in Kericho County, Kenya. The study adopted concurrent nested design and utilized mixed methods research approach. Results show that financial management in public secondary schools was significantly influenced by the school governance practices. The internal capacities of BOMs was found insignificant moderator between school governance practices and financial management. It was noted that effective financial management required adequate governance documentation, implementation of clear financial policies, participative decision-making process, employee training and professional development; good financial record keeping practices, educated and exposed BOM members, and sound financial control measures. Deficiency in accounting capabilities, weak implementation of financial management policies, weak involvement of stakeholders, inadequate adoption of ICT, and inadequate qualified

staff were common drawback noted in several schools, while, effective financial management require concerted effort of all stakeholders.

Ochieng (2023) focused on corporate governance principles and financial management of national government constituency development fund in Nyanza Region, Kenya. Descriptive research design was adopted for the study. The study concluded that the four corporate governance principles account for up to 77.8% significant variance in financial management. There was linear relationship between independent variables and dependent variable as tested by the Pearson Correlation Analysis. The corporate governance principles had correlation coefficients as follows: Accountability, Transparency, Fairness and Integrity. The study therefore recommended that for public resources to be efficiently managed, the four corporate governance principles which are accountability, transparency, integrity and fairness guidelines should be adhered to.

Barkwang, Mwenda, Ogembo and Kimanthi (2024) focused on principals' financial management skills and institutional performance in public secondary schools in South Rift Region, Kenya. The study adopted descriptive cross-sectional survey and correlational research designs. Multistage sampling was used to select 336 respondents for the study, including principals, senior teachers and County Quality Assurance and Standards Officers (CQASO). Questionnaires and interview guide were used to collect data from sampled respondents. The study established that there is a positive and significant relationship between principals' financial management skills and institutional performance. It was also established that majority of principals face challenges in financial management due to lack of financial

management skills, such as sourcing for funds through prompt fee collection and inability to manage income generating activities.

Amaikwu and Ofojebe (2020) focused on principals' budgeting practices for enhancing financial management in secondary schools in Anambra State. The study was guided by two research questions and two hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised all the 257 principals in the state government owned secondary schools in Anambra State. They were all used for the study. The findings of the study revealed among others that principals' budget planning practices for enhancing financial management in secondary schools in Anambra State include giving priority to the most pressing needs of the school in budgeting planning, setting target to be achieved by the school budget, adhering to official fiscal calendar in budget planning and forecasting expected income in the school budget among others.

2.4 Budgetary Planning and Principals' Financial Management Competencies

A study by Chan, Xu and Shu (2016) investigated the school finance practices in China through the perceptions of school administrators in two provinces. A validated survey questionnaire was developed to contain 14 open-ended questions to cover school revenues, expenditures, budget process, auditing system and equity issues. Sixty-two out of the 100 invited school administrators responded to the survey. Twenty-five of them also submitted school financial documents for review. Participants' responses and their submitted documents were examined for patterns, themes and consistencies through triangulation. The findings indicated that the

Central Government was responsible for 45.5% of the training on principals' budget management process in China; with a focus on budget planning and implementation. However, the results also showed that school budget and audit processes were primitive thus signalling inadequate financial management practices. Nonetheless, the research was conducted in China which is a developed country and not Kenya which is a developing nation; The present investigation strives to address a gap within the context of the topic.

Oluwadere (2018) conducted a research to evaluate the fiscal competency needs of high school administrators in Enugu State, Nigeria. The result revealed that school administrators possess competencies in planning for the school budget and implementation. However, this investigation embraced a descriptive survey research design; the current investigation intends to anchor on correlational research design by establishing the relationship between the variables.

Onesmo, Goodluck and Africanus (2021) carried out a study in Tanzania that established that financial management skills like budget management and auditing skills were indispensable for management of finances in learning institutions. The investigation revealed that majority of the learning institutions administrators; accountants as well as assistants were incompetent in administration of finances. In addition, the study recommended decentralization of financial decision making, operational monitoring, assessment and auditing of monetary report as approaches for refining school administrator's fiscal administration expertise. Nevertheless, the investigation was carried out in Tanzania and not Kenya; a contextual gap that this research intends to cover.

Fauzan, Prajanti and Wahyudin (2019) focused on the effect of budgeting quality and human resource competency of school financial performance with information technology as a moderating variables. This research used quantitative approach using hypothesis testing study design. To test hypothesis using multiple linier regression analysis with the absolute different with application program SPSS. The result of analysis shows that quality of budgeting, financial human resources competence on the school and information system have a positive significant effect on the school financial performance with simultanely or partially. information technology has a positive significant effect in moderating the influence of budget quality on school financial performance. However, information technology have not significant effect in moderating the influence of budget quality on school financial performance.

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An investigation carried out in secondary schools in Nakuru by Junge, Bosire and Kamau (2014) pointed out that a strong positive result on the learning outcomes in state owned secondary schools. Whereas the reviewed study focused majorly on budgetary practices in relation to school performance, the proposed study focused on budget planning in relation to Principals' financial management practices specifically focusing on the principals who have acquired KEMI diploma training.

2.5 Supervisory Management Training and Principals' Financial Management Competencies

Basuki, Perdinanto and Hamid (2020) investigated the effect of strengthening supervisory training on principals' competence in Hulu Sungai Tengah Regency, Indonesia. The research embraced Quasi-Experimental design. Information was gathered using tests from a sample of 30 principals. The findings indicated that there was noteworthy competencies improvement after education and training was done. The present study was based locally in Kenya, where such studies were sparse in the literature.

A study by Anjah, Nkemnkemg, Tacham and Mbogueb (f2018) assessed effect of supervision of the school heads on administration of resources in the Northwest and Southwest provinces in Cameroon. The researcher collected quantitative data from 886 school head teachers. Data was collected using questionnaires. The findings demonstrated a substantial association among the human resources skills obtained through school heads on-the-job training as well as the management of resources in schools. Although a survey design was used to collect data, a gap was created since a correlational design was not used to examine the interconnection amongst the

independent and dependent variables a methodological gap this investigation intended to fill.

Muvunyi (2018) conducted a study on managing and supervisory of competency at the lower secondary school levels in Rwanda's Rwamagana District. Descriptive research design was embraced by the researcher. The investigator selected 31 head teachers to be part of the investigation. The investigation findings concluded that head teachers' supervision competence gives a contribution towards management performance. The study by Ibrahim (2018) majorly focused on supervisory competency in relation to management of teachers and students. The study failed to focus on financial management which is a core factor in management. This investigation aimed at bridging the gap by concentrating on supervision management training related to principal's financial management competencies.

Riyadi, Puspitasari, Pramono, Setiawan and Natalie (2023) focused on the influence of supervision performance and school principal managerial competency on school principal performance. This study employs descriptive-inferential methodology and quantitative research techniques. According to the analysis of research findings, supervisory managerial oversight had a strong, immediate impact on the school's managerial competency. The effectiveness of school A principals is not significantly impacted by management oversight of supervisors. The performance of school A principals is significantly impacted directly by the managerial ability of school principals. Through the managerial proficiency of school principals, supervisory management supervision has a strong indirect impact on the performance of school A principals.

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Onunga (2018) carried an investigation in Kiambu County, the study adopted mixed methods approach by applying sequential design. Research questionnaires were used as data collection tools. Only 2114 respondents took part in this investigation. This investigation concluded that training of head teachers enhanced their financial management skills. Onunga (2018) conducted research with primary school heads of schools, hence the study was insufficient to draw findings on secondary school principals.

2.6 Income Management Training and Principals' Financial Management Competencies

Levin and Bradley (2019) carried out an investigation that purposed to highlight causes and consequences of principal turnover in United States. The study used literature reviews, focus groups and government document analysis to collect data. The study pointed to five reasons that led to principals leaving their jobs. One key

reason was inadequate preparation and professional development in vital areas such as financial management. According to the study, competent management practices are connected with outstanding preparations along with in-service professional learning opportunities. It is therefore important to understand how such in-service training like KEMI diploma associate with fiscal administration competencies of Secondary School principals in Kisumu County.

Mestry (2020) conducted a study in South Africa. The study pointed out that if school fees are effectively and efficiently managed, principals would have more resources to invest in infrastructure and teaching and learning aids resulting to higher learner achievement. There is exist a research gap that need to be bridged as the previous research was conducted in South Africa and left geographical gap which this investigation intends to bridge.

Kibati (2022) focused on basic money management skills and financial decision making: A survey of small scale trading enterprises owners in Kamwangi market of Gatundu North constituency in Kenya. A descriptive research design was adopted. This was because the study was primarily focused on establishing Kenyans' basic money management skills and describing the critical variables associated with them. Most traders do not possess basic money management skills from the study's findings. The county government should engage traders in basic money management skills through the relevant ministry.

2.7 Expenditure Management Training and Principals' Financial Management Competencies

A study was conducted by Watts (2016) on the impact of institutional heads' expenditure management on the aggregate fiscal discipline in local and state

elementary schools Arizona, United States. Using a sample size of 232 heads of elementary schools with descriptive data and applying inferential statistics. The investigation revealed that there existed positive linear among the two variables. Although the study by Watts (2016) demonstrated a correlation in factors, but there was a gap that needed to be filled because the analysis was conducted in Indonesia, leaving a geographical gap that this present inquiry aimed to address.

An investigation was conducted by Akinfolarin (2017) in Anambra State Nigeria pointed out that school administrators lack management skills in procuring. The survey additionally revealed that administrators are competent in accounting and prioritizing cash allocation based on school needs. The study by Akinfolarin (2017) purely employed questionnaires, however, the proposed study would include research questionnaires as well as an interview schedule to collect in-depth information for analysis and comprehension of the research topic.

Mosu (2022) conducted a study on principal's management practices and achievements of fiscal targets in government secondary schools in Dagoreti. The research found out that there is a noteworthy association amongst principal's financial management practices on Achievement of Financial Budget. The study by Moses (2022) recommended to the ministry to offer effective financial management training programme to the principals. KEMI through its diploma programme has offered a training tailored to meet these needs. As a result, it is critical to investigate the influence of KEMI diploma course has achieved in relation to the competencies the principals here gained in financial management in Kisumu County.

KirianKi (2017) did a study to evaluate the characteristics of school administrators affecting the execution of purchasing processes in publicly funded secondary schools in Embakasi Sub-County. The investigation revealed that school heads educational qualification affects their competency in managing the process of procurement. Kirianki (2017) focused majorly on the level of education as one of the characteristics. This study specifically examined KEMI diplomat training course.

Anyakora (2021) focused on administrative competencies required by secondary school principals in Anambra State, Nigeria. Descriptive survey design was adopted. The study was carried out in Anambra state, comprised six education zones namely: Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The target population of the study consisted 257 principals in all public secondary school in Anambra state. The entire was used as the sample size of the study. The sample size of the study is 257 random sampling techniques were used. The instrument used in this study for data collection was a questionnaire, titled Administrative Competencies Questionnaire for Secondary School Principals in the Anambra State of Nigeria (ACQSSP). To determine the reliability of the instrument, internal consistency reliability test using Cronbach Alpha method was used. The internal consistency reliability coefficient obtained for the clusters put together was 0.97. Mean score and standard deviation were used in answering the research questions. The t-test statistic was used to test the hypotheses at 0.05 probability level. The result shows no significant difference in the mean ratings of male and female principals in all the instructional leadership competencies. Also the result showed that there is no significant difference in the mean ratings of male and female principals on personnel management. The study showed that no significant difference existed in the mean ratings of male and female

principals on financial management competencies. The study concludes that principals require various administrative competencies in the management of financial competencies, personnel competencies, and instructional leadership competencies.

2.8 Summary of Literature Review

This subdivision is dedicated to literature review to the proposed study which focus on the influence of KEMI diploma training course on Head teacher fiscal management competencies. In all the reviewed studies, gaps emerged which were conceptual, contextual or methodological.

Under contextual gap (Chan et al.,2016); Levin, et al., 2019). Nevertheless, all the investigations in United States were done in elementary schools for heads. This investigation focused on principals in high schools who were working in a relatively different environment. Basula, Padinanto and Hamid (2020) focused on the effect of strengthening supervisory training on principals' competencies in Hulu Sungai, Tenga, Regency, and Indonesia while the current study was based in Kenya.

Under methodological gap majority of reviewed literature were purely quantitative. For instance, Iravo (2002); Oluwadere (2018), only used questionnaires for data collection while this investigation utilized interview schedules and questionnaire for collecting in-depth information to analyse and comprehend the study problem.

A research by Bosire, Junge and Kamau (2014) focused on financial practices in relation to school performance while the proposed study focused on budget planning in relation to principals' financial management practices specifically those that had acquired KEMI diploma training. Conceptual gap the study sought to fill.

Additionally, the sample features of the reviewed research articles, the majority of the studies were conducted in foreign countries. Indeed, there was scarcity of research literature on relationship between KEMI course and Principals' competency in financial management in the local setting thus, it was important to carry out such an investigation in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This sub-section encompassed the research design, locale of the study, targeted population, sampling procedures and sample size, research tools, pretesting of study tools, reliability of the tools, validity of the research tools, information gathering procedures, data analysis and presentation, logistical and moral concerns.

3.2 Research Design

The study utilized correlational research design that establishes relations among two or additional variables (Creswell, 2009). In this study Correlational research designs enabled the investigator to establish associations, analyse, describe and interpret data. Utilization of correlational design made best use of the generalizability to circumstances since it measures variables. To find the cause effect associations among the research variables correlational research design under quantitative methodology was utilized Kombo and Tromp (2006). According to Waters (2017) a study that embraced quantitative research methodology where more than one variable was quantitative from one common group of respondents were utilized to establish presence of association or relationship between the two variables was correlational study. The study correlated KEMI'S Training and principals' fiscal administration capabilities in Public Secondary Schools.

3.3 Location of the Study

Kisumu County was carefully chosen because it is one of the counties with the highest number of principals (30) being transferred by the TSC due to need of strengthening management in some institutions of education in response to

suggestions of regulations as well as assessment reports, as explained by Mogendi (2022). This is in comparison with other counties such as Homabay that had only 12 principals transferred. Moreover, the county has a recorded a number of cases where principals facing investigation or disciplinary action for misappropriation of finances in the secondary schools (Alal, 2021).

3.4 Target Population

Casteel and Bridier (2021), indicates that population entails individuals, groups, organizations or other individuals the researcher strives to comprehend as well as to whom or to which the research outcomes can be transferred or generalized. The researcher targeted a population of 224 public secondary schools in Kisumu County with a total population of 224 principals, 224 bursars and 11 MoE officials in Kisumu County was shown in Table3.1. Principals, bursars, and MoE officials were selected as they are the best fit with the knowledge of Kenya Education Management Institute Training and its influence on principals’ financial management competencies.

Table 3.1: Target Population

Category	Principals	Bursars	MoE
Sub County Sec Schools	181	181	11
County Sec Schools	21	21	
Extra County Sec Schools	20	20	
National Sec Schools	2	2	
Total	224	224	11

Source: Ministry of Education, Kisumu County Office (2022)

3.5 Sampling Procedures and Sample Size

This subdivision focused on research sample and the procedures adopted to get the sample. According to McCombes (2021) sample size refers to a group of respondents from whom the investigator collected data from. The researcher selects all the principals, bursars and ministry officials. Krecjie & Morgan (1970) formulae was utilized to obtain the sample size. A sample size of 10- 25% is sufficient for a survey. This study used 25% of 224 schools that led to $0.25 \times 224 = 56$ principals of which 46 have attended KEMI training while 10 had not attended KEMI training and 56 bursars. Purposive sampling was used for the 56 principals in order to get in depth information concerning variables under the study. The investigator utilized purposive sampling to choose respondents with the needed information. For example, in this study. The researcher selected those who have gone through KEMI training and those that have not attended the training.

Due to the small population of ministry officials, a census survey was adopted. Therefore, the total sample size was 123 respondents.

Table 3.2: Sample Size

Respondents	Target Population	Percentage %	Sample Size	Explanation
School Principals	224	25	56	Purposive Sampling
Bursars	224	25	56	Purposive Sampling
MoE Officials	11	100	11	Census Survey
Total			123	

3.6 Data Collection Instruments

According to Kothari, (2021), a research instrument is a tool researcher uses to collect data.

The investigator gathered primary data. To collect the primary data the researcher adopted both interview guide and questionnaire.

3.6.1 Questionnaire

Research questionnaires were the most suitable in this investigation because the participants were deemed well educated hence, they were able to understand and respond to questions posed satisfactorily. According to Kothari (2007) research questionnaires were the best tools to collect data with because they are able to collect huge quantity of data within a brief length of time. Confidentiality and anonymity is guaranteed to the sources of data though guaranteeing the identity of the respondents are kept unknown through a coding system that is used by the researcher (Kerlinger, 1973). Based on the above reasons research questionnaires was the best research tools for data collection in this investigation.

The researcher included open and closed ended questionnaires to collect information from the respondents. The research tools were segmented into sections. The first subdivision dealt with demographic data. The second section was subdivided into five sub-divisions. The first sub-division contained questions on KEMI's training in budgetary planning and principals' financial management competencies. The second sub-section contained questions on KEMI's training in supervisory management and principals' financial management competencies. Questions about KEMI's income management training and the financial management skills of the principals were included in the third subsection. Questions about KEMI's expenditure management

training and the financial management skills of the principals were included in the fourth subsection. The questionnaires were administered to the 56 principals and 56 bursars.

3.6.2 Interview Guides

The interview guide contained questions on KEMI's Training and principals' financial management competence as well as the policies that were embraced to curb financial mismanagement among the school principals in Public Secondary Schools Kisumu County, Kenya. The interview guides were administered to 56 bursars and 11 MoE officials.

3.7 Validity of the Research Instruments

Data collection tools are assumed valid if a tool evaluates what it intends to test (Borg & Gall, 1986). Validity refers to the extent to which an evaluation method appears to measure the concept it is intended to assess. Content validity was determined by the supervisors who established whether the response items in the instruments capture what they are supposed to measure. Construct validity was the level to which a measure measures the subject under study. To guarantee construct validity, the researcher verified that the indicators and measures were developed judiciously and based on relevant concepts that were derived from the literature. Only essential questions were included in the questionnaire, which collected data on certain indicators.

3.8 Reliability of the Research Instruments

The capacity of research tools to produce consistent results following a number of cycles of testing (Patterson et al., 2018). The test-retest approach was used to determine reliability since it guarantees that the greatest value of dependability is

achieved (Chakrabartty, 2013). During pretesting, Cronbach's Alpha was used to assess the internal consistency in the study instruments. Cronbach's alpha was applied to determine the degree of association between groups of items. According to Petterson et al. (2018), a high alpha value is typically used to suggest that the items enumerate a basic concept. Values less than 0.7 suggest a lack of dependability, whereas values more than 0.7 show that the research tools were dependable. The Cronbach Alpha was calculated in a bid to measure the reliability of the questionnaire. This was done by subjecting the questionnaire to 12 respondents. A reliability of 0.7 was considered adequate.

Table 3.3: Reliability Results

Variable	No of Items	$\alpha \geq 0.7$	Comment
Budget planning	4	0.796	Reliable
Supervisory management training	4	0.793	Reliable
Income management	4	0.829	Reliable
Expenditure management training	4	0.706	Reliable
Financial management	4	0.828	Reliable

Source: Research data, 2024

The result on Table 3.3 indicates that all the scaled items were above value of 0.7. Cooper and Schindler (2014) propose a scope of 0.7 to 0.9 Cronbach's alpha coefficient to be useful for dependability test. The study showed that all the variables had a Cronbach's Alpha above 0.7 and thus all the study variables were reliable.

3.9 Piloting of the Instruments

Pretesting of data collection instruments is done to find out the viability of techniques, methods and investigation tools work in unison in a specific setting

(Fraser, Fahlman, Arscott & Guillo, 2018). Piloting involved evaluation, improving, and retesting it in the field. Connelly (2008) pointed out that a pre-test study sample must be ten percent of anticipated sample for the primary investigation. Consequently, the pilot testing was conducted in 6 secondary schools in Kakamega County on a sample consisting of 6 participants; one principal from each school selected randomly within Kakamega County; because it is a western County which borders Kisumu County and could easily be relatable in many ways.

The pilot testing also allowed the investigator to establish whether the data gathered can be effortlessly sort out and analysed. Questions that were found to be misinterpreted during the pretesting of the research study was restructured or rephrased. All the responses given by the participants during piloting testing were analysed and utilized to make the data collection tools better prior the real data gathering process. The instrument again was administered after two weeks to test its reliability and establish if they were fit for data gathering in the research questionnaires was used to establish if they were fit for data gathering.

3.10 Data Collection Procedures

The investigator got authorisation letter for data gathering from Kenyatta University. The investigator got an approval from National Commission for Science, Technology and Innovation (NACOSTI). The researcher disseminated questionnaire to the respondents in order to gather data. Self-administration of the data collection tools to the participants to fill and ensured that only the intended people were interviewed. All the questionnaires filled by the respondents were collected. Finally, after data gathering exercise, all the research tools from the respondents were put

together for authentication as well as examination in anticipation for analysis of data.

3.11 Data Analysis

There were multiple steps to the data analysis process, which included: cleaning of gathered data and elucidation. Content data analysis was used to analyse the interview data from the Ministry of Education Official and principals who have not attended KEMI training. Answers in the research tools were tabulated, coded as well and organized using Statistical Package for Social Science (SPSS, Version 21), where descriptive and inferential statistics were utilized. Any inaccuracies and inconsistencies in the primary data were examined (Kothari, 2007). The investigator adopted both qualitative and quantitative data. Inferential statistics, together with descriptive statistics, was embraced in analysing quantitative data.

Means, percentages, and distribution tables of frequencies were used to show the research findings. Mean, standard deviation and simple graphs analysis established the foundation of every quantitative data analysis in this investigation. Frequency distribution and graphs was used to display quantitative data while continuous prose was used to present qualitative data. The main inferential statistics that was used was the linear model, which was a comprehensive family of statistical models. Both regression and correlation was utilized to analyse the data.

If the test's significance value was larger than the predefined significance threshold (p-value) at 95% confidence, the null hypothesis was invalidated. If the significance value was less than the provided value (p-value), the null hypothesis was rejected at a 95% confidence level. A lower p-value indicates evidence against the null hypothesis, whereas a big p-value implied little or no evidence. When the p-value is

less than 0.05, the hypothesis was rejected. The statistical hypothesis was tested in Table 3.4.

Table 3.4: Test of Statistical Hypothesis

Hypothesis	Type of Analysis	Regression Model	When To Accept or Reject
Ho ₁	Simple linear regression	$Y_1 = \alpha + \beta X + \epsilon$	$p_1 < 0.05 \rightarrow$ reject 1Ho
Ho ₂	Simple linear regression	$Y_2 = \alpha + \beta X + \epsilon$	$p_2 < 0.05 \rightarrow$ reject 2Ho
Ho ₃	Simple linear regression	$Y_3 = \alpha + \beta X + \epsilon$	$p_3 < 0.05 \rightarrow$ reject 3Ho
Ho ₄	Simple linear regression	$Y_4 = \alpha + \beta X + \epsilon$	$P_4 < 0.05 \rightarrow$ reject 4Ho

Source: (Researcher, 2022)

Table 3.5: Operationalization of Variables

Variable	Definition of Variable	Indicator	Category of Data	Measure
Training in Budget planning	Acquisition of knowledge, techniques and skills in budget planning	Able to draw and forecast school budget	Ordinal	Likert Scale
Training in supervisory management	Acquisition of knowledge, techniques and skills to effectively supervise subordinates in needs implementation.	Able to effectively manage subordinates in needs implementation	Ordinal	Likert Scale
Training in income management	Acquisition of knowledge, techniques and skills to be able to maximize income	Able to maximize income	Ordinal	Likert Scale
Training in expenditure management	Acquisition of knowledge, techniques and skills to control expenditure	Able to control expenditure	Ordinal	Likert Scale

Source: Researcher (2022)

3.12 Logistical and Ethical Considerations

The privacy of respondents' personal or confidential information was ensured by the researcher. Respondents were assured that no written or other correspondence revealed any data that was personally identifiable. Furthermore, the investigator guaranteed that the supplied data were utilized exclusively for the intended purpose. The researcher ensured the privacy of the respondents by explicitly stating in the questionnaires and interview guides that their names are not mandatory. In order to safeguard the confidentiality of the respondents, the researcher also communicated to them that the information provided was solely utilized for academic purposes. The researcher sought for ethical clearance from Kenyatta University prior to data collection. A research permit from the National Commission for Science, Technology and Innovation (NACOSTI) was also sought.

CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND
DISCUSSION

4.1 Introduction

The study established the influence of Kenya Education Institute Training on Principals Financial Management competencies in Kisumu Public Secondary Schools in Kenya. The specific objectives were; 1) to determine KEMI's training in budgetary planning and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya, 2) to establish KEMI's training in supervisory management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya, 3) to assess KEMI's training in income management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya and 4) to find out KEMI's training in expenditure management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

Based on the questionnaire and interview guide results, researcher presented the findings, data interpretation and discussions of the results findings based on research objective and hypotheses that guided the study. The study analysed using correlational research designs. The quantitative results were presented in tabular form and statistical analysis done using statistical package for social sciences (SPSS) Version 21. The qualitative results were presented in descriptive narration.

4.2 Response Rate

For this research, the questionnaires were administered to 56 school principals and 56 bursars of public secondary schools Kisumu County. A total of 112 respondents. Results are presented in Table 4.1.

Table 0.1: Response Rate

Response	Principals	Bursars	Total	Percentage (%)
Filled and returned	44	43	87	77.68%
Unreturned	12	13	25	22.32%
Total	56	56	112	100

Source: Research data, 2024

In total 44 questionnaires from the principals and 43 questionnaires from the bursars were filled and returned. Overall response rate was 77.68% as shown on Table 4.1. This agrees with Babbie (2004) who asserted that return rates of 50% are acceptable to analyse and publish, 60% is good and 70% is very good. Based on this assertion 77.68% response rate was very good for the study.

4.3 Demographic Analysis of the Study

The study carried out background information characteristics of the respondents that included the gender of the respondents, age of the respondents, duration served in the institution as well as the level of education.

4.3.1 Job Description

The respondents were asked to indicate their job description. Results were shown in Figure 4.1.

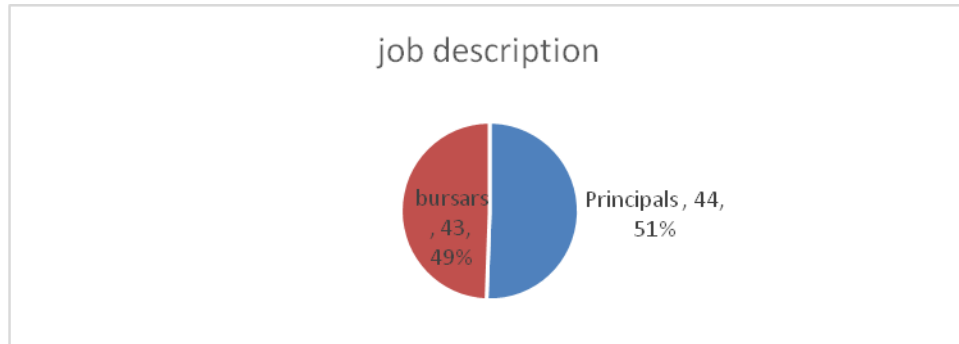


Figure 4.1: Job Description

Source: Research data, 2024

Results showed that 44(51%) were principals while 43(49%) were bursars. This infers that both principals and bursars equally respondents to the questionnaire.

4.3.2 Gender of the Respondents

Results are shown in Figure 4.2.

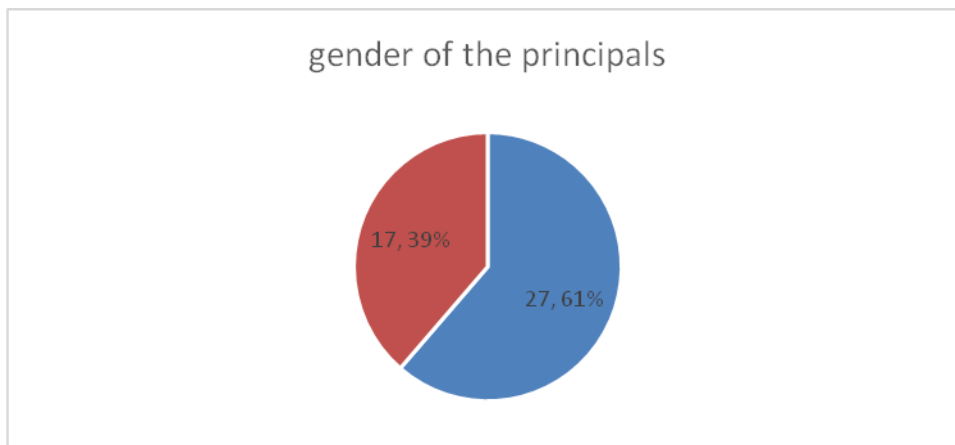


Figure 4.2: Gender of the principals

Source: Research data, 2024

Results showed that majority of the principals who were 27(61.0%) were males while 17(39%) were females. This infers that most of the principals of public secondary schools in Kisumu County were men. Overall, although men are content to take risks and delegate financial decisions to others while women take a decidedly

more cautious approach. In this case more male principals are likely to have financial management challenges. The study findings agreed with Dwangu and Mahlangu (2021) who indicated that most principals were men. The bursars were asked to indicate their gender. Results are shown in Figure 4.2.

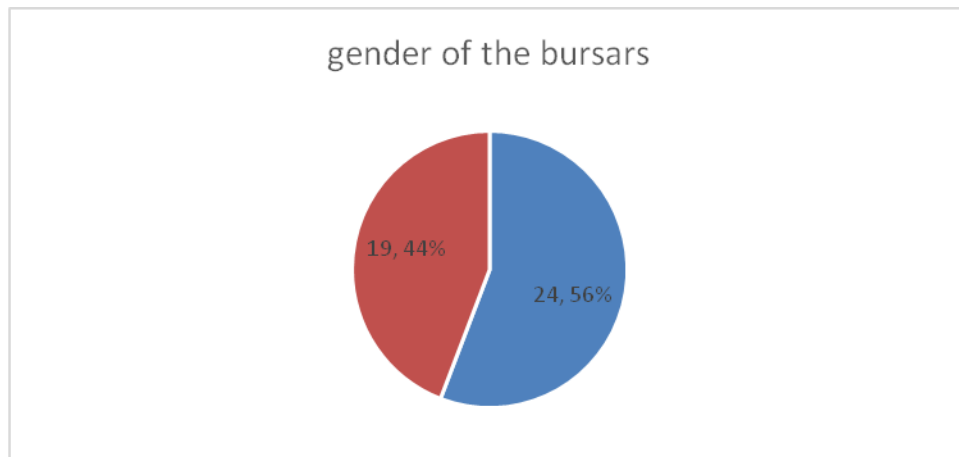


Figure 4.3: Gender of the Bursars

Source: Research data, 2024

Results showed that majority of the bursars who were 24(56%) were males while 19(44.0%) were females. This infers that most of the bursars of public secondary schools in Kisumu County were men. Overall, although men are content to take risks and delegate financial decisions to others while women take a decidedly more cautious approach. In this case more male principals are likely to have financial management challenges. In a study done by Mose (2022) findings showed that most bursars in most secondary schools in Kenya are Men.

4.3.3 Age of the Respondents

Results are indicated in Figure 4.3.

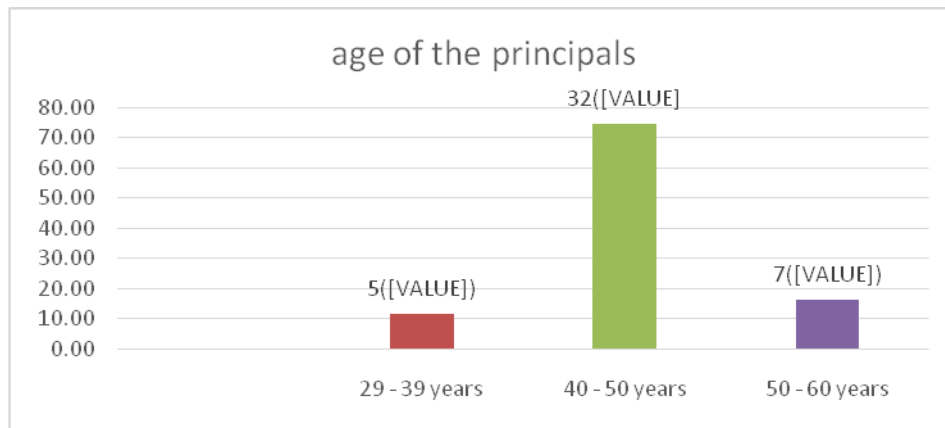


Figure 4.4: Age of the Principals

The principals, 32(74.42%) were between 40 – 50 years, 7(16.28%) indicated that they were 50 – 60 years, 5(11.63%) indicated that they were 29 – 39 years while no principal was between 18 – 28 years. This infers that most of the principals of public secondary schools in Kisumu County were aged and thus have a good experience in the management of secondary schools. The results of the study supported those of Dwangu and Mahlangu (2021), who found that the majority of school heads were senior citizens with strong managerial backgrounds.

The bursars were asked to indicate their age. Results were presented in Figure 4.4.

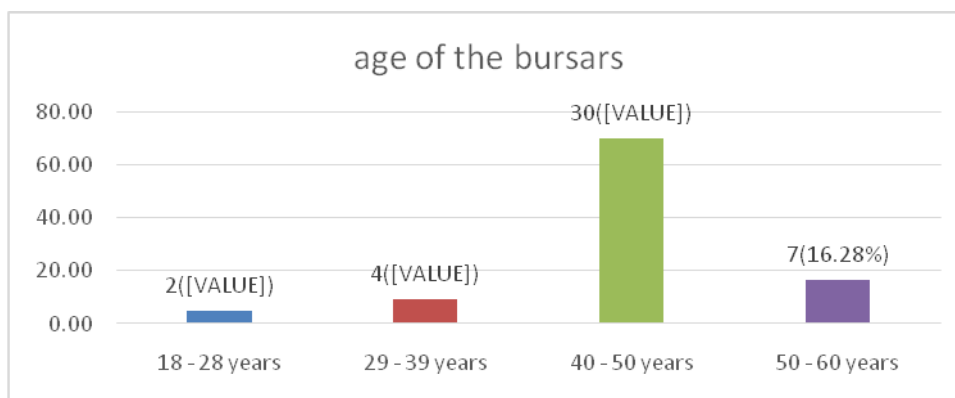


Figure 4.5: Age of the Bursars

Bursars 30(69.77%) were between 40 – 50 years, 7(16.28%) were 50 – 60 years, 4(9.30%) were 29 – 39 years while 2(4.65%) were between 18 – 28 years. Cognitive decline in older adults can impair their ability to make sound financial decisions, leaving them vulnerable to financial exploitation. The results of the study supported those of Dwangu and Mahlangu (2021), who found that the majority of school heads were senior citizens with strong managerial backgrounds. Mutuiri (2023) also indicated that most bursars in most secondary schools have good experience in financial management, and thus are expected to enhance the financial management of their school.

4.3.4 Duration Served in the Institution

The principals were asked to indicate the duration served in the institution. Results were presented in Figure 4.6

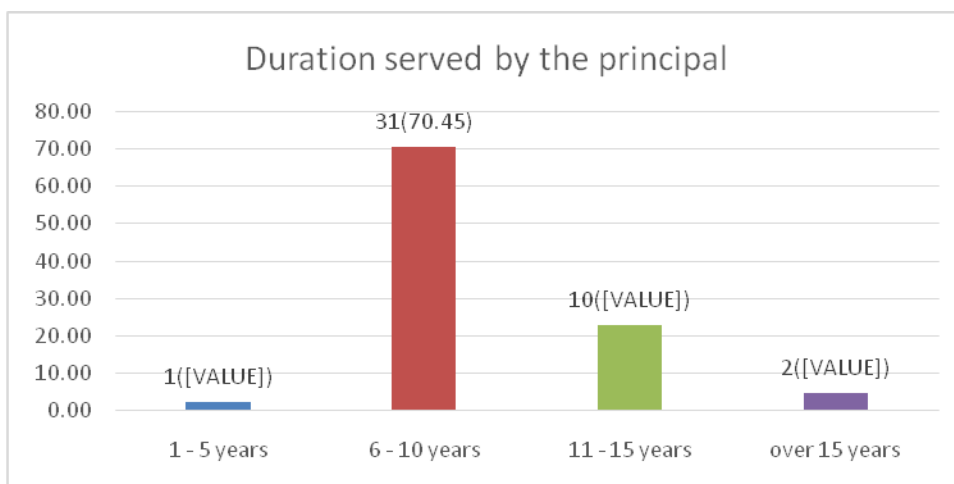


Figure 4.6: Duration served by the principals

Source: Research data, 2024

The results showed that majority of the principals who were 31(70.45%) indicated that they had served in the institution for 6 – 10 years, 10(22.73%) indicated that they had served for 11 – 15 years, 2(4.55%) had served for over 15 years in the institution while only 1(2.27%) had served for 1(2.27%). This showed that most of

the principals of public secondary schools in Kisumu County had worked in the institution for more than 6 years. Job experience had a positive and significant effect on the personal financial management. Baaru, Gachahi and Mbugua (2019) study also revealed that most principals in public secondary schools had a number of years of experience in school management.

The bursars were asked to indicate the duration served in the institution. Results were presented in Figure 4.7.

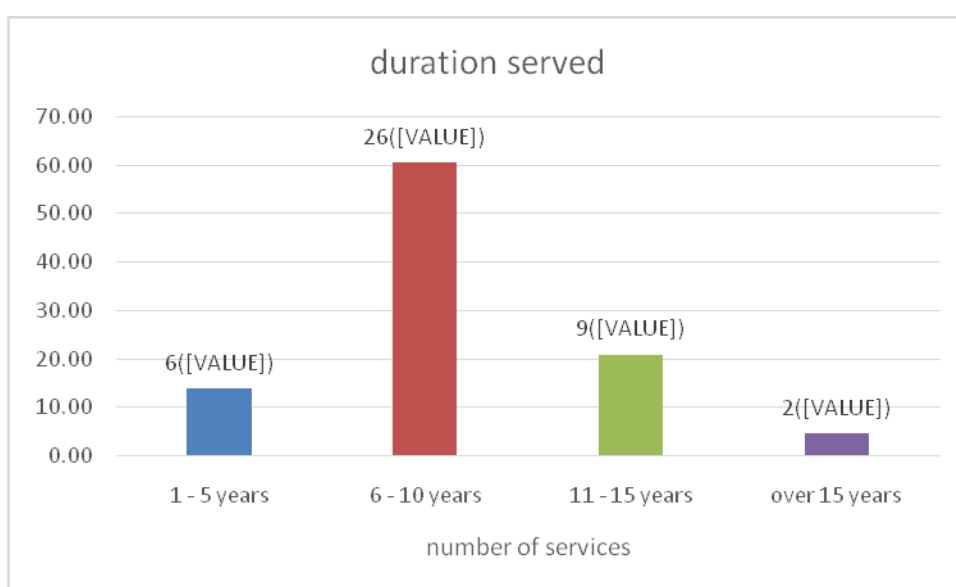


Figure 4.7: Duration served by the Bursars

Source: Research data, 2024

The results showed that majority of the bursars who were 26(60.47%) indicated that they had served in the institution for 6 – 10 years, 9(20.93%) indicated that they had served for 11 – 15 years, 6(13.95%) had served for 1 to 5 years while 2(4.65%) had served for over 15 years. 2(4.55%) had served for over 15 years in the institution while only 1(2.27%) had served for 1(2.27%). This suggests that the majority of Kisumu County's public secondary school principals had extensive experience managing the institution's finances because they had been employed there for a long

time. Mutiri (2023) also indicated that most bursars in most secondary schools have good experience in financial management, and thus, are expected to enhance the financial management of their school.

4.3.5 Level of Education

The principals were asked to state their level of education. Results are shown in Table 4.2.

Table 4.2: Level of Education of principals

	Frequency	Percent
Degree	23	52.27
Masters	19	43.18
PhD	2	4.55
Total	44	100

Source: Research data, 2024

The study results showed that majority of the principals 23(52.27%) had a degree, 19(43.18%) had a masters while 2(4.55%) had a PhD. This suggests that the vast majority of Kisumu County's public secondary school principals have formal educations. Financially educated leaders perfectly understand the impact of poor money management habits.

The bursars were asked to indicate their level of education. Results were presented in Table 4.3.

Table 4.3: Level of Education of bursars

	Frequency	Percent
Certificate	4	9.30
Diploma	24	55.81
Degree	15	34.88
Total	43	100

Source: Research data, 2024

The study results showed that majority of the bursars who were 24(55.81%) indicated that they had a diploma, 15 (34.88%) had a degree while 4(9.30%) had a certificate. This deduces that majority of the bursars of the public secondary schools involved in the study in Kisumu County were educated. Njeri, Severina and Paul (2023) findings showed that most bursars in most secondary schools in Kenya are educated with at least a diploma.

4.4 KEMI’s training in Budgetary Planning Findings

The first objective was to determine KEMI’s training in budgetary planning and its influence on principals’ financial management competencies in Public Secondary Schools in Kisumu County, Kenya. This section contains results for KEMI’s training in budgetary planning. Respondents were principals and bursars. Results are shown in Table 4.4.

Table 4.4: KEMI’s training in Budget Planning

Statement	not at all	small extent	medium extent	Large extent	very large extent	Mean	Std. Dev
The training has equipped the principal with budgetary forecasting skills	7 8.00 %	5 5.70%	12 13.80%	34 39.10%	29 33.30%	3.84	1.19
The training has equipped the principal with needs assessment skills	8 9.20 %	1 1.10%	10 11.50%	22 25.30%	46 52.90%	4.11	1.23
The training has equipped the principal with budgetary monitoring skills	5 5.70 %	4 4.60%	11 12.60%	19 21.80%	48 55.20%	4.16	1.17
The training has equipped the principal with evaluation skills	10 11.50 %	1 1.10%	28 32.20%	27 31.00%	21 24.10%	3.55	1.21

Source: Research data, 2024

The results showed that majority of the principals and bursars who were 63(72.4%) indicated that the training had equipped the principal with budgetary forecasting skills to a large extent (mean=3.84, std.dev=1.19). The mean of 3.84 mean that most of the principals and bursars agreed with the statement while the standard deviation of 1.19 implied that the answers were varied from the mean. This deduces that the KEMIs trainings helped the principals to gain forecasting skills. The study results further showed that majority of the principals and bursars who were 68(78.2%) indicated that the training had equipped the principal with needs assessment skills to a large extent (mean=4.11 std.dev=1.23). The mean of 4.11 denotes that most of the principals and bursars agreed with the statement while the standard deviation of 1.23 meant that the answers were varied from the mean. This suggests that the principals' assessment skills were enhanced by the KEMI trainings.

The study's findings also revealed that the majority of the 67 principals and bursars (77.0%) said the training had given them a great deal of budgetary monitoring skills (mean=4.16, std.dev=1.17). The standard deviation of 1.17 suggested that the responses deviated from the mean, however the mean of 4.16 indicated that the majority of principals and bursars agreed with the statement. This suggests that the principals' monitoring skills were enhanced by the KEMI trainings. According to additional findings, the majority of the 48 principals (55.1%) said that the training had given them a great deal of evaluation abilities (mean=3.55, std.dev=1.21). This suggests that the principals' evaluation skills were enhanced by the KEMIs trainings. While the standard deviation of 1.21 indicated that the responses deviated from the mean, the mean of 3.55 indicates that the majority of principals and bursars agreed with the statement.

The study findings agreed with Chan, Xu and Shu (2016) who found that training on principals' budget management process in China enhanced financial management practices. The outcome agrees with Onesmo, Goodluck and Africanus (2021) who established that financial management skills like budget management and auditing skills were indispensable for management of finances in learning institutions.

The principals were asked to list some of the financial documents that the school maintains after speaking with the key informant. School levy registers, financial ledgers, receipt books, cashbooks, payment vouchers, journals, and bank monthly statements were among the financial records that the schools maintained.

From the key informant, the principals were asked to indicate what education training and certification they had as a finance manager. Majority of the principals did not have any finance certification. However, majority of the principals had received training on financial management. This prepared them to know whether custodian of school resources is worthy of their trust and confidence. The following were some of the responses

Principal 1: *I don't have finance certification but have a financial management training*

Principal 3: *I have a training on financial management but I don't have a finance certificate*

From the key informant, the principals were asked to indicate their experience in preparing and managing school budgets. Outcomes showed that 38(86.36%) of the principals indicated that they had experience in preparing the school budget.

From the key informant, the ministry of education officials were asked to indicate how the KEMI's training in budgetary planning affected principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya. All the ministry of education officials indicated that KEMI's training in budgetary planning helped the principals in planning, controlling and forecasting of the school resources.

4.5 KEMI's training in Supervisory Management

The second objective was to establish KEMI's training in supervisory management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya. This section contains results for KEMI's training in supervisory management. Respondents were principals and bursars. Results are shown in Table 4.5.

Table 4.5: KEMI's training in Supervisory Management

Statement	not at all	small extent	medium extent	Large extent	very large extent	Mean	Std. Dev
The training has enabled the principal to supervise human resources effectively	8 9.20%	12 13.80%	5 5.70%	30 34.50%	32 36.80%	3.76	1.33
The training has enabled the principal to supervise needs implementation effectively	5 5.70%	9 10.30%	4 4.60%	28 32.20%	41 47.10%	4.05	1.21
The training has enabled the principal to supervise the management of non-human resources effectively	5 5.70%	11 12.60%	6 6.90%	34 39.10%	31 35.60%	3.86	1.20
The training has enabled the principal to supervise vote heads effectively	6 6.90%	6 6.90%	14 16.10%	39 44.80%	21 25.30%	3.75	1.12

Source: Research data, 2024

The results showed that principals and bursars 62(71.3%) indicated that the training has enabled the principal to supervise human resources effectively to a large extent (mean=3.76, std.dev=1.33). The standard deviation of 1.33 indicates that the responses differed from the mean, however the mean of 3.76 indicates that the majority of principals and bursars agreed with the statement. This suggests that the KEMI trainings for principals aid in their effective human resource management. The findings revealed that the majority of the 69 principals and bursars, or 79.3%, said that the training had greatly improved the principal's ability to oversee the implementation of needs (mean=4.05, std.dev=1.21). This suggests that the KEMI trainings for principals aid in their effective need supervision. While the standard deviation of 1.21 indicates that the responses differed from the mean, the mean of 4.05 indicates that the majority of principals and bursars agreed with the statement.

Further results showed that majority of the principals and bursars who were 65(74.7%) indicated that statement that the training has enabled the principal to supervise the management of non-human resources effectively to a large extent (mean=3.86, std.dev=1.20). It follows from this that principals benefit from KEMI trainings in terms of effective non-human resource management. The majority of principals and bursars agreed with the statement, according to the mean of 3.86, but the standard deviation of 1.20 suggested that the responses deviated from the mean. The findings revealed that the majority of the principals, 61 in all, (70.1%), said that the training had greatly improved their ability to oversee vote heads (mean=3.75, std.dev=1.12). This suggests that the KEMI training facilitates effective vote head management for principals. The majority of principals and bursars agreed with the

statement, as indicated by the mean of 3.75, but the standard deviation of 1.19 indicated that the responses deviated from the mean.

The study findings agreed with Basuki, Perdinanto and Hamid (2020) who found that strengthening supervisory training in Hulu Sungai Tengah Regency, Indonesia enhanced financial management competence. The outcome agrees with Muvunyi (2018) who concluded that head teachers' supervision competence gives a contribution towards management performance.

From the key informants, the principals were asked to indicate whether they were comfortable supervising their team on financial management. All of the principals indicated that they were comfortable supervising their bursars on financial management since they have already obtained KEMIs training on supervisory management. The following were some of the responses

Principal 3: *am comfortable to supervise the bursars on financial management*

Principal 5: *I feel comfortable to supervise the principals on financial management*

From the key informants, the ministry of education officials were asked to indicate whether KEMI's training in supervisory management has an influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya. The ministry of education indicated that KEMI's training in supervisory management had a positive influence on principals' financial management competencies. The following were some of the responses

Principal 3: *supervisory management effects on principals' financial management competencies*

Principal 5: *supervisory management has an influence on principals' financial management competencies*

4.6 KEMI's training in Income Management

The third objective was to assess KEMI's training in income management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya. This section contains results for KEMI's training in income management. Respondents were principals and bursars. Results are presented in Table 4.6.

Table 4.6: KEMI's training in Income Management

Statement	not at all	small extent	medium extent	Large extent	very large extent	Mean	Std. Dev
The training has built capacity of the principal to maximize income generation for the school	9 10.30%	0.00%	3 3.40%	16 18.40%	59 67.80%	4.33	1.25
The training has built capacity of the principal to improve school fee collection for the school	6 6.90%	4 4.60%	9 10.30%	21 24.10%	47 54.00%	4.14	1.20
The training has built capacity of the principal to source for external funds for the school	8 9.20%	3 2.30%	6 6.90%	16 18.40%	55 63.20%	4.24	1.26
The training has built the capacity of principal to effectively utilize school income.	8 9.20%	1 1.10%	7 8.00%	22 25.30%	49 56.30%	4.18	1.23

Source: Research data, 2024

The principals and bursars 75(86.3%) indicated that the training has built capacity of the principal to maximize income generation for the school to a large extent (mean=4.33, std.dev=1.25). The majority of principals and bursars agreed with the statement, as indicated by the mean of 4.33, while the standard deviation of 1.25 indicated that the responses deviated from the mean. Principals of secondary schools were able to optimize revenue generating for their institutions thanks to this income

management training. The majority of principals and bursars, 68 in all, or 78.1%, reported that the training had increased the principal's ability to significantly increase school fee collection (mean=4.14, std.dev=1.20). The majority of principals and bursars agreed with the statement, as indicated by the mean of 4.14, while the standard deviation of 1.20 indicated that the responses deviated from the mean. This deduced that training on income management helped the secondary school principals to maximize improve school fee collection for the school.

According to the findings, the majority of the 71 principals and bursars (81.6%) said that the training had significantly increased the principal's ability to find outside funding for the school (mean=4.24, std.dev=1.26). While the standard deviation of 1.26 indicated that the responses deviated from the mean, the mean of 4.24 indicated that the majority of principals and bursars agreed with the statement. This indicates that income management training aided secondary school principals in locating outside funding for their institutions. According to the findings, the majority of principals and bursars-71, or 81.6%-said that the training had significantly increased their ability to use school funds efficiently (mean=4.18, std.dev=1.23). This indicates that the secondary school principals' ability to use school revenue efficiently was aided by their income management training. While the standard deviation of 1.23 indicated that the responses deviated from the norm, the mean of 4.18 indicated that the majority of principals and bursars agreed with the statement. Mestry (2020) noted that if school fees are managed effectively and efficiently, principals will have more money to invest in infrastructure and teaching and learning aids, which will raise student achievement. The study's findings supported this assertion. The study findings disagreed with Kones (2012) who indicated that

training on income management played no role in knowledge to identify and maximize on these opportunities that this research intends to bridge.

From the key informant, the principals were asked to describe how they control expenditure and maximise income in school. The principals indicated that they have tried to cut the school expenses by adopting the latest technology as well as moderating the extra-curricular activities that are not so useful to the students. The following were some of the responses

Principal 5: we have tried to cut school expenses by adopting latest technology

Principal 11: The latest technology enabled us to minimise the school expenses

From the key informant, the ministry of education officials were asked to indicate the effect of KEMI's training in income management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya. The ministry of education officials indicated that KEMI's training in income management helped the principals' to gain financial management competencies. The following were some of the responses

Principal 5: income management affects principals' financial management competencies

Principal 11: income management is a major determinant of principals' financial management competencies

4.7 KEMI's training in Expenditure Management

The fourth objective was to assess KEMI's training in expenditure management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya. This section contains results for KEMI's

training in expenditure management. Respondents were principals and bursars.

Results are shown in Table 4.7.

Table 4.7: KEMI’s training in Expenditure Management

Statement	not at all	small extent	medium extent	Large extent	very large extent	Mean	Std. Dev
The training has enabled the principal to prioritize needs	4 4.60%	6 6.90%	6 6.90%	32 36.80%	39 44.80%	4.10	1.10
The training has built capacity of the principal to automate approvals for expenditure	7 8.00%	11 12.60%	2 2.30%	25 28.70%	42 48.30%	3.97	1.32
The training has equipped the principal with cost review skills to minimize expenditure	6 6.90%	5 5.70%	7 8.00%	32 36.80%	37 42.50%	4.02	1.17
The training has equipped the principal with monitoring and evaluation skills to control expenditure	1 1.10%	1 1.10%	0 0.00%	50 57.50%	35 40.20%	4.34	0.66

Source: Research data, 2024

The principals and bursars 71(81.6%) indicated that the training has enabled the principal to prioritize needs to large extent (mean=4.10, std.dev=1.10). The mean of 4.10 meant that most of the principals and bursars agreed with the statement while the standard deviation of 1.10 meant that the answers were varied from the mean. This denotes that KEMIs training on expenditure management helped the principal to prioritize needs.

The results principals and bursars 67(77.0%) indicated that the training has built capacity of the principal to automate approvals for expenditure to a large extent (mean=3.97, std.dev=1.32). A mean score of 3.97 indicated that the majority of bursars and principals agreed with the statement, however a standard deviation of

1.32 indicated that the responses deviated from the norm. Therefore, it can be concluded that KEMI's training on expenditure management assisted the principal in setting priorities.

The principals and bursars 69(79.3%) revealed that the training has equipped the principal with cost review skills to minimize expenditure to a large extent (mean=4.02, std.dev=1.17).The majority of principals and bursars agreed with the statement, as indicated by the mean of 4.02; nevertheless, the standard deviation of 1.17 indicated that the responses deviated from the mean. It is assumed that KEMI's training on spending management gave the principal the ability to learn how to cut costs. The majority of the 85 principals and bursars, or 97.7%, according to the statistics, said that the training had significantly increased their ability to automate expenditure approvals (mean=4.34, std.dev=0.66). While the standard deviation of 0.66 indicated that the responses did not deviate from the mean, the mean of 4.34 indicated that the majority of principals and bursars agreed with the statement. This suggests that KEMI's spending management training assisted the principal in developing the ability to automate expenditure approvals. The outcome agreed with Mosu (2022) who found out that there is a noteworthy association amongst principal's financial management practices on expenditure management.

From the key informant, the principals were asked to indicate whether they were comfortable creating and presenting financial records for auditing. From the results some of the principals indicated that they presented the books of accounts for auditing annually while other principals presented the books of accounts semi-annually to the auditors. The following were some of the responses.

Principal 5: I present the books of accounts annually

Principal 14: I normally present books of accounts annually

Principal 22: I present books of accounts twice per year

4.8 Financial Management Competencies

This section contains results for financial management competencies. Respondents were principals and bursars. Results are shown in Table 4.8.

Table 4.8: Financial Management Competencies

Statement	not at all	small extent	medium extent	Large extent	very large extent	Mean	Std. Dev
The principal is able to draw an efficient school budget	9 10.30%	2 2.30%	8 9.20%	29 33.30%	39 44.80%	4.00	1.26
The principal is able to supervise staff for effective implementation of needs	10 11.50%	0.00%	14 16.10%	25 28.70%	38 43.70%	3.93	1.28
The principal is able to maximize school income	8 9.20%	2 2.30%	24 27.60%	24 27.60%	29 33.30%	3.74	1.21
The principal is able to control school expenditures	9 10.30%	13 14.90%	12 13.80%	12 33.30%	24 27.60%	3.53	1.32

Source: Research data, 2024

The principals and bursars 68(78.1%) indicated that the principal was able to draw an efficient school budget to a large extent (mean=4.00, std.dev=1.26). The majority of principals and bursars agreed with the statement, as indicated by the mean of 4.00, but the standard deviation of 1.26 indicated that the responses deviated from the mean. This suggests that the majority of secondary school principals are capable of creating an effective school budget. The majority of principals and bursars, 63 in all (72.4%), said that the principal could effectively oversee staff to ensure that needs were implemented (mean=3.93, std.dev=1.28). The majority of principals and bursars agreed with the statement, as indicated by the mean of 3.93; but, the standard

deviation of 1.28 indicated that the responses deviated from the mean. The majority of secondary school principals are therefore able to oversee employees to ensure that demands are met in an efficient manner.

The principal was able to maximize school income to a considerable degree, according to the principals and bursars 53 (60.9%) (mean=3.74, std.dev=1.21). The standard deviation of 1.21 indicated that the responses deviated from the mean, however the mean of 3.74 indicated that the majority of principals and bursars agreed with the statement. This suggests that the majority of secondary school principals are capable of optimizing school revenue. According to the findings, the majority of 53 principals and bursars (60.9%) said the principal had a significant amount of influence over school spending (mean=3.53, std.dev=1.32). While the standard deviation of 1.32 indicated that the responses deviated from the mean, the mean of 3.53 indicated that the majority of principals and bursars agreed with the statement. This deduces that most secondary school principals are able control school expenditures.

The principals were questioned by the key informant about some of the difficulties they have in financial management and how to overcome them. The secondary school principals identified a number of issues, such as excessive and insufficient spending, entry into books of accounts, doubling of responsibilities, inept bursars, accounting clerks, and storekeepers, teachers' failure to turn over accounting supporting documentation, and delays in the distribution of FSE funds. However, the KEMI trainings helped the principals to solve each and every challenge. The following were some of the responses

Principal 7: over spending and under-spending

Principal 18: entry into books of accounts

Principal 31: doubling of roles

Principal 36: incompetent bursars/accounts clerks and storekeepers

4.9 Inferential Analysis

The inferential analysis was undertaken after subjecting the data to various tests (Kothari, 2004). Inferential statistics helped in measuring the relationship among variables this included correlation analysis and regression analysis. Therefore, in this section correlation and regressions were conducted.

4.9.1 Correlation Results

Correlation is usually used to test the relationship between the dependent and the independent variable. The study used Pearson Correlation to test the correlation between Kenya Education Management Institute Training and its influence on principals' financial management competencies. Correlation results were presented in Table 4.9.

Table 4.9: Correlation Results

		Financial management	Budgetary planning	Supervisory management	Income management	Expenditure management
Financial management	Pearson Correlation					
	Sig. (2-tailed)					
Budgetary planning	Pearson Correlation	.718**	1			
	Sig. (2-tailed)	0.000				
Supervisory management	Pearson Correlation	.602**	.448**	1		
	Sig. (2-tailed)	0.000	0			
Income management	Pearson Correlation	.693**	.589**	.675**	1	
	Sig. (2-tailed)	0.000	0	0		
Expenditure management	Pearson Correlation	.690**	.606**	.391**	.488**	1
	Sig. (2-tailed)	0.000	0	0	0	

** p<0.01 level (2-tailed).

Source: Research data, 2024

Correlation results showed that KEMI's training in budgetary planning had a positive and substantial correlation on financial management competencies ($r=0.718$, $p=0.000$). The value of 0.718 was positive inferring that KEMI's training in budgetary planning had a positive correlation with financial management competencies. The outcome agreed with Chan, Xu and Shu (2016) who found that training on principals' budget management process in China enhanced financial management practices.

Correlation results showed that KEMI's training in supervisory management had a positive and substantial correlation on financial management competencies ($r=0.602$, $p=0.000$). The value of 0.602 was positive inferring that KEMI's training in supervisory management had a positive correlation with financial management competencies. The study findings agreed with Basuki, Perdinanto and Hamid (2020) who found that strengthening supervisory training in Hulu Sungai Tengah Regency, Indonesia enhanced financial management competence.

Correlation results showed that KEMI's training in income management had a positive and substantial correlation on financial management competencies ($r=0.693$, $p=0.000$). The value of 0.693 was positive inferring that KEMI's training in income management had a positive correlation with financial management competencies. The results of the study concurred with Mestry (2020), who noted that principals would have more money to spend on infrastructure and teaching and learning aids if school fees were managed effectively and economically, which would raise student achievement.

Further results showed that KEMI's training in expenditure management had a positive and substantial correlation on financial management competencies ($r=0.690$,

p=0.000). The value of 0.718 was positive inferring that KEMI's training in budgetary planning had a positive correlation with financial management competencies. The outcomes agreed with Mosu (2022) who established out that there is a noteworthy association amongst principal's financial management practices on achievement of financial budget.

4.9.2 Regression Analysis

Regression models, according to Zikmund (2014), enable one to better understand how the usual value of the dependent variable varies when one or more independent variables are changed while the other independent variable remains fixed or constant. Regression analysis was done to determine the relationship between the independent variables (KEMI's training in budget planning, KEMI's training in supervisory planning, KEMI's training in income planning, KEMI's training in expenditure planning) and dependent variable (financial management competencies).

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844a	0.712	0.698	0.56658

Source: Researchdata, 2024

According to the results, the R was 0.844. This suggests that financial management competencies and KEMI's training were highly correlated. The R-squared value was also 0.712. This suggests that the training provided by KEMI accounts for 71.2% of the variances seen in the dependent variable, financial management competence. The outcomes agreed with Mosu (2022) who found out that there is a noteworthy

association amongst principal's financial management practices on Achievement of Financial Budget

Table 4.11: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	65.032	4	16.258	50.646	.000b
Residual	26.323	82	0.321		
Total	91.355	86			

Source: Research data, 2024

Table 4.12 indicated that KEMI's trainings were a good predictor of financial management competencies as represented by an F statistic of 50.646 and the reported p value of 0.000, which was less than the conventional probability of 0.05 significance level. This implies that the KEMI's training has substantial effect on financial management competencies at a 95% confidence level.

Table 4.12: Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-0.35	0.313		-1.12	0.266
Budgetary planning	0.327	0.088	0.305	3.70	0.000
Supervisory management	0.210	0.093	0.182	2.25	0.027
Income management	0.229	0.088	0.234	2.60	0.011
Expenditure management	0.355	0.085	0.320	4.19	0.000

Source: Research data, 2024

Optimal model

$$Y=0.305X_1+0.182X_2+0.234X_3+0.320X_4$$

Where Y= financial management competencies

X₁=KEMI's training in budget planning

X₂= KEMI's training in supervisory planning

X₃=KEMI's training in income planning

X₄=KEMI's training in expenditure planning

The results showed that KEMI's training in budgetary management had a positive and significant effect on principals' financial management competencies ($\beta=0.305$, $p=0.000$). The p value <0.05 which deduces that an improvement in KEMI's training in expenditure management would enhance principals' financial management competencies. The outcome agreed with Onesmo et al. (2021) who established that financial management skills like budget management and auditing skills were indispensable for management of finances in learning institutions.

The results showed that KEMI's training in supervisory management had a positive and substantial effect on principals' financial management competencies ($\beta=0.182$, $p=0.027$). The p value <0.05 which denotes that an improvement in KEMI's training in supervisory management would enhance principals' financial management competencies. The outcome agreed with Muvunyi (2018) who concluded that head teachers' supervision competence gives a contribution towards management performance.

The results showed that KEMI's training in income management had a positive and substantial effect on principals' financial management competencies ($\beta=0.234$, $p=0.011$). The p value <0.05 which denotes that an improvement in KEMI's training in income management would enhance principals' financial management competencies. Mestry (2020) noted that if school fees are managed effectively and efficiently, principals will have more money to invest in infrastructure and teaching

and learning aids, which will raise student achievement. The study's findings supported this assertion.

The results showed that KEMI's training in expenditure management had a positive and significant effect on principals' financial management competencies ($\beta=0.320$, $p=0.000$). The p value <0.05 which deduces that an improvement in KEMI's training in expenditure management would enhance principals' financial management competencies. The results concurred with those of Mosu (2022), who discovered a significant correlation between the achievement of the financial budget and the financial management techniques of the principle.

4.10 Hypothesis Testing

Table 4.13: Summary of Research Findings

Research Objective	Hypothesis	Rule	p-value	Results of Hypothesis test
<p>Objective 1 To establish KEMI's training in budgetary planning and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.</p>	<p>Hypothesis 1 The budgetary planning training provided by KEMI has no significant influence on the financial management skills of principals in Kenya's Kisumu County public secondary schools.</p>	Reject H_0 if p value <0.05	P=0.000	The null hypothesis was rejected .
<p>Objective 2 To establish KEMI's training in supervisory management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.</p>	<p>Hypothesis 2 The supervisory management training provided by KEMI has no significant influence on the financial management skills of principals in Kenya's Kisumu County public secondary schools.</p>	Reject H_0 if p value <0.05	P=0.000	The null hypothesis was rejected .
<p>Objective 3 To assess KEMI's training in income management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.</p>	<p>Hypothesis 3 The income management training provided by KEMI has no significant influence on the financial management skills of principals in Kenya's Kisumu County public secondary schools.</p>	Reject H_0 if p value <0.05	P=0.000	The null hypothesis was rejected .
<p>Objective 4 To find out KEMI's training in expenditure management and its influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.</p>	<p>Hypothesis 4 There is no significant influence between KEMI's training in expenditure management and principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.</p>	Reject H_0 if p value <0.05	P=0.000	The null hypothesis was rejected .

Source: Research data, 2024

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summarized findings, conclusions and recommendation for practice improvement and policy formulation and finally suggestion for further research.

5.2 Summary of Findings

5.2.1 KEMI's Training in Budgetary Planning and Principals' Financial Management Competencies

The first objective was to determine KEMI's training in budgetary planning and its influence on principals' financial management competencies. The study revealed that at 72.4%, training had equipped the principal with budgetary forecasting skills to a large extent. At 78.2 principals are equipped with needs assessment skills to a large extent. while training had equipped the principal with budgetary monitoring skills at 77.0% and evaluation skills stood at 55.1%.

Hypothesis tested at 95% Significant level, showed that the P-values of 0.000. This denotes that there was a substantial influence of KEMI's training in budgetary planning on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

5.2.2 KEMI's Training in Supervisory Management and Principals' Financial Management Competencies

The second objective was to establish KEMI's training in supervisory management and its influence on principals' financial management competencies. The study revealed that at 71.3% training has enabled the principal to supervise human

resources effectively. Further, at 79.3%, training has enabled the principal to supervise needs implementation effectively. Further results revealed that at 70.1% training has enabled the principal to supervise the management of non-human resources effectively to a large extent. Effective supervision of vote heads stood at 70.1%.

Hypothesis tested at 95% Significant level, showed a P-values of 0.027 which denotes that there was significant influence of KEMI's training in supervisory management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

5.2.3 KEMI's Training in Income Management and Principals' Financial Management Competencies

The third objective was to assess KEMI's training in income management and its influence on principals' financial management competencies. The study revealed that at 79.3%, the training has built capacity of the principal to maximize income generation. At 78.1%, training had built capacity of the principal to improve school fee collection for the school. The results also at 81.6% training has built capacity of the principal to source for external funds for the school. In addition, at 81.6% training has built the capacity of principal to effectively utilize school income.

Hypothesis tested at 95% significant level, showed a P-values of 0.011 which denotes that there was significant influence of KEMI's training in income management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

5.2.4 KEMI's Training in Expenditure Management and Principals' Financial Management Competencies

The fourth objectives were to find out KEMI's training in expenditure management and its influence on principals' financial management competencies. The study revealed that at 81.6% training has enabled the principal to prioritize needs. The study results also revealed that 77.0% training has built capacity of the principal to automate approvals for expenditure to a large extent. The study also revealed that training at 79.3% has equipped the principal with cost review skills to minimize expenditure. The study also revealed that at 97.0% training has built capacity of the principal to automate approvals for expenditure.

Hypothesis tested at 95% Significant level, showed that the P-values of 0.000 which denotes that there was significant influence of KEMI's training in income management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya.

5.3 Conclusions

Based on the findings of objective one the study concluded that there was a significant influence of KEMI's training in budget planning on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya at a p Value of 0.000

For objective 2, the study concluded that there was a significant influence of KEMI's training supervisory management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya at p Value of 0.027.

For objective 3, the study concluded that there was a significant influence of KEMI's training income management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya at p Value of 0.011.

Objective 4, the study concluded that there was a significant influence of KEMI's training expenditure management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya at P Value of 0.000

5.4 Recommendations of the Study

5.4.1 Policy Recommendations

The results show there is a positive relation between KEMI training and principals' financial competences, there could be other factors like lack of integrity. So the ministry of education should

- i. Ensure that there is regular monitoring of schools' financial records and involve forensic accounting.
- ii. The KEMI program proceed without any interruption.

5.4.2 Theory and Practice

From the study findings, the principals have received KEMI training on budgetary planning. In this case more teachers are encouraged to attend the KEMI training. Income management programs may also include trainings on financial ethics management, which include taking appropriate steps to guarantee that staff members and other school personnel can achieve their goals while adhering to the standards established by various regulatory bodies, including integrity, honesty, professional truthfulness, fairness, and respect.

5.5 Suggestions for Further Research

The study sought to determine the investigation was to establish Kenya Education Management Institute Training and its influence on principals' financial management competencies in public secondary schools Kisumu County, Kenya.

The study was done in Kisumu County, Kenya and thus further studies can focus on

- i. Other counties such as Kiambu county, Nairobi County
- ii. Establish if there are other factors influencing the principles malpractices
- iii. The study to be conducted in other Counties for comparison

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APPENDICES

Appendix I: Introductory Letter

Dear Participant,

RE: RESEARCH DATA COLLECTION

I am Apollo Alice Achieng a master's student at Kenyatta University pursuing a degree in Masters of Education (Educational Administration). I am supposed to conduct research titled:

“Kenya Education Management Institute’s Diploma Training Course and its influence on principals’ financial management competencies in public secondary schools in Kisumu County, Kenya.”

I am writing to ask for your assistance in conducting an individual interview to the utmost of your ability. Participation in this study is entirely optional, and any information you provide will be used solely for educational reasons.

Yours sincerely,



Apollo Alice Achieng.

Appendix II: Informed Consent Form

Dear Participant,

REF: DATA COLLECTION

My name is Alice Apollo, and I am a Master of Educational (Administration) student at Kenyatta University. My study is centred on: *“Kenya Education Management Institute Training and its influence on principals’ financial management competencies in public secondary schools Kisumu County, Kenya.”*

CONSENT

I examined and comprehended the material offered, and I was given an opportunity to ask questions. I recognize that my engagement is voluntary and that I am free to withdraw at any time, for any reason, and without accruing any charges. I am aware that a copy of this consent form will be sent to me.

Respondent sign----- Date-----

Researcher sign ----- Date-----

Appendix III: Principals and Bursars Questionnaire

PART I: PERSONAL PROFILE

Bursar Principal

Gender: Male Female

Age:

18 to 28 yrs 29 to 39 yrs 40 to 50 yrs

to 61 yrs Over 61 yrs

For how long have you served in this institution:

Less than 1 yr. 1-5yrs 6-10 yrs

11-15 yrs Over 15 yrs

Level of Education:

Certificate Diploma

Bachelor's Degree Master's Degree Ph.D

Have you been trained by KEMIs

Yes No

SECTION II: KEMI'S TRAINING

This section contains five sub-sections. Please respond to each question in each section.

Part 1: KEMI's training in budgetary planning

Please rate how much you concur with each assertion.

1{Not at All}, 2{Small Extent}, 3{Medium Extent},4{Large Extent}, 5{Very large Extent}

Descriptive Statement	1	2	3	4	5
The training has equipped the principal with budgetary forecasting skills					
The training has equipped the principal with needs assessment skills					
The training has equipped the principal with budgetary monitoring skills					
The training has equipped the principal with evaluation skills					

Part 2: KEMI’s training in supervisory management

If you agree or disagree with any of the following assertions, please indicate.

1{Not at All}, 2{Small Extent}, 3{Medium Extent},4{Large Extent}, 5{Very large Extent}

Descriptive Statement	1	2	3	4	5
The training has enabled the principal to supervise human resources effectively					
The training has enabled the principal to supervise needs implementation effectively					
The training has enabled the principal to supervise the management of non-human resources effectively					
The training has enabled the principal to supervise vote heads effectively					

Part 3: KEMI’s training in income management

3. If you agree or disagree with any of the following assertions, please indicate.

1{Not at All}, 2{Small Extent}, 3{Medium Extent},4{Large Extent}, 5{Very large Extent}

Descriptive Statement	1	2	3	4	5
The training has built capacity of the principal to maximize income generation for the school					
The training has built capacity of the principal to improve school fee collection for the school					
The training has built capacity of the principal to source for external funds for the school					
The training has built the capacity of principal to effectively utilize school income.					

Part 4: KEMI’s training in expenditure management

4. Please indicate how much you agree or disagree with each of the following declarations.

1{Not at All}, 2{Small Extent}, 3{Medium Extent},4{Large Extent}, 5{Very large Extent}

Descriptive Statement	1	2	3	4	5
The training has enabled the principal to prioritize needs					
The training has built capacity of the principal to automate approvals for expenditure					
The training has equipped the principal with cost review skills to minimize expenditure					
The training has equipped the principal with monitoring and evaluation skills to control expenditure					

SECTION III: FINANCIAL MANAGEMENT COMPETENCIES

5. Indicate your level of agreement with every assertion.

1{Not at All}, 2{Small Extent}, 3{Medium Extent},4{Large Extent}, 5{Very large Extent}

Descriptive Statement	1	2	3	4	5
The principal is able to draw an efficient school budget					
The principal is able to supervise staff for effective implementation of needs					
The principal is able to maximize school income					
The principal is able to control school expenditures					

Appendix IV: Interview Guide for principals

1. What are some of the financial records kept in the school?
2. What education training and certification do you have as a finance manager?
If any, explain how it has prepared you in financial management?
3. Tell me your experience in preparing and managing school budgets
4. How comfortable are you in supervising your team on financial management?
5. Describe how you control expenditure and maximise income in school
6. Are you comfortable creating and presenting financial records for auditing? How often do you present your books of accounts for auditing.
7. Explain some of the challenges you face in financial management and how to mitigate such challenges.

Appendix V: Interview Guide for Ministry Officials

1. How has KEMI's training in budgetary planning affect principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya?
2. Do you think KEMI's training in supervisory management has an influence on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya? Give reason for your answer.
3. What is the effect of KEMI's training in income management on principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya?
4. Briefly explain how KEMI's training in expenditure management affect principals' financial management competencies in Public Secondary Schools in Kisumu County, Kenya?

Appendix VI: Research Permit

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 361453
Date of Issue: 14/November/2023

RESEARCH LICENSE



This is to Certify that Ms. ALICE ACHIENG APOLLO of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisumu on the topic: KENYA EDUCATION MANAGEMENT INSTITUTE TRAINING AND ITS INFLUENCE ON PRINCIPALS' FINANCIAL MANAGEMENT COMPETENCIES IN PUBLIC SECONDARY SCHOOLS KISUMU COUNTY, KENYA for the period ending : 14/November/2024.

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Applicant Identification Number: 361453

Director General
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See overleaf for conditions