



# The Influence of KEMI's Capacity Building Programme on Head Teachers' Competencies in Financial Management in Public Primary Schools in Uasin Gishu

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## Authors' contributions

*This work was carried out in collaboration between all authors. Author JO designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author KK managed the analyses of the study and managed the literature searches. All authors read and approved the final manuscript.*

## Article Information

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## ABSTRACT

**Aims:** The objective of the study was to examine the influence of KEMI's capacity building programme on head teachers' competencies in financial management

**Study Design:** The study adopted the concurrent triangulation design where both quantitative and qualitative approaches were employed to collect information and do the analysis at the same time.

**Place and Duration of Study:** This study was conducted in Uasin Gishu County of North Rift region. The county lies within latitude: 0° 31' 0.00" N and longitude: 35° 16' 59.88" E. The study was carried out between May 2019 to October 2019

**Methodology:** The study targeted six sub-county education officers and 471 head teachers in public primary schools in the county. Simple random sampling was employed in choosing 30% (141) of the public primary schools proportionately from each of the six sub-counties in the county.

Every head teacher of the selected public primary schools took part in this study. Data was also gathered from all the six sub-county directors of education of Moiben, Kesses, Turbo, Kapseret, Ainabkoi and Soy. Data was collected using interviews and questionnaire.

**Results:** Findings indicated that there was a moderate positive correlation between KEMI capacity building programme and head teachers' competency in financial management. KEMI capacity building programme on head teachers' competencies had a positive and significant influence on financial management ( $r(132) = .309, p < .0005$ ). Thus the hypothesis ( $H_{04}$ ) was rejected and this can be explained further by stating that there exists a relationship.

**Conclusion:** The findings also shows that KEMI had helped head teachers in understanding the budgeting, auditing of the books of accounts, management of income generating activities and improved accountability and transparency of finance. KEMI had also helped head teachers in keeping up to date inventories. KEMI had enhanced head teachers' adherence to the school budget and to appreciate the need for constituting of tendering committee.

*Keywords: KEMI capacity building programme; head teachers' competencies; financial management.*

## 1. INTRODUCTION

A competent head teacher is expected to orient himself to a vast number of practices that are aimed at improving students' performance [1]. A report published by the Center for Public Education [2] on reorientation and restructuring of professional development in education to meet the demands and developments of the current educational reforms shows that teachers are likely to improve their strategy to teaching so as to improve and realize effective students' learning [2].

Growth of quality human resource contributes to increased speed in development, industrialized development, modernism, and decrease disparities and presentation of competent and efficient release of important services to the people [3] Evans & Heller, 2015). Education being the main significant element in a nation's growth procedure calls for knowledgeable supervisors so that the general public can achieve the preferred advancement in social, economic and political dominions [4]. According to Doherty Horne and Wootton [5], the agenda of improving the quality of education has been triggered by disordered surroundings which forces modern organizations, including education institution to conform to such environmental alterations. Consequently, school managers should be approachable and inventive on organizational management practices [6].

It is therefore important that management and administrative practices of secondary schools be pegged on the training and competency of highly qualified head teachers. In light of this Darling Hammond [7], states that in the United States of America (USA) applicants must successfully

complete a Master's degree program in educational management for them to meet the criteria to be the school principals. Further in a country such as Singapore for one to be selected as a school principal, he/she is obliged to take a Diploma in educational management which is a one year full time course [8]. In the United Kingdom before late 1990s principals training was ad hoc and participated at the introduction phase [7]. On the contrary, in Africa according to Adhiambo [8] some of learning institutions are directed by individuals with no specialized administrative skills. Further sentiments are posited by Hubbard Stein and Mehan (2013), who assert that the knowledgeable and expert educators are usually selected to run multifaceted schools with no sufficient training and back up.

Head teachers ought to be competent in matters related to educational strategy and tactical scheduling, educational procedures, management of human, material and financial resources (Ololube, 2019). However reports by Uwezo Kenya [9] have raised concern on the primary school teachers' financial competency.

It is important to note here that the divide between management and teaching is big as far as training is concerned. One cannot take the place of the other. This compounds Government of Kenya [10], basic education act of 2013 which requires head teachers to be internal supervisors in addition to the role of teaching. It therefore becomes important for KEMI to enhance these educational managers with management courses to help them manage their schools better especially in the prudent management of school finances. According to David (2007), the capacity building assists the schools head teachers to

execute management strategies, actions and improvements in the education segment and make use of current management tools in schools.

On the other hand, in spite of the introduction of Diploma in education management by KEMI in 2011, evidence of mismanagement has been cited in selected schools in Uasin Gishu County [11]. Stakeholders in education are concerned with the poor and ineffective teaching in primary schools [12] Therefore, there was need to justify the continued investment in head teacher trainings by assessing the influence of KEMI's capacity building programme on Head teacher's management competencies in public primary schools in Uasin Gishu County.

This study was guided by the following objectives:

- i. To investigate the influence of KEMI's capacity building programme on head teachers' competencies in financial management in public primary schools in Uasin Gishu County.

This study is justified because successful and efficient administration of learning institutions is of enormous importance to the community as it influences the performances of the learners. The justification for the choice of KEMI capacity building programme for this study will be an eye opener as far as the adoption of the programme and its success in practice. Some head teachers assume the leadership responsibilities without adequate designed managerial programme and training and hence need to investigate the competency of the head teachers.

The free primary education requires head teachers to be financially competent in order to manage the books of accounts appropriately. Therefore this study is justified in the sense that head teachers who are not equipped with financial and other managerial competencies will benefit from the recommendation that will be made.

## 2. MATERIALS AND METHODS

The study adopted the pragmatic worldview which is a mixed method strategy where it incorporates quantitative and qualitative approaches were used to test diverse techniques of investigation for efficiency in attaining the proposed objective.

This research employed a simultaneous triangulation procedure where both quantitative and qualitative figures was gathered simultaneously and making use of the same respondents. It mixed both quantitative and qualitative research instruments for purposes of triangulation.

The study adopted the concurrent triangulation design where both quantitative and qualitative approaches were employed to collect information and do the analysis at the same time. The survey design was used for the rationale of studying a huge population of public primary schools in Uasin Gishu County and therefore identifies the individual characteristic components in the population. The study observed how head teachers manage aspects of the schools such as curriculum implementation, infrastructure, and financial management. Finally, the survey resulted in the formulation of significant philosophies of knowledge and answers to important issues relating to school management.

In this study, 30% (141) of the 471 public primary schools in the county were chosen proportionately from each of the six sub-counties (Turbo, Kesses, Kapsaret, Moiben, Soy and Anabkoi). The sample size signifies 30% of the population which is sufficient to make generalization of the whole populace as observed by Kotele (2011). This implies that 141 head teachers were purposively selected from the selected schools. After identifying the number of public primary schools where the study was carried out, simple random sampling was employed to choose the actual primary schools from the five sub-counties. Simple random sampling is appropriate because it predetermined from where or from whom the information is to be obtained before commencing data collection which will avoid biasness [13]. Data was also collected from all the five (5) sub county directors of education from Turbo, Wareng, Moiben, Soy and Ainabkoi Sub Counties. Therefore, a total of 146 respondents took part in this research.

The study instruments for this research were questionnaires and interview schedule. Section A of the questionnaires dealt with general overview of the academic and professional qualifications of the respondents. Section B solicited data on the competence in financial management. Head teachers were asked in the interview whether they had attended KEMI capacity building programme or not. That was an indicator to

indicate capacity building. The questionnaire comprised likert scale question that indicated the Head teachers competency in financial management.

The study found it necessary to utilize two instruments for purposes of triangulation in order to gather the most reliable. Merten (2014) stated that “the multi-method approach allows investigators to attack a research problem with an arsenal of methods that have no overlapping weaknesses in addition to their complementary strengths”. Triangulation was expected to enhance the researcher’s ability and effort to assess the accuracy of the findings and thus assure the reader that they are reliable (Mertens, 2014). In this study, the questionnaires and interview guide added value to this research, because the researcher was able to measure competencies.

### 3. RESULTS AND DISCUSSION

This study was directed by the following objective:

- i. To investigate the influence of KEMI’s capacity building programme on head teachers’ competencies in financial management in public primary schools in Uasin Gishu County.

#### 3.1 Influence of KEMI’s Capacity Building Programme on Head teachers’ Competencies in Financial Management

The study sought to determine the Influence of KEMI’s capacity building programme on head teachers’ competencies in financial management in public primary schools in Uasin Gishu County. This objective was guided by the fact that head teachers have the responsibility of ensuring that financial roles are done. Financial management training furnish school head teachers with knowledge and skills to manage the school finances professionally and successfully. The responses were as shown in Table 1. Abdulalishoev [14] posits that the head teacher in school has the responsibility of allocating, utilizing and monitoring financial resources which are delegated to him/her by the school boards of management. These delegated functions empower the head teacher to match the financial resource with the education needs of the school. To achieve this objective, the questionnaire sought the principals’ affirmation as to whether

they were taught on aspects of financial management of which all of them responded in the affirmative.

Next, the questionnaire items sought to determine the attitude levels of the principal regarding how they felt the training had influenced them on key matters of financial management in schools. Key among the financial aspects of which the attitude of the principals was determined included auditing skills, accountability and transparency of finances, adherence to school budget, financial records, sourcing of funds, accountability, school budget, tendering committee and participatory budget preparation. A summary of the findings as to how the aspect of financial management was influenced by KEMI training is presented in Table 1.

Findings in Table 1 indicates that 70 (53.0%) of the respondents strongly disagreed that KEMI had helped them in understanding the budgetary process, 20 (15.2%) disagreed, 25 (18.9%) agreed while 4 (3%) strongly agreed. This finding shows that even after undergoing KEMI capacity building majority of head teachers felt that they don’t understand the budgetary process well while a few agreed that they do. Matters related to budget are complex and requires in depth financial knowledge. This finding is a similar to a study by Victor [15] on Analysis of Principals’ Managerial Competencies for Effective Management of School Resources in Secondary Schools in Anambra State, Nigeria. The study population comprised 257 principals in public secondary schools in the State. The study found out that secondary school principals’ in Anambra State do not have managerial competencies in procurement of physical and instructional materials. The study also found out that school principals’ have managerial competencies in prioritizing financial allocation according to school needs, keeping accurate financial information of the school, ensuring accountability in all school expenditures, carrying out periodic auditing of school budgets and adopting cost-saving strategies for effective financial resource management among others. Though the present study dealt with the primary level of education it ought to be known that financial competence cuts across all levels of education.

Further findings in Table 1 indicated that 38 (28.8%) of the respondents strongly disagreed that KEMI had enhanced their skills in auditing of the books of accounts, 54 (40%) disagreed, 12(9.1%) agreed while 8 (6.1%) strongly

**Table 1. Influence of KEMI’s capacity building programme on head teachers’ Competencies in financial management**

Statement	SD		D		N		A		SA		Mean
	F	%	F	%	F	%	F	%	f	%	
KEMI capacity building programme has helped me in undertaking the budgetary process.	70	53.0%	20	15.2	13	9.8	25	18.9	4	3.0%	2.0379
KEMI capacity building programme enhanced my skills in auditing of the books of accounts.	38	28.8	54	40.9	20	15.2	12	9.1	8	6.1	2.2273
KEMI capacity building programme has helped me in management of income generating activities.	27	20.5	66	50	0	0.0	39	29.5	0	0	2.3864
KEMI capacity building programme has improved accountability and transparency of finances.	0	0.0	13	9.8	0	0.0	57	43.2	62	47.0	4.2727
KEMI capacity building programme has helped me in keeping up to date inventories.	8	6.1	7	5.3	12	9.1	38	28.8	67	50.8	4.1288
KEMI capacity building programme has enhanced my adherence to school budget.	50	37.9	20	15.2	0	0.0	57	43.2	5	3.8	2.5985
KEMI capacity building programme has enabled me to appreciate the need for constituting of tendering committee.	10	7.6	7	5.3	0	0.0	58	43.9	57	43.1	4.0985
											3.1071

*\*Capacity Building Programme on Head teachers’ Competencies in Financial Management*

agreed. This finding shows that majority of the head teachers were still unskillful in the auditing of books of account. This finding agrees with Magak [16] study on Challenges facing head teachers in financial management in public secondary schools: A case of Kisumu East District Kenya summarized the challenges that school administrators faced in managing school funds. This included incompetency in procurement, inadequate and irregular auditing, lack of accounting supportive documents and records and inability to prepare end year financial statements among others.

Information from the interviews indicated that majority of the head teachers had audit queries during financial auditing of the books. One of the SCDE had this to present.

*Many head teachers may be having financial challenges when it comes to auditing of the books of accounts. Many have queries arising from over spending in one vote head as compared to the other. Of major concern is the unaccounted imprest issued to teachers (Sub County Director of Education).*

Studies done by Mwinjuma and Baki [17] recommended that all head teachers be trained on sound financial management principles to enhance proper utilization of school funds. It is therefore imperative that head teachers are trained well in financial management of the school resources. In Kenya the responsibility for collecting and accounting for school funds lies with the school Board of Management (BOM).

Information in Table 1 further indicated that 27 (20.5%) of the respondents strongly disagreed that KEMI had helped them in management of income generating activities, 66 (50%) disagreed, 39 (29.5%) agreed. Findings show that majority of the head teachers were not in a position to apply what they learnt in KEMI to manage income generating activities. One reason to explain this scenario could be the fact that many of the schools are located in urban areas that have many trading activities thus stiff competition.

Further information in Table 1 indicated that 13 (9.8%) of the respondents disagreed that KEMI had improved accountability and transparency of finances, 57 (43.2%) agreed while 62 (47%) strongly agreed. This finding shows that majority of the head teachers who had attended KEMI had knowledge in improved accountability and

transparency. Bua and Adzongo (2014) noted that poor state of schools in Benue State in Nigeria was as a result of financial management issues such as the inability to generate revenue internally and misuse of available resources. The principal is the chief accounting officer in the school entrusted with the fiscal task of ensuring accountability and efficiency in the management of financial resource for the attainment of school goals and objectives.

disagreed that KEMI had helped them in keeping up to date inventories, 7 (5.3%), disagreed, 38 (28.8%) agreed while 67 (50.8%) strongly agreed. Finding show that majority of the head teachers had gained from KEMI capacity building and is able to keep up to date inventories. This finding contradicts Sigilai [18-19]. Study who concluded that most head teachers were found to be ineffective in the management of school finances because they were already overworked with administrative duties and class work. It is usefully to mention that financial management entails updating inventories that will show financial flow.

Further information in Table 1 indicated that 50 (37.9%) of the respondents strongly disagreed that KEMI had enhanced adherence to the school budget, 20 (15.2%) disagreed, 57 (43.2%) agreed and 5 (3.8%) strongly agreed. The finding indicates that majority of the head teachers who had attended KEMI capacity building did not have the capabilities of adhering to the school budget. This may imply two things; one the head teachers may be spending more than the estimated budget or probably the school finance cannot be able to finance the budget. This finding agrees with Mito and Simatwa (2012) that poor budgeting is one of the major reasons that derail effective management of schools due to overspending or under spending which can lead to misappropriation and mismanagement of school funds.

Lastly, information in Table 1 indicated that 10 (7%) of the respondents strongly disagreed that KEMI had helped them to appreciate the need for constituting of tendering committee, 7 (5.3%) disagreed 58 (43.9%) agreed while 57 (43%) strongly agreed. The finding shows that majority of the head teachers had gained in terms of constituting the tendering committee. The procurement process in both public and private institutions has undergone changes that require the head teachers to be knowledgeable in all spheres of procurement. Laboso and Naibei

established that there was significant positive relationship between tendering procedures and procurement performance. It also concluded that tendering procedures affects the performance of procurement.

Using a measurement of 0- 1 to imply strongly disagree, 1.1 – 2 to imply disagree, 2.1 – 3 to imply neutral, 3.1 – 4 strongly agree and 4.1 – 5 to imply strongly agree, the findings indicate that financial competency as a result of KEMI capacity building was 3.1071 implying that the Head teachers were competent.

### 3.2 Pearson’s Product Moment Correlation for H<sub>01</sub>

An attempt was made to establish the relationship between KEMI capacity building programme and head teachers competency in financial management. The KEMI capacity building was assessed using a 3 scale rating measurement with 1 indicating attended, 2 I don’t know while 3 indicating attended. A measurement of 0- 1 to imply strongly disagree, 1.1 – 2 to imply disagree, 2.1 – 3 to imply neutral, 3.1 – 4 strongly agree and 4.1 – 5 to imply strongly agree was used against a number of statements on competency.

The findings are presented in Table 2.

Pearson's product-moment correlation was run to assess the relationship between KEMI capacity building programme and head teachers competency in financial management among 132 head teachers. Finding in Table 4 indicates that the there was a moderate positive correlation between KEMI capacity building programme and head teachers competency and financial

management,  $r(132) = .309, p < .001$ , with KEMI capacity building programme explaining 9% of the variation in head teacher competency.

Test of hypothesis on the linear relationship between the two variables was carried out. The null hypothesis was to be rejected at a  $p = 0.05$  significance level using the Pearson product-moment correlation. The fourth hypothesis (H<sub>01</sub>) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and financial management in public primary schools in Uasin Gishu County. However findings in Table 2 showed that KEMI capacity building programme on head teachers competencies has a positive and significant influence on financial management ( $r(132) = .309, p < .001$ ). The level of statistical significance ( $p$ -value) of the correlation coefficient in this example is .0001, which means that there is a statistically significant relationship between the two variables. Thus the hypothesis (H<sub>01</sub>) was rejected and this can be explained further by stating that there exists a relationship.

### 3.3 Simple Linear Regression for H<sub>01</sub>

In addition to the Pearson's product – moment correlation, linear regression model between KEMI capacity building programme on Head teachers competencies on financial management in public primary schools in Uasin Gishu County was carried out to test the null hypothesis stating that, there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and financial management in public primary schools in Uasin Gishu County. The findings are presented in Table 3.

**Table 2. Correlation analysis between KEMI capacity building programme and head teachers competency in financial management**

		Correlations	
		KEMI capacity building	Financial Management
KEMI capacity building	Pearson Correlation	1	.309**
	Sig. (2-tailed)		.000
	N	132	132
Financial	Pearson Correlation	.309**	1
	Sig. (2-tailed)	.000	
	N	132	132

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 3. Model summary of KEMI capacity building programme on financial management**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.309 <sup>a</sup>	.095	.088	4.03908

a. Predictors: (Constant), KEMI capacity building

**Table 4. Anova output analysis for H<sub>04</sub>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	223.669	1	223.669	13.710	.000 <sup>b</sup>
Residual	2120.846	130	16.314		
Total	2344.515	131			

a. Dependent Variable: Finance

b. Predictors: (Constant), KEMI capacity building

As shown in Table 3 the r value was 0.309. r is a measure of correlation between the observed value and the predicted value of the dependent variable. Thus, 0.309 is the correlation coefficient between the KEMI capacity building on Head teacher's competence in financial management as reported by the respondents and the levels as would be predicted by the predictor variable. In the model  $r^2 \times 100 = .095 \times 100\% = 9.5\%$  indicating that 9.5 % of the variance in the dependent variable is explained by the independent variable in the study. The r - square value indicates that this model succeeds in predicting up to 9.5% of the variable on head teachers competence in financial management. Up to 9.5 % of the variation seen in the area under study is accounted for by KEMI capacity building. Table 4 presents the ANOVA output analysis.

The ANOVA analysis is highly significant (0.000) indicating that the relationship between the independent variable and dependent variable is very strong. The Table assesses the overall significance of the model and since  $p = 0.05$ ; the linear regression model adopted in this study is relevant for the analysis. The ANOVA results of the Linear Regression Analysis show that the regression equation is statistically appropriate to examine the relationship ( $F = 13.710$ ;  $df = 1$ ;  $p = 0.05$ ) at 0.05 level of significance. The model summary showed that the model can explain 9.5% variation in head teachers' competence in finance management that was occasioned by any changes in KEMI capacity building programme. Table 5 provides the model coefficient.

The linear regression analysis was conducted so as to determine the relationship between KEMI capacity building programme and head teachers

competence in financial management. Table 5 provides the coefficients essential for the linear regression equation. The linear regression equation  $Y = \alpha + \beta X$  therefore become:

$$Y = 14.232 + 1.026 X$$

Where Y is the dependent variable (head teachers competence in financial management) and X influence KEMI capacity building programme.

According to the linear regression equation established, taking all o t h e r factors into account (KEMI capacity building programme) constant at zero, head teachers competence in finance management will be 14.232 (14.232%). For every unit increase in the assessment of the KEMI capacity building an amount of 1.026 is added to the financial management competency.

The hypothesis (H<sub>01</sub>) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and financial management in public primary schools in Uasin Gishu County. However findings in Table 5 showed that KEMI capacity building programme has a positive and significant influence on head teachers' competence in financial management ( $\beta = .309$ ,  $P = 0.05$ ). Thus the hypothesis (H<sub>01</sub>) was rejected and this can be explained further by assessing the value of the t – test which indicated that head teachers competencies and financial management in public primary schools in Uasin Gishu County would be attributed to the regression model 3 times more compared to the effect of the standard error associated with the estimated coefficient ( $t = 3.703$ ). Findings from the ANOVA showed that the sum of squares for the linear regression model was 2344.515, this



**Table 5. The Coefficient for H<sub>01</sub>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.232	1.050		13.560	.000
KEMI capacity building	1.026	.277	.309	3.703	.000

a. Dependent Variable: Finance Management

means that the linear regression model accounted for more than 2344.515 times the variation of head teachers competence compared to the residuals, F- 13.560, P value = 0.001

**4. CONCLUSION**

The findings showed that KEMI did not enhance undertaking budgetary process, skills in auditing, income generating activities and the school budget. A few aspects of financial competence in regards to improved accountability, up to date inventories and tendering committee were enhanced by KEM. KEMI had enhanced head teachers' adherence to the school budget and to appreciate the need for constituting of tendering committee.

**CONSENT AND ETHICAL APPROVAL**

The proposal was presented to University of Eldoret and ethical clearance was obtained. After obtaining the ethical clearance, an application seeking permission to carry out a research was done to National Commission for Science Technology and Innovation and when a permit was granted, I paid a courtesy call to the County Director of Education Uasin Gishu. The introductory letter was provided to the head teachers at the primary schools. Approval from the head teacher was given. With the ascent of the administrator, consent was obtained from the respondents by the research assistants under the supervision of the researcher. Only those head teachers who consented to participate took part in the study. The respondents' personal identification information was not recorded for purposes of confidentiality and anonymity.

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**COMPETING INTERESTS**

Authors have declared that no competing interests exist.

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