

**THE INFLUENCE OF PUBLIC PRIMARY SCHOOL HEADTEACHERS  
FINANCIAL MANAGEMENT SKILLS ON IMPLEMENTATION OF  
SCHOOL PROJECTS: A CASE OF BURETI CONSTITUENCY, KENYA.**

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## DECLARATION

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

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This project report has been submitted for examination with my approval as the University supervisor

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## **DEDICATION**

This project report is dedicated to my family that is my husband Mr Dominic Korir, son and daughters for their support, restrain and perseverance. They had to endure a lot while class work took a tall order on their precious time during my time of study.

May God bless you.

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## **ABBREVIATIONS**

AGM	Annual General Meeting
BOM	Board of Management
CFSK	Computer for Schools Kenya
DEO	District Education Officer
EYE	Early Years of Education
GoK	Government of Kenya
IIEP	International Institute for Educational Planning
KCSE	Kenya Certificate of Secondary Education
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KPSHA	Kenya Primary School Head Association
KESI	Kenya Education Staff Institute
KESSP	Kenya Education School Support Programme
KNEC	Kenya National Examination Council
MoE	Ministry of Education
NEMIS	National Education Management Information System
MOEST	Ministry of Education, Science and Technology: MOE after 2008
PTA	Parents Teachers Association
TSC	Teachers Service Commission
UNESCO	United Nations Educational, scientific and cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education



## ABSTRACT

Considering the complex operation in project management, school heads play a very important role in the management of projects in their schools mainly in the area of financial management tasks that include how to source for funds, budgeting, financial reporting and finally procurement. The general objective of this study was aim at determining the influence of primary school head teachers' financial management skills in implementation of school projects in Bureti Constituency. The specific objectives of this study were: to determine whether school heads have adequate skills to source for funds for implementing school projects in Bureti constituency; to establish the budgeting skills of school heads in management of school projects in Bureti Constituency; to determine how procurement skills of head teachers' affect successful implementation of school project in Bureti Constituency and to establish whether school heads have financial reporting skills in the management of school projects in Bureti Constituency. The study used primary data, which was gathered from respondent using a semi-structured questionnaire. The researcher used descriptive statistics that include frequencies and percentages to analyse quantitative data while content analysis to analyse qualitative data. The findings were presented using pie charts, bar charts and frequency distribution tables. A one hundred response rate was recorded for this study. The finding were that majority of school heads indicated that their highest academic qualification is PI. The study also indicated that head teachers' level of training affects the competence in sourcing of funds. The study also revealed that majority of school heads have attended training in financial management skills. The finding also indicated that majority of school heads are experienced to a larger extent in budgeting skills. Findings of the study also indicated that they are conversant to public and procurement Act of 2005 and that conversance with procurement Act enhances their efficiency in procurement. The study finding also showed that majority of school heads agreed that they do financial reporting in their schools. The target population was all public primary schools in Bureti constituency where all 26 head teachers' were the respondents. The study recommended that the Teachers Service Commission and/or the government through Ministry of Education (MoE) should plan training programs on financial management skills for school heads. This was important because it would ensure that they were well prepared to effectively run the school programs and projects entrusted to them in their schools. The study too recommends the government should employ professionals with the aim of promoting skilled financial management staff. The outcome of the study proved that competent financial management staff enhances proficient and effective financial management.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Overview**

This chapter consists of the background information of the study and of public primary schools in Kenya, statement of the problem, research objectives and research question, the significance, scope, limitations and organization of the study.

#### **1.1 Background of the Study.**

Financial management refers to an integral process in school administration and an important task in the management of school institutions. It is the procedure of planning and use of school resources in an effective as well as efficient way. The head teacher has Authority to Incur Expenses, and the overall financial manager and accounting officer in school and therefore has the responsibilities of “prudent financial management”. A project on the other hand is an exclusive undertaking that have a start and an end, done by people to achieve set objectives distinct by time, resources and value. Distinctive characteristics of projects contains; projects are different in implementation, have different results, also varying traits, and its problems are not predictable (Baker, 2010)

For the projects to be successful and effective, it is vital to employ a distinct approach for completion of the project. Managing of projects aims at accountability, power, and planning of the venture to achieve defined objectives. Management of projects results in improved regulation and synchronization with the aim of reducing project period, reducing project costs in order to produce desired results. It requires teams to contemplate what is essential to realise

objectives of the project and find out how activities can be synchronized while bearing in mind potential risks and trying to alleviate them (Mpofu, 2011)

Management of projects in 21<sup>st</sup> century, started a few decades ago. Starting in the early 1960's, business entities and other institutions began to realize the value of planning work around projects and to understand the importance of communication and integrating work across different sectors and professions (Kutsch, 2010).

In the World today most organizations have experienced financial management challenges. These problems comprises; managers who lack financial management skills, inadequate resources to run the ventures and plans in the institutions, loss of mechanism due insufficient detail in the project organization and conflict among the project group members. Just like managers in the corporate organizations, school administrators undergo related challenges in their capability as managers of the projects (Ondigi, 2012).

In Scotland, head teachers' are expected to manage and allocate available resources to support effective learning and teaching by being able to integrate the budget plan with the school and available resources to create, maintain and control agreed budgets.

In the United Kingdom, learning environment is conducive since in most schools classrooms have adequate space, enough ventilation and are well heated (Mohanty, 2011). The National Vocational Qualification (NVO) structure has put stress on abilities as necessary for competent regular management performance. School heads in the United Kingdom are equipped with essential organization together with

financial management skills to enable schools to run effectively and efficiently (Worth 2014).

The United States government took initiative to identify the competence of superior performances based on educational qualification, experience to financial management and behavior of effective school managers (Stephen, 2013). On school infrastructure, Abraham (2012) reported 127 billion US Dollar was needed by a third of the government school for general repair or substitution and that US Dollar 112 Billion was required to convey government schools to a complete worthy situation.

In Southern Thailand, Head teachers work under intensified and vulnerable situation, insufficient funding and dealing with the effect of the intensity of cultural unrest and inadequate finance (Kamunde, 2010).

In Kenya, primary schools head teachers' skills in financial management has a long history. During the colonial times, the church and British colony introduced formal education. After independence, the Ministry of Education is mandated by TSC to appoint head teachers and among the roles and responsibilities is to manage projects in their schools (Rashid, 2013). In line with Basic Education Act (2013), the government must build and equip schools. Therefore, the government funds school projects through the Ministry of Education (Republic of Kenya, 2015). However, in its zeal to provide education to Kenyan learners the government glossed over one of the most oblivious challenges increased admission would bring into schools' infrastructure. After the FPE, public primary barely enough become grossly overstretched and congested.

Once a head teacher is appointed, the Kenya Education Management Institute (KEMI) trains the school heads in financial management. Head teachers' are trained in areas such as sourcing of school funds and some of these sources include; School levies, Grants from the government, Activity fund, project fund, School, sale of old equipment's and other revenue generating activities. Once this money has been collected, it is important that it is used appropriately to meet school financial needs (Wango, 2013).

The head teachers' are trained on managing school finances in areas such as budgeting, accounting, procurement and financial reporting skills. Part of what TSC mandates head teachers to do is to manage projects appropriately in primary schools (Basic Education Act, 2013). Head teachers' should have skills in management such as how to source for funds, budgeting skills, procurement skills, financial reporting and risk management (Gatere, 2013). To plan school projects effectively, school heads should undergo financial training courses to warrant effective control and operation of physical resources (GoK, 2010).

## **1.2 Statement of the Problem**

A report from Bureti Constituency (2010) indicates that a number of head teachers attended Primary School Management Programme and a few had attended School Management programme offered by KEMI and have also done an in service diploma course in Primary School Management offered by KEMI.

The management of school projects has not been smooth for example in Bureti constituency, there are many examples of stalled infrastructure projects that have taken too long to complete and which eventually lead to escalating of the project

cost and unsatisfied needs in the schools community (Bureti Constituency Education Report, 2012). This study purpose to find out the effect of head teachers' skills in financial management on implementation of school projects in Bureti constituency.

### **1.3 Objective of the Study**

The general objective of this research was to determine the influence of primary school head teachers' financial management skills on implementation of school projects in Bureti Constituency.

#### **1.3.1 Specific Objectives**

- i. To determine whether school heads have adequate skills to source for funds for implementing school projects in Bureti constituency.
- ii. To establish the budgeting skills of school heads in management of school projects in Bureti Constituency.
- iii. To determine how procurement skills of head teachers' affect successful implementation of school projects in Bureti Constituency.
- iv. To establish whether school heads have financial reporting skills in the management of school projects in Bureti Constituency.

### **1.4 Research Questions**

- i. To what extent does school head teachers' sourcing of funds skills in Bureti constituency influence implementation of school projects?
- ii. How does head teachers' budgeting skills affect successful implementation of school projects in Bureti constituency?

- iii. How does effects of head teacher's procurement skills affect successful implementation of school projects in Bureti constituency?
- iv. Does head teachers in Bureti constituency have reporting skills required in the management of school projects?

### **1.5 Significance of the Study**

The research was to help identify factors that influence head teachers' financial management skills on implementation of school projects. It also helped to identify factors that influence project design and execution in the education sector.

The study may help the Ministry of Education (MoE) to introduce other structures to enrich in-service teacher training for school heads in relation to financial management skills. Kenya Education Management Institute (KEMI) might too benefit from this study on finding out whether the different course offers are of any value to the head teachers to deal with the problems management of finances. The Ministry of Education and Teachers Service Commission would also benefit from the conclusions to identify the problems that are beyond the school heads and attempt to solve them. In addition, the study was to encourage and motivate interest on diverse issues in financial management. All educational stakeholders and future researchers in the area of the study may also use this study as a reference document

### **1.6 Delimitation of the Study**

The study was done in only public primary schools in Bureti Constituency and did not cover private primary schools in which financial management procedure are different.

### **1.7 Limitations of the Study**

The research was done in one constituency. This may be limiting in that there are more constituencies where if a study covered all them in Kenya better results and generalization could help. Head teachers might not open up to give the information since they are the one running the operation of projects in schools but the researcher will assure school heads that the study is only meant for academic reasons. In this study, only one type of tool is used which is the Questionnaires for collection of information from all respondents. This was a limitation for if more tools is used better results for generalizations could be better.



## **1.8 Definitions of significant terms**

This section covers the definitions of significant terms:

**Funding:** is the action of availing resources to fund a necessity, program, or project venture. This is ordinarily in form of cash and can take form of energy or time from a company or an institution.

**Budget:** refers to a precise financial planning for management and institutional goals, policies and annual programme.

**Procurement:** procedure of finding out and approving conditions and terms, obtaining commodities, services, from an outside source, through a tender or competitive bidding method.

**Financial Reporting:** formal records of the financial actions and state of a business, individual, or other organization.

**Head teacher:** Refers to an individual engaged with day-to-day obligation of leading a school.

**Project:** Refers to inputs and outputs necessary to obtain particular objectives. It ranges from simple to difficult and management is from one person to a hundred

**Public school:** Schools that are either established or furnished by the government and provided with enough teachers.

**Enrollment:** Refers to the Procedure of initiating attendance to school. The entire students registered properly and/or present in classes at school.

**Revenue:** refers to process of growing proprietor's income coming from day to day-operating activities.

### **1.9 Organization of the Study.**

Chapter one deal with general introduction and context of the study. Chapter two covers the literature review of the study. The aim was to understand critically financial management skills by head teachers, particularly projects implementation in schools. More so, it provides a outline of the study. Chapter three contains the research methodology of the study; fourth chapter provides the findings while chapter five gives the conclusions and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Overview

This chapter gives an insight on summary of related literature on financial management. It consists of school heads skills on how to source for funds, head teachers skills on budgeting, head teachers' procurement and financial reporting skills on successful implementation of school projects.

#### 2.2 Influence of Primary school Heads financial skills on how to source for funds and implementation school projects

Kenya as a country is on the right path in achieving Universal Primary Education (UPE) and is currently seeking innovative policies and sources of finance for enlarging primary education to be in line with National Human Capital Development objectives. However, fiscal constraints prevent many, especially due to low-income, and mostly rely on income from the government to fund required education (Getange, 2014).

Study by Rashid (2017) stated that head teachers had insufficient funds to run school projects. To resolve these challenges, schools have approved policies to source for funds used to supplement a portion of the budget for implementing school projects. School heads have also focused on other income generating activities such as farms, donations, PTA fundraising by parents and community (Orodho, 2014).

The Ministry of education through the government should formulate policies that will require schools to come up with substitute sources of financing primary education to ensure they break overdependence on free primary funding that does

not seem to be sustainable, (Okoth, 2013). It is necessary to note that quick and swift extension of education sector has resulted to the school heads appointed have slight technical knowledge in financial management skills to enable them entirely into the job they are supposed to do and this is a main reason for unsuccessful implementation of school projects in primary schools (Magak, 2013)

The Ministry of education should develop structures within the schools and provide in-service training courses to train the school head teachers' on successful implementation of the projects by imparting them with financial management skills (Magak, 2013).

The universities and teachers' training colleges should also reorganize their curriculum to include more coverage of competence in financial management that include procedure for sourcing for funds, skills in budgeting, procurement skills and financial reporting as a way of preparing head teachers for financial management roles in their schools (Ochieng, 2013)

### **2.3 Influence of Head Teachers budgeting skills and implementation of school project**

The budget is a tool for management, organizing, preparing and appraising. When a budget is there, crucial purpose is attained, that is establishment of a system control. Omondi (2016) states that budgets represents the financial representation of an institution's goals. He also states that with budgeting schools can choose to distribute assets to realize organizational objectives. To come up with a viable budget, managers should determine the desired policies and institutional structure to use implementation (Otieno, 2013). During budget formulation, synchronized knowledge of judgement rules apply. Campbell (2010) states that it is crucial that

individuals in the school organization should take part in the budgeting process. School heads experience many problems in financial management skills as the prevailing conditions measures are not strong and does not adequately allow prospective heads for functions in management of finances (Irungu, 2012). Examples problems that school heads in primary schools go through are due to the means of identifying, appointing and training them, these does not make the heads to become efficient leaders. The dominant way for finding and hiring of primary school heads depends on noble teaching in the classroom and energetic involvement in co-curriculum activities (Otieno, 2010).

Irungu (2012) states that head teachers' did not attempt to quantify the outcome of expenses in order to know if the budget resolution have realised the preferred outcome, consequently the research recommends rigorous in service training for primary school head teachers in management of finance skills. Failure to do proper budgets has made it difficult for primary school heads to manage projects in schools efficiently (Mito & Simatwa, 2012).The challenges that they face include inadequate skills in budgeting and lack of financial income to fund various school projects (Asiago, 2010). Some school heads in Bureti constituency where the research was done are spending more on some vote heads and less on others resulting in challenges such as poor management of school resources (Bureti Constituency Educational Report, 2012). The policies and preparation measures for public primary school is not strong and cannot properly prepare school heads for roles in management of finances (Irungu, 2012)

## **2.4 Influence of Head teachers' procurement skills and implementation of school projects.**

Procurement skills refers to professionals typically focused on two things namely: ensuring delivery of goods and services and keeping cost as low as possible. Procurement skills enhances innovation, sustainability, development of financial skills and transparency (Oluka, 2011). Public procurement and disposal act (2005) is a parliament act that comes up with the processes for effective procurement of store assets and/or tools by public institutions (RoK, 2005).

Head teacher is required to understand the processes of procurement. The school heads should outline the capacity of work specified for example make open to all people the work given according to School Infrastructure Improvement Management handbook, and find the individuals to do the work. To ensure the job is finished on time and properly in accordance to the quotation together with the right specification the SIC does the supervision. After completion of the work, payment is done to the contractor.

Training is the practice of recognizing and advancing the required understanding and abilities necessary for performing a task. Eyaa and Oluka (2011) holds that failure to understand procurement guidelines result into poor compliant levels or untimely procurement. They found that in Kenyan schools becoming familiar with procurement guidelines that make it significant prediction for compliance with attaining principles.

According to the study done by Kimathi (2017) the Kenya Educational Management Institute (KEMI) should strengthen the curriculum on financial management to improve on procurement process.

School head teachers are monetary supervisors and bookkeepers in general at institute level while school committees are policy makers. Both however mainly lack professional qualification to enable them execute their duties effectively (Asiago, 2010).

The procurement officers require exercise and awareness of procurement procedures and regulations as spelt out in procurement Act (Hui et al, 2011)

Appointment of public primary school heads in Kenya is not based on predetermined leadership qualities including financial management but rather job group “M” among other factors. This means that they are trained on management when they become school heads or deputy school heads (Otieno, 2010).

Capability of primary school head teacher aids them to obtain supply enlistment of management talents, which take into consideration things like: management of cash proceeds, expenditures and maintenance of money equilibrium Mutual (2013).

According to study by Baraka (2010), unless a head teacher learns financial management, the awareness of monetary testimonials is developed over and done with exercise and knowledge. The more knowledgeable a manager depends on how enhanced he is in financial management.

### **2.5 Influence of Head teachers’ Financial Management reporting skills on implementation of school projects.**

Financial Management reporting is a system that provides a framework for which the assets and resources of institutions are geared towards the attainment of goals of an organization, (UK, 2010).

Financial control is the monitoring of the ideal performance and making comparison to aim at the performance while a financial report is financial statements of the transactions availed to the investors (Kaguri, 2014).

Effective Financial Management System is important because it ensures accountability in the way an organization finances are applied, (Burke, 2012).

According to Chepkonga (2012), good financial management reporting undertaking is important in ensuring that there is transparency, effectiveness, responsibility, accuracy that ensures public institutions to realize its goals. The government and parents invest so much money in education for the students and therefore school management is required to spend it well towards the success of the school programs. Experts in finance intimate that for effective financial management, an organization must be careful, efficient and effective. According to Rose (2016), financial management reporting is a system that can optimally utilize the available resources, hence producing good results. It also involves coming up with the goals of the organization and programs that will enable the management to achieve these goals. Unfortunately, studies have established that most school managers have no basic accounting skills in the general, Kilonzo (2010). It should be a priority by the government that schools' managers acquire some skills in FMR for them to be effective. The effect of poor Financial Management reporting includes lack of basic school facilities, misplaced priorities, poor learning environment and therefore poor performance that effectively defeats the government objective of ensuring that majority receives education by 2030. The school managers must not only use what they receive from the parents and government, but they should come up with projects that



generate income to promote the management of school projects. According to Macharia (2012), effective financial management entails proper planning, budgeting, and reporting. The use of budgets is the only way for the school to ensure that resources well utilized on the right projects. To bring sanity in the education sector regarding finances, Henya (2012) noted that the government must take active role in its audit function and penalize the school managers found culpable.

## **2.6 Summary of literature review**

The literature in this section has touched on the influence of school heads competence in financial management on implementation of projects in schools. The head teacher has an important role of improving school infrastructure using the funds provided by the government, sponsors or non-governmental organizations. Head teachers' success in development of school infrastructure depends on his ability to management school funds. A head teacher who is competent to manage school infrastructure will require knowledge on how to source for funds, budgeting, procurement and financial reporting. The literature review in this study focused on other studies carried out on school infrastructure. Literature in this study revealed that heads of primary schools untrained in financial management especially for developing countries. Mohammed (2011) and the research done by Inter-American Development Bank only focused on the availability school infrastructure and the government in Kenya through Kenya Ministry of Education, focused on the state and availability of school infrastructure . None of the studies addressed the influence of school heads on implementation of school projects generally in Bureti

constituency in particular. The study therefore aims at providing information to fill the gap

## **2.7 Theoretical framework**

The theories that guides this research is skill based leadership theory postulated by Robert Katz in 1955. According to this theory, effective leaders have a setoff skills adopted in their course of management. Administrators are the people responsible for directing others and ensuring they collectively achieve the objectives of the initiative at hand.

The skill-based theory was use in guiding objectives of the study. The head teacher need proper Budgeting procurement and financial reporting skills for effective implementation of school projects.

Poor coordination of activities due to lack of financial skills can only escalate to risk and cause delays of the project or lower the project quality.

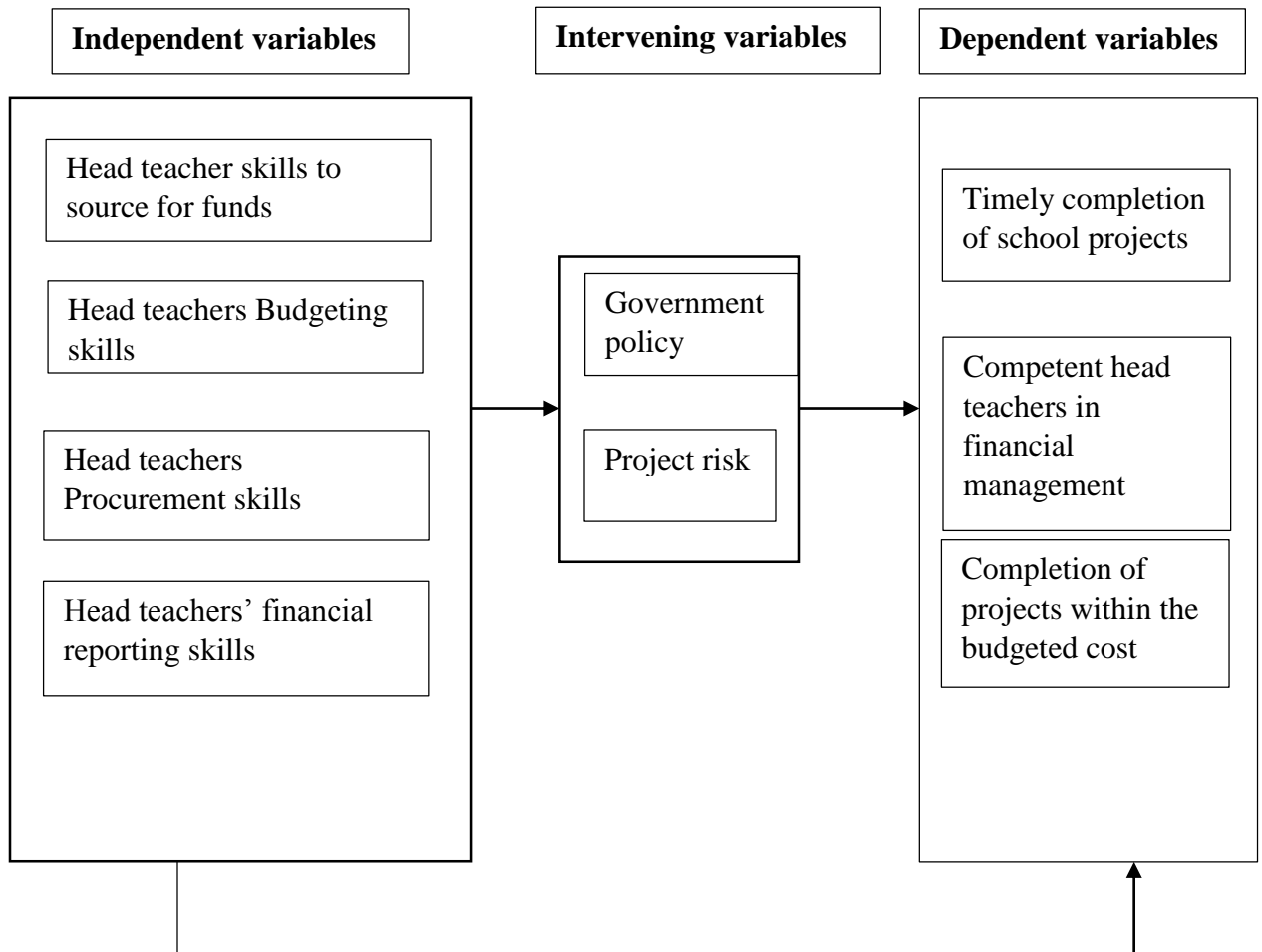
Another theory that guided this study is the Pareto principal postulated by Vilfredo Pareto in 1895. According to this theory, 20% of activities done are vital while remaining 80% are trivial. The 20% of activities are responsible for the 80 % of the project success (Koch, 2010).

This theory is to guide the influence of financial management skills by head teachers of Bureti constituency on project implementation of school projects. School heads need to properly schedule and prioritize their task if the project has to be completed on time, budget and achieve the right quality. School heads should therefore focus on accomplishing 20% of activities that have greater impact on project implementation success. Resources should also be allocated in resonation

on how important the activity is. School heads need to allocated much of the resources to activities that have greater impact on project progress rather than trying to distribute resources to every activity at the same time. Budgetary control requires school heads teachers to understand what is important and what is not at specific instance for the project to continue without stalling.

## **2.8 Conceptual Framework**

In view of the above literature review, a summary of the key factors at play can be conceptualized. These factors at interplay are dependent and independent variables as well as the intervening variables. Figure 1 illustrates the conceptual framework developed for this study. Financial Management skills by school heads has been a problem in public primary schools in Bureti constituency



**Figure1. Influence of public primary school heads skills in financial management on implementation of school projects in Bureti Constituency.**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter explores the research design used in the study, population target, sampling procedure, the research instrument, reliability and validity of the study, methods of data collection procedure and the analysis and presentation.

#### **3.1 Study Design**

This research study adopted used descriptive survey design. It is a scientific design method, which entails observation and description of the behavior of a subject without manipulating it in any manner. This design is suitable since it comprises collecting data in order to respond on the position of the subjects of a research. Kothari, (2003) suggest descriptive survey design because it allows the study to record, describe, analyze and highlight existing conditions. This survey design is suitable to researchers that study the individual as an element of analysis as good way of determining generalization.

Furthermore, this type of research design described degree to which the variable relates and expected to determine the impact of primary school heads skills in financial management on successful implementation of projects in Bureti constituency.

### **3.2 Target Population**

Kombo and Tromp (2006) describe population as a collection of individual items from which samples calculated. The target population of this study consisted entire 26 public primary schools found in Bureti constituency and all the 26 school heads will be the respondents.

### **3.3 Sample Size**

Sampling is a procedure of taking a sample of individuals items from a population so that the selected items contains features representative the traits found in the entire population (Orodho & Kombo, 2006). Respondents refer to those who gave an answer to the research instruments, have knowhow about the topic, agrees to share information, willing to offer their time and are very active participants. Generally, researcher used 26 respondents representing all the school heads of public primary schools in Bureti constituency.

### **3.4 Research Instruments**

The main research instrument used in this study was the questionnaire. The advantage for using this tool is that within a short period of time it can be given to a bigger number of respondents (Kasomo, 2006). Questionnaires are also preferred for this study since they guarantee a large group of respondents' perception. Both open-ended questions and close-ended questions are contained in the questionnaire. Open-ended questions pursued detailed data and the closed ones sought simple and easily comprehended information.

The researcher also used an interview guide to enrich the responses and fill in the information gaps. This research used primary and secondary data, primary data

collected using questionnaires and secondary data collected from journals, performance analysis books and the internet.

### **3.5 Validity and Reliability**

Mugenda and Mugenda (2000), Validity is the accuracy and meaningfulness of inferences based on the research results. In order to improve validity, experts authenticate the worth of the content of instrument then amendments made done essential. Assembled data is counterchecked with other secondary data sources to ensure they are valid and accurate. This study also used triangulation that involves use of various data collection processes in order to collect the similar data. The researcher in this case used only questionnaires.

Reliability increases, accuracy, adequacy and dependability of the instrument through piloting. Mugenda and Mugenda (2000) argue that reliability is a measure the extent to which study instrument yields consistent outcome after repetitive test. Nachmials and Nachmials (2006) states that; an instrument is reliable when it can measure a variable in a consistent and more accurate manner to obtain the similar outcome under the same conditions over time. The pretesting of questionnaires was done on a designated sample of one school same to the actual sample used in the research, process in pre-testing was the same with the one utilized in data collection or actual study. This is important, considering the outcome to modify and develop on the instrument.

### **3.6 Data Collection Procedure**

The researcher administered all the questionnaires physically to all the sampled schools. The questionnaires was given individually to the school heads to get information that is more comprehensive on school projects that had been undertaken by the school. The researcher covered five schools a day to finish within two days. A copy of the findings was made available to the institutions on request.

### **3.7 Data Analysis and Presentation**

Obtained data from the questionnaires was compared and interpreted. The data checked for extremes such as consensus responses to disagree or agree with them. The coded data was used for analyzing the statistics. Descriptive statistics main function is to respond to the research questions and goals in comparison to the research questions. Data analysis used qualitative and quantitative methods. Qualitative data resulting from problems was rearranged into categories and themes relevant to the research. This assisted in identifying data that was pertinent to the research problems and objectives. Quantitative approach too was used on issues that succeeded by the use of measures of central tendencies.

The study utilized the statistical software (SPSS statistical package for social sciences) to help in producing data analysis. Qualitative data is categorized into homogenous groups. The study recorded all open-ended questions, and coded main words and summary made on the information in percentages and frequencies using Statistical Package for Social Sciences.

The outcome from the analysis of data was interpreted, inferenced and presented in Pie Charts, tables and Percentages in a word document.



### **3.8 Ethical considerations**

Zikmund (2000) states that ethics in business study entails the code of behaviour guiding the conduct of the researcher's activities. Some steps was taken by the researcher to make sure that good ethical conduct is followed in the entire research study.

First, the researcher made sure that there is informed approval and voluntary involvement. Approval was asked from the schools involved as well as the school heads who were the respondents to give necessary data. Permission letter was sent to carry out the study.

Secondly, the researcher ensured anonymity; confidentiality and privacy of respondents were respected. Respondents were assured that the data provided was kept in private and was only meant for academic purposes. Research outcome was presented in an anonymous manner and no respondent or school was identifiable from this study.

## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND PRESENTATION

#### 4.0 Introduction

The findings of the research study were presented and analysed in this chapter with respect to respondents' profile and demographics (gender, age and education qualification, Sourcing of funds skills, budgeting skills, procurement skills financial reporting skills.

#### 4.1 Responses and General Findings

##### 4.1.1 Questionnaire Return Rate by Age and Gender

The study utilized one set of questionnaire, which include Questionnaires for school heads. Table 4.1 below indicate completion rate.

**Table 4.1 Age and Gender Return Rate for the Questionnaire targeting school heads.**

Age	Gender		Totals
	Male	Female	
Less than 30yrs	-	-	-
31-40yrs	3	-	<b>3</b>
41-50yrs	11	4	<b>15</b>
More than 50yrs	5	3	<b>8</b>
<b>TOTALS</b>	<b>19</b>	<b>7</b>	<b>26</b>

The researcher set out to interview primary school heads in all the primary schools in Bureti constituency. From each school, the Head teacher was issued with the questionnaire. Completed questionnaires were received from the entire twenty six (26) respondents of whom 19 were male (73.08%) and 7 were female (26.92%) This represents a response rate of 100%. From the results of the study, it was observed that school heads in public primary schools aged between 31 – 40 years (11.54%), 41 - 50 years (57.69%) and that of over 50 years (30.78%) of age.

#### **4.1.2 Experience of Primary school heads**

The school head were obligated to give the total number of years they had been serving as a head teacher in their schools. This information would be useful to the researcher in giving insights on the experience possessed by the school heads. The data is given in Table 4.2

**Table 4.2 Distribution of Head teachers’ experience**

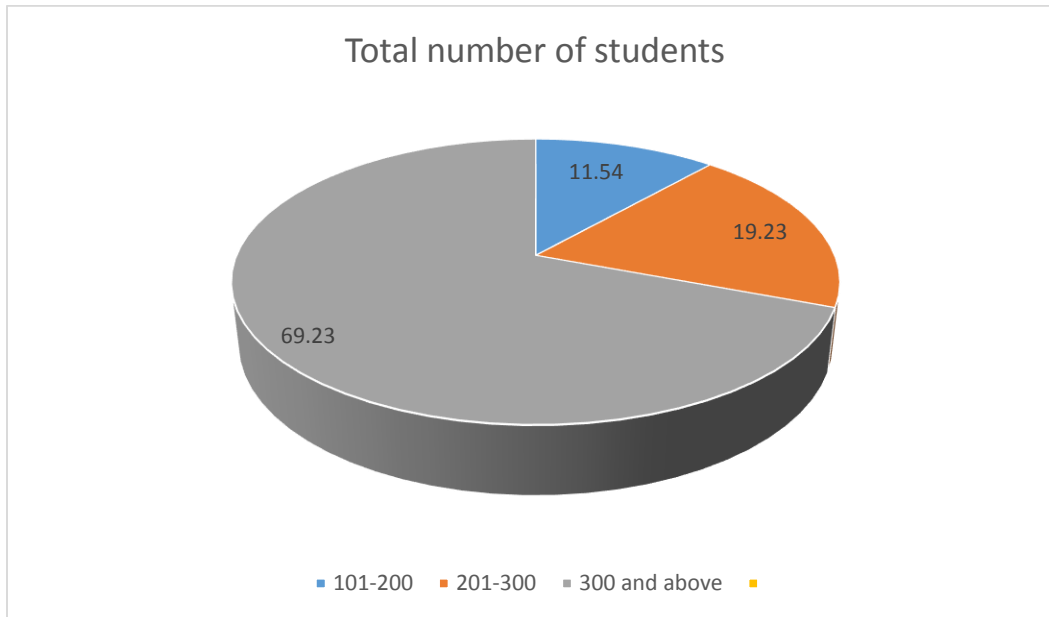
<b>Number of years</b>	<b>Frequency</b>	<b>Percent</b>
Below 5	5	19.23
5-9	21	80.77
<b>Total</b>	<b>26</b>	<b>100</b>

Table 4.2 findings indicated that (80.77%) majority of school heads had an experience of between 5 and 9 years in their schools. This implies that the school heads had stayed in their work places long enough to understand the issues raised by the study.

### 4.1.3 Total number of students in the school

School heads were required to indicate total number of pupils' in their schools.

The findings shown in figure 4.1

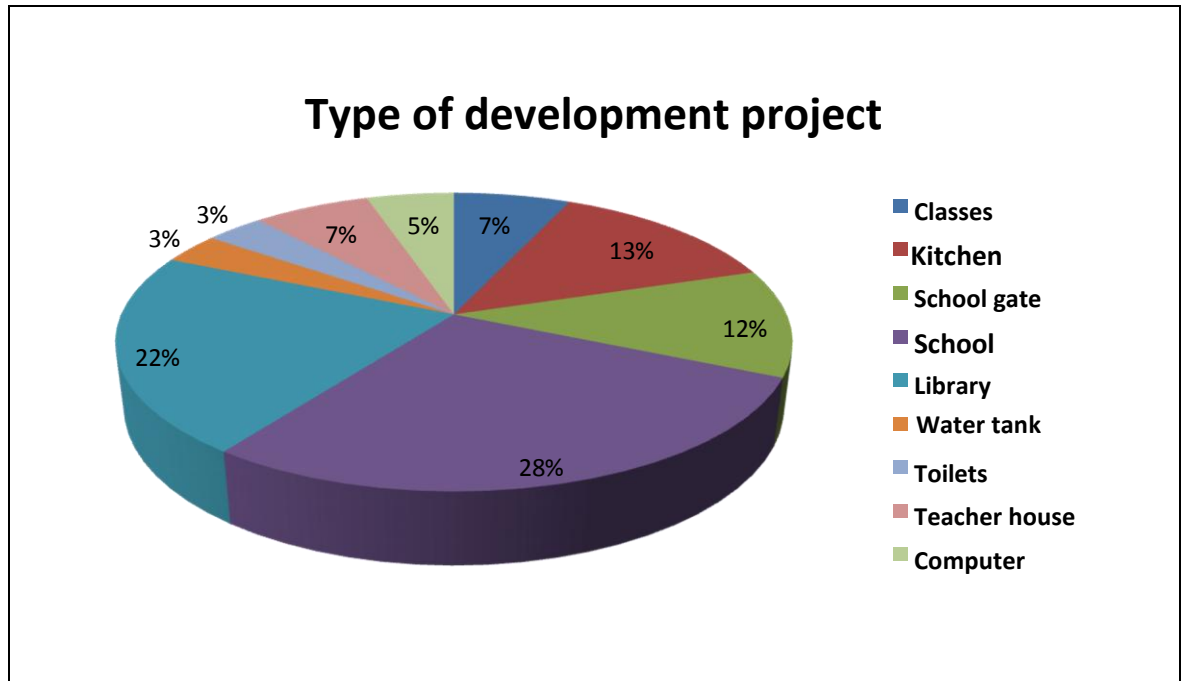


**Figure 4.1 Response Rate on total number of pupils.**

The findings in figure 4.1 shows that (69.23%) majority of head teachers indicated that their schools had over 300 students. The implication of this finding is that schools in Bureti constituency are populated and this requires special attention when it comes to funding of school projects.

### 4.1.4 Projects undertaken by schools in Bureti Constituency

Bureti constituency has twenty-six public primary schools; from the study, the twenty-six schools, which have been used as a sample size have done more than one development projects within the last four years. Figure 4.2 below gives the responses of the type of project undertaken by the school



**Figure 4.2 Type of project undertaken by the schools**

#### **4.2 Sourcing of funds Skills in amongst the School Heads in Bureti Constituency.**

The first objective of the study was to determine the influence of sourcing of funds skills on successful implementation of school projects in Bureti constituency. Main areas in skills financial management were considered, head teachers' highest academic qualification, attendance of financial training, head teachers experience in sourcing of funds skills.

##### **4.2.1 Respondents' Profile**

This study considered a sample of all the 26 public primary schools in Bureti constituency and targeted 26 respondents there in. Table 4.3 below shows the respondents' profiles by education qualification and whether or not the school

heads have been trained in financial management skills. The findings were presented in Table 4.3

**Table 4.3 Education Qualification of the respondents and training in sourcing of funds skills**

Educational Qualification	Trained in Financial Management		Total
	Yes	No	
Primary Certificate	15	2	17
Diploma	6	1	7
Graduate	2	0	2
<b>Total</b>	<b>23</b>	<b>3</b>	<b>26</b>

Among the 26 respondents, (65.38%) have attained Primary Certificate (P1), (26.92%) have Diplomas and (7.69%) are Graduates. The key finding was that majority of school heads at (88.46%) were trained in financial management skills.

#### **4.2.2 Attendance of financial training**

The head teachers were also obligated to state if they had previously been to any training on financial management skills on how to source for funds. This information would assist the researcher to determine their efficiency level in financial management practices as well as give insights of their familiarity with methods of sourcing for funds. The finding are presented in

**Table 4.4 Attendance of financial training**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	24	92.3
No	2	7.69
<b>Total</b>	<b>26</b>	<b>100</b>

Table 4.4 findings shows that (92.3%) majority of the school heads indicated they have attended courses on financial training. The necessity on attending seminars on financial training exposes one to opportunities to equip their knowhow in effective financial management Ngware (2010). The finding agrees with that of Rashid (2017) who found that most head teachers were attending seminars on management and financial management.

#### **4.2.3 Frequency of attendance of financial training courses**

The head teacher were required to indicate how frequent they have been attending courses on financial management especially on different methods of sourcing for funds. The findings shown on Table 4.5

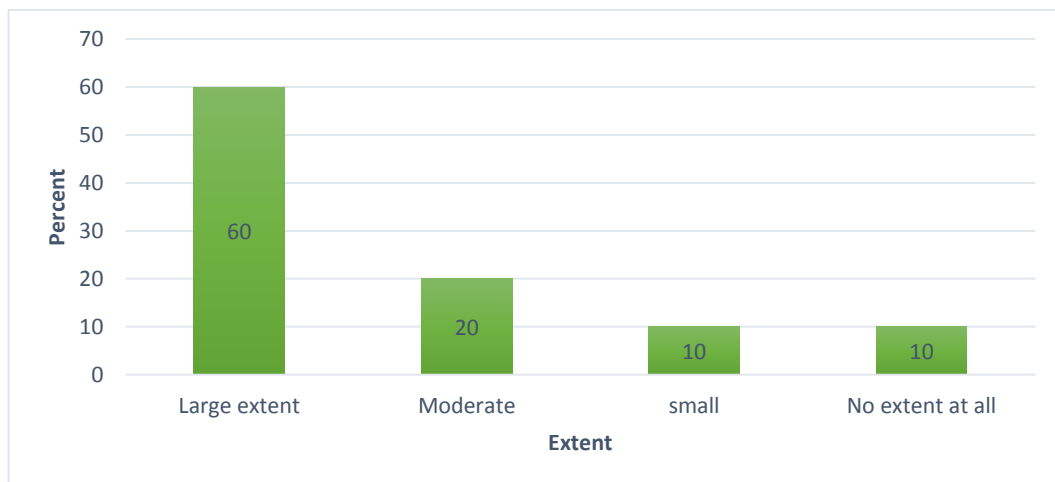
**Table 4.5 Response Rate on frequency of attendance on financial training on different methods of sourcing for funds.**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Often	18	69.23
Rarely	6	23.07
Never	2	7.69
<b>Total</b>	<b>26</b>	<b>100</b>

Table 4.5 findings shows that (69.23%) majority of school heads indicated that they often attend training course on financial management on the different methods of sourcing for funds. The implication of this finding is that emphasis has been laid on the financial management aspect of management by school heads. The frequency of attendance of financial management ensures the principals are equipped properly with knowledge on the different methods of sourcing funds to finance school projects.

#### 4.2.4 Influence of school heads level of training on their competence

The head teacher were required to indicate their ratings on the extent of influence of financial management skills on head teachers' competence. This data was very necessary to guide the researcher assess the school heads competence in management of finance skills. The school heads were required to indicate their responses on a scale ranging from large extent to no extent at all. The findings are presented in Figure 4.3



**Figure 4.3 Response on the influence of head teachers' level on training on their competence.**



Figure 4.3 findings shows that (60.0 %) majority of head teachers' indicated that head teachers' level of training affects his or her competence in financial management skills. Only 10% of school heads felt that head teachers' experience does not influence their competence in financial management skills. The implication of this finding is that experience matters when it comes to one's competence as a school head.

This is in the accordance with the procurement guideline manual of 2012.

#### **4.3 Head teachers budgeting skills on implementation of school projects.**

The second objective of his study was to find out if skills in budgeting affect implementation of projects in public primary schools in Bureti constituency. The budget is expected to facilitate future planning and control functions. Table 4.6 presents data on whether or not the school heads prepares budgets. The purpose here was to establish the management of future cash inflows and outflows to various issues.

**Table 4.6 Preparation of school budgets by school heads**

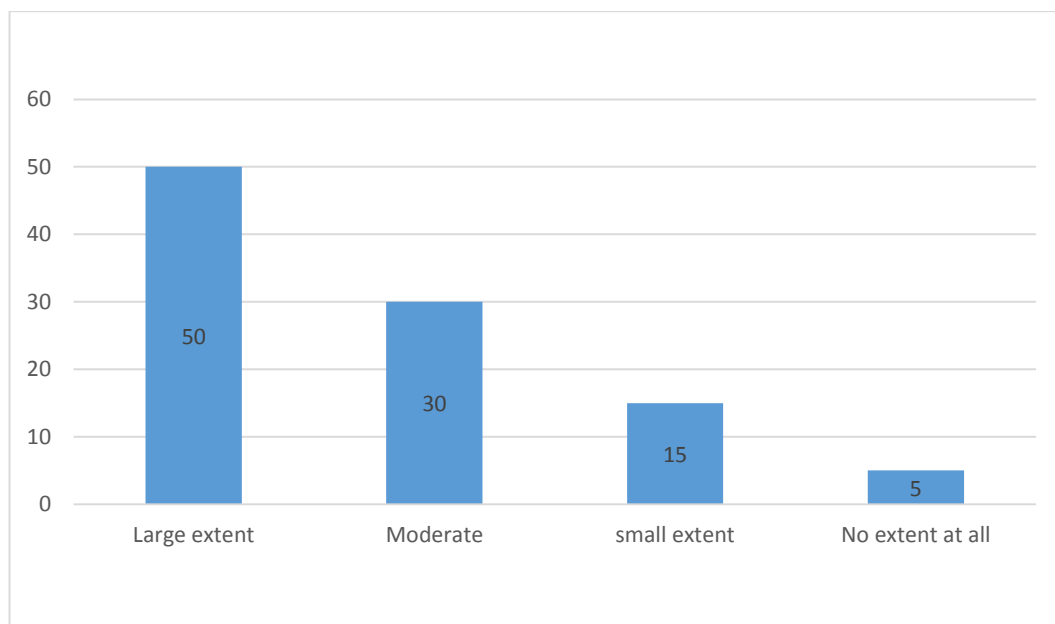
<b>Is cash budget prepared?</b>	<b>Frequency</b>	<b>Percent</b>
Yes	26	100
No	0	0
<b>Total</b>	26	100

According to Table 4.6 all the head teachers 'were found to prepare cash budget. This implies that they followed guidelines as required by financial management procedures.

### 4.3.1 Head teachers experience in budgeting skills

The school head teacher were also required to indicate the extent of their experience in budgeting skills. The question posed to the head teacher was “ to what extent is the head teacher experienced in handling budgeting matters in the school?” the head teacher were expected to give their ratings on a scale ranging from a very large extent to no extent at all.

The findings are presented in Figure 4.4



**Figure 4.4 Response on head teachers’ experience in budgeting skills**

Findings in figure 4.4 shows that (50.0%) majority of school heads indicated that they agreed to a larger extent that they are experienced in budgeting skills while (15.0%) agrees to a smaller extent. It shows most school heads have gained experience in budgeting skills.

#### 4.4 Head teachers' procurement skills on successful implementation of school projects.

The third objective of this study was to determine how procurement skills affect successful implementation of projects in public primary schools in Bureti constituency. The researcher set out to understand how the training experiences of school heads influences their effectiveness and efficiency in procurement practices in schools.

##### 4.4.1 Procurement skills by school heads

In Procurement skills, the school heads were told to show their agreement level by means of a five point Likert scale (i.e. 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree) to identify their opinions on 3 major areas in management of procurement.

**Table 4.7: Reponses on procurement skills.**

<b>Procurement skills</b>	<b>SA %</b>	<b>A %</b>	<b>U %</b>	<b>D %</b>	<b>SD %</b>
Trained in procurement process	17.95	35.90	10.26	20.51	15.38
Familiar with procurement procedures	7.69	38.46	15.38	23.08	10.26
Attended seminars and workshop on procurement	20.51	30.76	17.95	15.38	15.38

The results showed that the involvement of the following level of agreement on procurement skills ; Heads trained in procurement process at 53.85%, School heads familiar with procurement procedures at 46.15%, Head teachers who have attended seminars and workshops on procurement at 51.27% .

#### **4.4.2 Head teachers' conversance with public procurement and disposal Act of 2005.**

The school heads were required to show their conversance level with public procurement and disposal act of 2005. This was necessary in gauging their level of awareness of the requisite procurement procedures. They were required to respond on a scale ranging from very large extend to no extend at all. The findings are presented in Table 4.8

**Table 4.8 Response on conversance with public procurement and disposal act of 2005**

	<b>Frequency</b>	<b>Percent</b>
Very large extent	11	42.3
Large extent	10	38.46
Neutral	3	11.53
Small extent	2	7.69
<b>Total</b>	<b>26</b>	<b>100</b>

Table 4.4 findings shows that (42.3 %) majority of the school heads indicated conversance with the public and procurement regulations Act of 2005, while only (7.69%) of the head teachers indicate conversant to a small extent. The implication of this finding is that a key qualification of one as a school head is conversant with public procurement and disposal Act of 2005.

This is in accordance with procurement guideline manual of 2012.

#### 4.4.3 The Influence of head teachers' level of awareness on implementing procurement practices

Head teacher were required to highlight their agreement level or disagreement on some statements regarding head teacher's level of awareness on implementation of procurement practice. They were required to do so on a scale ranging from strongly agree to strongly disagree. The findings are shown in Table 4.9

**Table 4.9 Response on Head teachers' level of awareness on implementing procurement procedures**

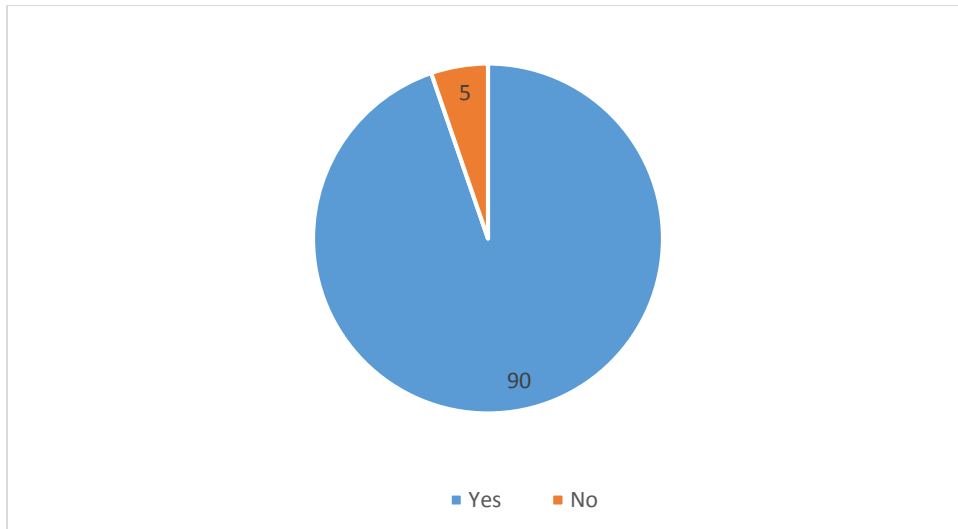
STATEMENT	SA		A		N		D		S D	
	F	%	F	%	F	%	F	%	F	%
Head teachers' are conversant with public procurement Act	15	57.7	8	30.8	0	0.0	0	0.0	3	11.
Head teachers' commitment to procurement procedure determines their efficiency in procurement	15	57.8	7	26.9	0	0.0	0	0.0	4	15.
School heads should attend procurement courses.	20	76.9	6	23.1	0	0.0	0	0.0	0	0.
The ministry of education should put it a requirement to all schools heads to have knowledge in procurement	18	69.2	4	15.4	0	0.0	3	11.5	1	3.

The outcome in Table 4.9 implies that (88.45%) majority of the head teachers agree and strongly agree with the statement that a head teacher's conversance with

procurement act enhances his or her efficiency in procurement. Majority (84.61%) of head teachers indicate that they agree with the statement that, a principal level of awareness about procurement procedures influences the implementation of public procurement practices in the school. Further findings show that many (100%) of the head teachers agree that school heads should attend procurement training courses. The ministry of education (2012) procurement manual gives the specific guideline that school heads should adhere to which include a conversance with the whole procurement process. The finding agrees with that of Miriti and Wangui (2014) who found that school heads level of awareness influence their procurement competence in management.

#### **4.5 Head teachers' financial reporting skills on implementation of school projects.**

The fourth objective of this research study was to establish whether school heads have financial reporting skills in school projects management in Bureti constituency. The study sought to find out whether financial reporting was done by school heads in order to establish if they follow government policies in financial reporting as stipulated in Basic Education Act (2013). The head teachers were asked to tell whether financial reporting was done and the responses are shown in Figure 4.5



**Figure 4.5 Response rate on financial reporting skills on implementation of school projects**

Figure 4.5 outcome illustrate that 90% of the school heads agrees with the statement that financial reporting was done in their schools while 5 % of the head teachers confirmed otherwise.

#### **4.5.1 Attendance of financial reporting training**

The head teachers were required to state if they had previously engaged themselves in any training courses on financial reporting. This information would guide the researcher to determine their efficiency level in financial management practices as well as give insights of their familiarity with methods of financial reporting. Table 4.10 presents the findings.

**Table 4.10 Attendance of financial reporting training**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	24	92.3
No	2	7.69
<b>Total</b>	<b>26</b>	<b>100</b>

Table 4.10 outcome shows that (92.3%) majority of the head teachers indicated to have attended courses on financial reporting and 7.69 % indicated they have never attended any training in financial reporting.

#### 4.6 Implementation of school projects.

This study sought to find if meeting budget cost, competent head teachers', and timely completion of projects equates to successful implementation of school projects. The school heads were asked to show their agreement level by means of a five point Likert scale (i.e. 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree) to show their opinions on 4 statements about the financial management in school projects.

**Table 4.11** below, responses

**Table 4.11: Responses on the factors that measures the extent in which the project is successful.**

<b>Area in financial management</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>U (%)</b>	<b>D (%)</b>	<b>SD (%)</b>
School head meeting the budget cost	35.14	48.65	2.70	10.81	2.70
Competent head teachers'	10.81	43.24	10.81	24.32	2.70
Timely completion of projects	10.81	37.84	21.62	21.62	13.5

The results showed that the following areas as a measure to successful implementation of school projects; Meeting budgeted cost rated at 83.65% level of agreement, Competent heads rated at 54.05% and projects not completed on time rated at 48.65%.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter summarizes the study's findings, conclusion and recommendations that the researcher considered necessary together with the proposed suggestions for further studies that required attention.

#### **5.1 Summary of the study**

The main purpose of this study was to determine the influence of school heads financial management skills on implementing school projects in Bureti Constituency. This study was directed by four objectives namely: to determine whether school heads have adequate skills to source for funds to implement school projects in Bureti constituency; to establish the budgeting skills of head teachers' in management of projects in public primary schools in Bureti constituency; to determine how procurement skills of head teachers' affect successful implementation of school projects in Bureti constituency and to establish whether school heads have financial reporting skills in management of school projects in Bureti constituency.

This study approved a descriptive survey design to collect as well as analyze both quantitative and qualitative data. The target population of the study was all the 26 public primary schools in Bureti constituency.

Collection of data was done by administering the questionnaires to the school heads. The study sought to determine whether school heads have adequate financial management skills to source for funds for implementing school projects.

The findings were that majority (65.38%) of head teachers' indicated that the highest academic qualification was primary certificate (P1)

Majority (92.3%) of the head teachers' confirmed that they have attended training in financial management skills. The majority (60%) of school heads were in agreement with the statement that training level of head teachers' influences his or her competence as a school head. Further findings (69.23%) of head teachers also agreed that they often attend training on financial management skills.

The research set out to establish skills in budgeting of school heads in management of school projects in Bureti constituency. The findings revealed that all the schools (100%) prepares school budgets. Majority of head teachers (50.0%) agreed that they are experienced in budgeting skills to a larger extent.

The research sought to determine how procurement skills of school heads leads to successful implementation of school projects in Bureti constituency. The findings indicated that (88.45%) majority of the school heads agreed to strongly agreed with statement that school heads conversance with procurement Act enhances his or her efficiency in procurement. Majority (84.61%) of head teachers' indicate they were in agreement with the statement that primary school heads level of awareness about procurement procedures influences implementation of public procurement practices in the school.

Further finding shows that all (100%) of head teachers agreed that school heads should attend procurement training courses.

The finding also set out to establish whether school heads have financial reporting skills in management of school projects in Bureti constituency. Majority of head

teachers, (90%) agreed that financial reporting was done in their schools and 92.3% of head teachers agreed that they have attended courses in financial reporting.

## **5.2 Conclusion of the study**

The following conclusion was drawn from the study:

The study found that financial management skills required by primary school heads was influenced by individual factors such as: Level of training, years of experience, level of awareness especially on procurement procedures and financial reporting skills.

The head teachers use their knowledge, experience and expertise in financial management skills to enrich their capability to source for funds used to implement school projects.

The study also concludes head teachers experience affected their skills in budgeting to a greater extent. Experiences of school heads plays a vital role in in their financial management skills. Additionally, the study concludes that head teachers level of awareness affected procurement process at primary schools to a greater extent. Head teachers who were well informed on the regulation of public procurement Act and the governing regulation were very effective in procurement practices in their schools.

The study furthermore conclude that financial reporting skills by school heads affect implementation of school projects. Training in financial reporting skills is key to school projects implementation in public primary schools.

### **5.3 Recommendation of the study**

Based on the study findings and conclusions the following recommendations were made:

- i. The Universities and teachers training colleges should reform their curriculum to include in depth cover of financial skills, budgeting skills, procurement as well as financial reporting skills
- ii. The Government through the Kenya Education Management Institute should establish a curriculum in financial management skills to make sure serving head teachers' trained adequately in management finances in schools and finish projects within the budgeted cost.
- iii. That Head Teachers should engage themselves in educational programmes in to realize financial skills that resulted to timely completion of projects and effective and competent head teachers.
- iv. The Educational Management Institute (KEMI) should strengthen the curriculum on financial management skills to improve on sourcing of funds skills, procurement, budgeting and financial reporting skills.

#### **5.4 Recommendation for further study**

This study makes the suggestion below for further research:

- i. The study was done in only one constituency among many in Kenya. There is need for similar researches in other constituencies before generalizations are made;
- ii. With the training of school heads by the government through the Kenya Education Management Institute (KEMI) expanded to the whole country, it is necessary to examine the effectiveness of its programs.
- iii. There is also need to research whether non-teaching professionals but experts in financial management can successfully implement school projects in primary schools.
- iv. Do a related study in urban area for comparative reasons.
- v. Private schools run and operate quite differently from public primary schools. This is also reflects the level of school projects development in private schools. The researcher suggest the study of financial management skills and project implementation done in public and private schools.

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**APPENDIX A**

**LETTER TO THE HEAD TEACHER.**

Jedidah C. Ngetich

University of Nairobi

Department of Education

P.O.BOX 92,

KIKUYU.

The Head teacher ..... Primary School,

Dear Sir\Madam

**RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL.**

I am a student in the department of education at the University of Nairobi pursuing postgraduate Diploma in education. I am conducting a research on the influence of primary school head teachers' financial management skills on implementation of school projects in Bureti constituency.

I humbly request you find time, within your demanding schedule and respond to the attached questionnaire. The responses dealt with confidentiality. To achieve this, no name of the institution on the respondent is required.

Yours sincerely,

Jedidah Ngetich.

## APPENDIX B

### QUESTIONNAIRE

Good morning/afternoon Sir/ Madam

The researcher is carrying out a research study on “to determine the influence of primary school heads financial management skills on implementation of school projects in Bureti constituency”

**Instructions:** Kindly respond to the questions truthfully and objectively as possible. Do not write your name anywhere on your questionnaire. Provide accurate data as possible for it to be important in this study. Use a tick (√) to indicate your answers where necessary.

#### A BACKGROUND INFORMATION

1. What is your age?

Less than 30 years

31 - 40 years

41 -50 years

More than 50 years

2. What is your gender?

Male

Female

3. How long have you been the head in this school?

Below 5 years

5- 9 years

4. What is your Education qualification?

Primary certificate

Diploma

Graduate

Post Graduate

5. How many pupils are there in your school

Below 200

201-300

Over 300

**PART B: SOURCING OF FUNDS SKILLS**

6. Has your school undertaken a development projects in the past four years?

YES

NO

If yes, specify the type of project

.....

.....

7. Have you had any training in financial management before?

YES

NO

8. How often do you attend training in financial management skills?

**Often** [ ] **Rarely** [ ] **Never** [ ]

9. Specify to what extent do you agree or disagree with the statement “ Head teachers level of training affects their competence in financial management” **Large extent** [ ] **Moderate** [ ] **Small** [ ] **No extent at all** [ ]

Are there any other factor that influence sourcing of funds skills on implementation of school projects?

.....  
.....  
.....

**PART C: HEAD TEACHERS BUDGETING SKILLS**

10. Do you prepare school budgets in your schools?

YES

NO

11. Specify the level that you agree or disagree with the statement “to what level is the head teacher experience in handling budgeting matters in the school”.

Large extent [ ] Moderate [ ] Small [ ] No extent at all [ ]

What other budgeting issue have you experience during implementation of school projects?

.....  
 .....

**PART D: PROCUREMENT SKILLS BY SCHOOL HEADS**

12. Specify the level to which you agree or disagree with the statements below;

1- Strongly Dis-Agree    2– Dis-agree    3 – uncertain    4 - Agree    5-

Strongly Agree

S no.	procurement area	1	2	3	4	5
a)	Trained in procurement process					
b)	Familiar with procurement procedures					
c)	Attended seminars and workshops on procurement.					

13. Specify the level that you agree or disagree with the statement “to what extent are you conversant with public procurement and disposal Act of 2005.

**Large extent** [ ] **Moderate** [ ] **Small** [ ] **No extent at all** [ ]

14. Indicate the level to which you agree or disagree with following statements:

**KEY 1- Strongly Dis-Agree 2– Dis-agree 3 – uncertain 4 - Agree 5- Strongly Agree**

S no.	Project area	1	2	3	4	5
a)	Head teachers are conversant with public procurement Act					
b)	Head teachers commitment to the strict adherence of the procurement procedures determines their efficiency in procurement.					
c)	School heads should attend procurement training courses					
d)	The ministry of education should put it a requirement to all school heads to have knowledge on procurement					

Are there other procurement related challenges experienced in the management school projects?



.....

.....

.....

**15.** Do you do financial reporting in your school?

YES

NO

**16.** Indicate the extent to which you agree or disagree that as a school head you faced financial skills management challenges in management of school projects in the following areas.

**KEY 1- Strongly Dis-Agree 2– Dis-agree 3 – uncertain 4 - Agree 5-**

**Strongly Agree**

<b>S no.</b>	<b>Project area</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a)	Sourcing of project funds					
b)	Budgeting					
c)	Procurement process					
d)	Financial reporting					

What other challenges relating to financial management skills did you encounter while managing school projects?

.....  
 .....  
 .....

17. Specify the level to which you agree or disagree with the statement that meeting budgeting cost, competent heads and timely completion of school projects is equivalent to successful implementation of school projects.

**KEY 1- Strongly Dis-Agree    2– Dis-agree    3 – uncertain    4 - Agree**  
**5- Strongly Agree**

S no.	Project area	1	2	3	4	5
a)	Head teachers meeting budgeted cost.					
b)	Competent Head Teachers?					
c)	Timely completion of school project.					

What other factors have contributed to successful implementation of school projects?

.....  
 .....  
 .....  
 .....