

**CHALLENGES AFFECTING FINANCIAL MANAGEMENT IN PUBLIC
PRIMARY SCHOOLS IN MERU CENTRAL DISTRICT, KENYA**

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DECLARATION

This Research Project is my original work and has not been presented for any degree in any other university.

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DEDICATION

I dedicate this research work to my wife Virginia Kawira, our son Mugendi, daughters Kagwiria and Nkatha and our parents for their love, support and inspiration to excel and further my studies. They have seen me through this study genuine love, encouragement and unwavering support.

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ABSTRACT

The purpose of this study was to assess the challenges affecting financial management practices in public primary schools in Meru Central District. Financial management was understood to encompass the decisions that results in the acquisition and financing of long term and short term assets for the school. The available literature suggested that financial management is an essential and involving administrative task. It involves human, financial, time and physical resources, which calls for continuous and thorough training. Data was collected using a questionnaire which contains questions and guided interview. Part one of the questionnaire contained data concerning personal data and training of headteachers, in financial management, part two dealt with financial management activities which the headteachers are expected tom perform and the auditing of final accounts for the school. Part three was concerned with interviewing the headteachers on matters concerning the general information on financial management courses and sources of school funds. The population consisted of 150 headteachers. A random sampling technique was used to select a sample of 15 headteachers and the return rate of questionnaires was 100 percent. The headteachers were interviewed to gather an in-depth data on the challenges they encountered when performing the financial management functions. The statistical package for social sciences (SPSS) was used to analyze the data and the information was presented in pie charts, tables, bar charts, percentages and frequencies. The study revealed that most of headteachers were male. It was found that the majority of headteachers met the minimum qualification required for headship and the majority of headteachers attended financial management courses organized by the ministry of education. It was recommended that the headteachers should be adequately trained and educated in financial management, acquiring the necessary experience, trained in budgeting skills and finance, auditing and accounting. In addition it was concluded that adequate training, experience and education are necessary for headteachers to perform financial management effectively.

TABLE OF CONTENTS

DECLARATION i
DECLARATION ii
DEDICATION iii
ACKNOWLEDGEMENT iv
ABSTRACT..... v
TABLE OF CONTENTS..... vi
LIST OF TABLES x
LIST OF FIGURES xi
ABBREVIATIONS ANDS ACRONYMS..... xii

CHAPTER ONE : INTRODUCTION

1.1 Background to the study 1
1.2 Statement of the Problem4
1.3 Purpose of the Study 4
1.4 Research Objectives4
1.5 Research Questions5
1.6 Significance of the Study 6
1.7 Limitation of the Study6
1.8 Delimitation of the Study..... 6
1. 9 Assumptions of the Study 7
1.10 Definition of Significant Terms7
1.11Organization of the Study8

CHAPTER TWO : LITERATURE REVIEW

2.1 Introduction9
2.2 The Challenges faced by headteachers in Accounting and Bookkeeping in schools ... 9
2.3 Headteachers auditing skills and their effects on financial management12
2.4 Headteachers academic and professional qualification15
2.5 Headteachers experience in auditing and accounting17

2.6 Headteacher school budgeting and financial management skills	18
2.7 Summary of the Literature Review	20
2.8 Theoretical Framework	21
2.9 Conceptual framework.....	21

CHAPTER THREE : METHODOLOGY

3.1 Introduction	24
3.2 Research Design	24
3.3 Location of the Study	24
3.4 Target Population	25
3.5 Sample size and Sampling Technique	25
3.6 Research Instruments.	26
3.7 Validity and Reliability of Instruments	26
3.7.1 Validity	26
3.7.2 Reliability.....	27
3.8 Data Collection Procedure	27
3.9 Data Analysis	28

CHAPTER FOUR : DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction	29
4.2 Questionnaire Return Rate	29
4.3 Reporting Data	29
4.3.1 Demographic Information of the Respondents	29
4.4. Data Analysis.....	30
4.4.1 Headteachers Length of Service in the Current School	30
4.4.2 Age of Respondents	31
4.4.3 Gender of Headteachers.....	34
4.4.4 Academic Qualification of Head Teachers	36
4.4.5 Professional qualification of headteachers.....	37
4.4.6 Course attended	38

4.4.7 The Significance of the course to headteachers	40
4.4.8 Financial activities	41
4.4.9 Collection, Banking and Withdraw of Money	51
4.4.10 Others responsible for collecting, banking and withdrawing money	52
4.4.11 Audit Report.....	53
4.4.12 Headteachers action after reading the report	54
4.4.13 Financial Management Course Enrolled.....	55
4.4.14 Headteachers Enrollment for Financial Management.....	57
4.4.15 Activities performed by headteachers before enrollment	58
4.4.16 Books of Accounts	61
4.4.17 Centers where Books of Accounts are taken for Auditing	62
4.4.18 Delegation of Financial Responsibilities	63
4.4.19 Cancelled Receipts.....	64
4.4.20 Training in Finance and Accounting.....	66
4.4.21 Procurement of School Properties	67
4.4.22 Sources of School Funds	69
4.4.23 Goods Bought by the School	70
4.4.24 School Bursars / Account Clerks	72
4.4.25 Financial Management Functions in the School	73

**CHAPTER FIVE : SUMMARY OF THE FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS**

5.1 Introductions	74
5.2 The Summary of the Study	74
5.3 Summaries of the Research Findings.....	75
5.4 Conclusion of the study	77
5.5 Recommendations of the study.....	78
5.6 Suggestion for further studies	79

REFERENCES.....	80
APPENDICES	82
APPENDIX I: Letter to the respondents.....	82
APPENDIX II: Questionnaire for public primary schools headteachers	83
APPENDIX III : Research clearance permit	89
APPENDIX V : Research authorization	90

LIST OF TABLES

Table 4.1 Duration of headteachers service in current school	30
Table 4.2: Age distribution of headteachers	32
Table 4.3 Years of administrative experience	33
Table 4.4 Marital status distribution of respondents.....	34
Table 4.5 Academic Qualification of the Head Teachers	36
Table 4.6 Professional Qualification of Headteachers	37
Table 4.7 In-service of the headteachers	39
Table 4.8: Officials responsible for collecting, banking and withdrawing of money from bank if not the headteacher	52
Table 4.9 Ability of Head Teachers to Read an Audit Report.....	53
Table 4.10 Actions taken by headteacher after reading the audit report	54
Table 4.11 Head Teachers Enrolled in Various Financial Management Courses	55
Table 4.12 To Identify Financial Management Courses	56
Table 4.13 Reasons why Head Teachers Enroll for Financial Management Course	57
Table 4.14 Headteachers work before enrollment	58
Table 4.15 Officers Responsible for Preparing Books Accounts for the School	61
Table 4.16 Centers where Head Teachers take the Books of Accounts for Auditing	62
Table 4.17 Headteachers Participation in Procuring the School Properties.	68
Table 4.18 Headteachers Collections of Funds from various Sources	69
Table 4.19 Officers Responsible for Receiving Goods and other Properties Bought by the School	71
Table 4.20 Officers Responsible for Financial Management Functions if the School had no Bursar or Account Clerk.	73

LIST OF FIGURES

Figure 2.1 Conceptual Framework on financial management.	22
Figure 4.1 Gender Distributions among Headteachers	35
Figure 4.2 Distributions of Head Teachers by Courses Attended	38
Figure 4.3 Benefits of the headteachers from the course.....	40
Figure 4.4 Internally Prepared Payment Vouchers	42
Figure 4.5 Transfer of Information from Payment Voucher to the Cash Book	43
Figure 4.6 Drawing and Posting in the Ledgers	44
Figure 4.7 Balancing the Ledgers and Brining Down Balances	45
Figure 4.8 Preparation of Trial Balance.....	46
Figure 4.9 Preparations of Income and Expenditure Account	47
Figure 4.10 Preparation of the Balance Sheet.....	48
Figure 4.11 Reading the Bank Statement	49
Figure 4.12 Preparation of School Budget	50
Figure 4.13 Collections, Banking and Withdrawal of Money	51
Figure 4.14 Cost of Head Teachers Training	59
Figure 4.15 Head Teachers or Sponsors Social- Economics Status	60
Figure 4.16 Delegations of Financial Activities by Head Teachers	63
Figure 4.17 Actions Taken by Headteachers on Cancelled Receipts	65
Figure 4.18 Head Teachers Training in Finance and Accounting	66
Figure 4.19 Employments of Bursar or Account Clerks by the School.....	72

ABBREVIATIONS ANDS ACRONYMS

B.E.D	Bachelor of Education Degree
C.D.F	Constituency Development Fund
C.PA	Certified Public Accountant
DEO	An Administrator of Education in the District
ESP	Economic Stimulus Package
FPE	Free Primary Education
KATC	Kenya Accounting Technician Certificate
KESI	Kenya Education Staff Institute
LMS	Local Management Schools
MOEST	Ministry of Education Science and Technology
SMC	School Management Committee
TSC ACT	Teachers Service Commission Act

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Mismanagement of school funds has been on increase in public primary schools. Although some people in the society feel the problem is insignificant, mismanagement of funds has threatened to impede development of free primary education in Kenya. Financial management is concerned with the management decisions that result in the acquisition and financing of long term and short term for the school. It involves short and long term credit. Financial management is concerned with cost of education, sources for income and spending of it in an objective manner to achieve the educational objectives (Okumbe, 1999).

In 1996 the American government ordered the investigation of school finance for the investigation of school finance for there was an outcry over how the funds were being utilized (Godfrey and Block, 1996). The study revealed that many teachers lacked financial management skills hence training is needed to train the teacher how to handle finances among many other duties. In his educational reforms programme in the United States Bill Clinton called for re-testing of teachers' skills which include their financial management skills (Nginda, 2003). This was not welcomed by many teachers and generated debate, however, the re-testing was done and the results indicated that many teachers needed to undergo extensive training in matters pertaining to financial management. There were also wrong financial management practices observed in Britain in case of a headmistress, Miss. Collen MC Cabe who stole school's funds to pay for her

expensive lifestyle (Daily Nation, March 19,2002). She was jailed for deception and theft from the publicly funded St. John school in South London.

The problems facing management of finance in Tanzania is lack of accounting and auditing skills and procedures among primary schools heads (Maliyamkono and Ogba, 1999).The school accounts needs to be audited annually but very few adhered to this due to lack of accounting and auditing skills among headteachers and negligent on the part of authority in the management of the school funds. The headteachers have placed emphasize on teaching and less effort on keeping proper financial records (Mutokyanwa, 1999). Good financial management is important because it can make the headteachers accountable, transparent and efficient in utilization of the school funds. It can help to build consensus between the school and the community. There has been reported cases in loss of school money by the headteachers in the country. This has been evidenced by books scum of 2010 where 2 billion shillings under free primary education were reported missing (Ministry of Education Science and Technology, 2010).

Most of headteachers are brought accounting document by bursar which they sign without understanding its content (Mbiti, 2007). This has resulted to loss of school funds which could be used to purchase books, chalk and furniture for the pupils. This has affected the pupils learning adversely. School finance management depends on the age and experience of the headteachers. Since experience increase with age, the headteachers who have worked for more years can do recording, prepare school accounts and budgets better than young and inexperienced. Most female headteachers find it difficult to keep

proper books of accounts since they are not good at arithmetic and most of the time, they are occupied with family work such as cooking, taking care of the children and do other home chores.

The headteachers are expected to have knowledge and professional trained in book keeping, accounting, budgeting and auditing in order to keep proper books of school accounts and institute internal control in the school, yet they are not (ministry of education science and technology, 2011). In general, there is evidence showing that financial management is not handled in the right manner. According to Koech Education Inquiry report (1999) audit reports for schools were not up to date in the entire republic. The report observes that school funds had been lost years before the books were audited.

Inadequate knowledge in accounting and auditing has made it difficult for the headteachers to account for school fund (District auditors report, 2010). Lack of training of headteachers in professional course such as certified public accountant (CPA) and KATC has made it difficult for headteachers to account for school funds. Lack of knowledge and skills of school auditing and book keeping has affected the effectiveness and efficiency of headteachers' financial management in public primary schools (Ministry of education science and technology, 2009). Since most activities in schools involve money being received or being spent, lack of knowledge in school accounts have made it difficult for headteachers to document the receipts and spending for effective management to be realized (KESI, 2012). The present study therefore attempts to find

out, from the headteachers who are responsible for managing of school finance, the challenges they encounter in the course of performing their duties.

1.2 Statement of the Problem

The success of financial management in our public schools fully depend on the quality of the headteachers. Headteachers are expected to do accounting, book keeping and auditing work yet they are not trained for it. (Ministry of Education, 2010) Several meetings and workshops have been held within education sector to improve on financial management techniques, however, despite various meetings, and workshops, complaints have been raised by parents in relation to poor management of school finance. The government through the ministry of education has also complained about the loss of free primary education funds due to headteachers incompetence in financial management skills (Ministry of education, 2010). There is also lack of skilled headteachers in the country, where the headteachers are not able to prepare final accounts for final auditing and account for loss funds.

1.3 Purpose of the Study

The purpose of the study was to assess the challenges affecting financial management practices in public primary school in Meru Central District.

1.4 Research Objectives

Specific objectives of the study were:-

- i) To examine the extent to which inadequate academic and professional qualification affect the headteachers financial management in schools.
- ii) To examine the difficulties encountered by the headteachers in financial management due to lack of experience in school auditing and preparation of final accounts.
- iii) To examine the extent to which the headteachers inadequate budgeting skills affects their performance in financial management in schools.
- iv) To determine how the headteachers inadequate training in accounting and book keeping skills make it difficult for them to keep proper books of accounts in schools.
- v) To determine how the headteachers inadequate auditing skills make it hard for them to manage finance in schools.

1.5 Research Questions

The study was guided by the following questions

- i) How does lack of academic and professional qualification of headteachers affect the quality of their performance in finance management?
- ii) What difficulties encountered by the headteachers in financial management due to lack of experience in auditing and preparation of final accounts?
- iii) To what extent do headteachers inadequate budgeting skills determine the quality of financial management in public primary schools?
- iv) How do headteachers lack of training in accounting and book keeping make it difficult for them to keep proper books of accounts in schools?

- v) How do headteachers lacks of auditing skills affect their performance in financial management?

1.6 Significance of the Study

The study was useful to headteachers to improve their financial management skills, to learners for their levies are well managed, to the ministry of education officers who make policies which improve headteachers financial management skills, to researchers in education, parents and other stakeholders in education.

1.7 Limitation of the Study

The responses given by headteachers and teachers may not be true; some may be honest and may not. Therefore the results generalization to other districts should be done with caution. Secondly the study covered headteachers in Meru Central District and so generalization of the findings could only be taken to other districts with similar characteristics and conditions.

1.8 Delimitation of the Study

The study was conducted in Meru-Central District which is one of the districts in the county. There were complains about financial mismanagement of school finance by the headteachers (District education auditor, 2010). The respondents comprised of headteachers, the school committee and the ministry of education officials from district accounts section.

1. 9 Assumptions of the Study

The researcher made the following assumptions

- i. The headteachers will have required academic and professional skills, required experience and trained in auditing and accounting.
- ii. That the respondent will provide reliable and honest responses to the items in the questionnaire.

1.10 Definition of Significant Terms

Bookkeeping: Refers to act of recording business transactions capable of being measured in financial terms.

Budget: Refers to an education programme which is expressed in financial terms.

Budget Plan: Refers to a plan for the future.

Cash Book: Refers to a book in which all payments and receipts are recorded whether they are done in cash, direct bank deposit or by cheques.

External Auditor: Refers to specialist person who is hired by an organization to examine books of accounts, other records and final accounts and make a report that shows that the financial statement show true and fair view.

Final Account: Refers to preparation of income and expenditure account, cash flow statement and balance sheet for education institution.

Financial Management: Refers to cost of education, sources of income to meet the

educational costs and the spending of the income in an objective manner.

Internal Auditor: Refers to an employee of the school (Organization) who also supervises and examines the recording and operation of the internal controls of the school to prevent errors and fraud.

Ledger: Refers to an extract of all transactions which are recorded in the cash book against each approved vote head of the estimates.

Payment Voucher: Refers to a document that contains the payees' name, address, identification number, date, voucher number, invoice number and narration of reason for payment, amount paid, cheque number and vote head charged.

1.11 Organization of the Study

This study is organized into five chapters. Chapter one consists of background to the study, purpose of the study, research objectives, research questions, significance of the study, assumption and definition of significant term and organization of the study. Chapter two is comprised of review of the study, theoretical framework and conceptual framework. Chapter three describes the Research design, Location of study, Target population, Sample size and Sampling techniques, Research instruments, Validity and Reliability of the instruments, Data collection procedure and Analysis. Chapter four presents data analysis and their interpretations. Chapter five provides the summary of research findings, makes conclusions and recommendations and offer suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter deals with review of related literature for the study. The information is obtained from the textbooks, audit reports, new daily, and Ministry manuals for training of teachers and handbooks for primary school head teachers in Kenya and education and recording to the ministry of Education Science and technology. A Primary School Headteacher is an accounting officer. He is expected to have accounting and book keeping skills. He should have skills in auditing and their effect on financial management. The headteacher is required to be professionally and academically qualified in order to perform their functions effectively. In addition the headteachers are expected to have necessary experience in auditing, accounting and budgeting in order to perform financial management functions in the school.

2.2 The Challenges faced by headteachers in Accounting and Bookkeeping in schools

The head teachers should have accounting and financial management skills which will assist them in keeping records concerning the pricing, budgeting, cash flow projections, recording all transactions up to date, book-keeping, stock taking and prepare regular financial reports and audits for the school (MOEST, 1996, May 17). They are expected to have accounting and bookkeeping skills which they are not trained in for proper recording of financial transaction in the school.

According to Maliyamkono and Ogba (1999) school records includes all books and files containing information relating to what goes on in that school and what type of property it owns. In addition to accounting and financial records, other records which are useful in management include inventories, school logbooks, end of year examination results records, official correspondence files, file reference numbers confidential files and writing official letters to supervisors.

Headteachers are expected to keep the records of attendance for effective and efficient management of the school yet they are not trained for it. The accountable records kept in schools include admission letters, class registers, staff registers, staff attendance register, terms and conditions of works (TSC Act, 2001). This show terms and conditions of teachers in public primary schools. Inadequate knowledge in accounting and auditing make it difficult for headteachers to account for school funds and keep accurate records as it is expected.

The records showing the property owned by the school has to be kept under the care of the headteacher of the school. The record showing the properties include the permanent stores ledger, consumable stores ledger, expendable stores ledgers, inventories, handing over/taking over certificate, writing off authority and financial records (Maliyamkono & Ogba, 1999). In addition the headteacher is supposed to keep operation-related records for effective management of the school. Thus maintenance of plant, equipment, vehicles and tools (Journal 1996).

The effective control of school resources including finance calls for establishment of tangible measures that show evidence in terms of records on the amount of money received as income as well as clear evidence on whether the funds are kept. Similarly, on the expenditure side there must be clear records on what was purchased in regard to quality, date of purchase and evidence of goods or services for which the stated payments were made. Therefore it is the student teacher who is not exposed to the basic concepts, which make it difficult or set back in their future career (Maliyamkono & Ogba, 1999).

In addition, the payment vouchers, cashbooks and the ledgers, the journals, and cheque books are useful to the headteachers since they assist them to manage finance in schools. In Tanzania, the major problem is lack of accounting and auditing skills among the headteachers and negligence on the part of use of school funds. Therefore, the study will find out whether the headteachers transfer data from books of original entry such as cash books and journals to ledgers and be able to prepare trial balance and make final accounts for the school (Mutakyahwa, 1999).

All payments and receipts must be recorded in the cash book whether they are done in cash, direct bank deposits or cheque. This book has two column, the receipt and payment. The payments need more scrutiny than the receipts since it has more columns and is subject to wrong entry. The general ledger is used to record financial transactions in an orderly way so that the school head can have an idea of where money came from and where it is going, this is called double entry in bookkeeping. The ledger account is the

bridge between the cash book and the trial balance (Kenya Education Staff Institute, 2010).

The trial balance is a summary of all debit and credit entries in the ledger account at the end of an accounting period. The sum of the debit balances should be equal to credit balances of the ledger, indicating that entries are correctly made. These books of account assist the headteacher to manage the school finances and other resources. Inadequate knowledge in general and formal education has made it difficult for headteachers to manage school funds effectively and efficiently.

2.3 Headteachers auditing skills and their effects on financial management

The ministry of education said the pecking order in which the District Education officer is answerable to it and the headteacher to the District Officer adding that the reason why District officer spend much time going round primary school was due to inefficiency of the money released to primary schools through the free primary education (FPE), constituency development fund (CDF) and economic stimulus package (ESP) go to waste due to head teachers inefficiency noting that most primary schools are in a sorry state. The Permanent Secretary pointed out that complains like book theft occur due to, counsel way head teachers undertake their duties. 'if we don't get accurate information on cash received and balance then what is the work of a headteacher as a school manager?' posed the permanent secretary (Education Paper. volume 058 June, 2011).

The headteacher of Kiremu primary school is not able to maintain the system and the money received or spent is not recorded correctly on both sides of cash book (Audit Report, 2005).

The district school auditor recommended to the headteacher that payments vouchers should be properly recorded with stores procured and issued during any financial period and the management should allow up the amounts not disbursed with the District Education Officer (Audit Report, 2006). The headteachers are expected to examine the accounts prepare the reports and submit it to the district auditors which they are not able due to inadequate of auditing skills.

According to the district audit report (2007) the auditor recommended that the balls and other games facilities have to be bought out of appropriate votehead and not out of funds from simba account to be used for buying textbooks and other tuition materials. The transaction should be authorized by headteachers and ratified by the school committee. At the time these materials are bought the teachers and the representatives of the school committee should be present. The cheque for the payment should be signed by atleast three officials including headteachers as a form of internal control.

According to the District Audit Report (2010) the auditor recommended that funds received must be receipted and proper allocation must be made as per the regulations, cash book must be balanced at the end of every month and the suppliers must be advised to deliver materials payment by the schools. He gave the general remarks such as the standard of bookkeeping required by head teachers (Muthathai, 2010). District Schools Auditor.

According to the ministry of education, investigations are going on into the misuse of FPE money in the ministry, but much of the problem stemmed from poor management and lack of capacity among managers (Star paper, 2011).

The current status of financial management of some schools most of the leadership main emphasis is education and teaching less emphasis on school financial management resulting in gradual school marginalized and therefore the current financial management of the school in general is not optimistic.

Generally, low quality of accounting personnel, books and records of non standard setting school, teachers are basically part time accounting ability is generally not high. Accounting for most of the former Apprentice' master limited knowledge of financial accounting. Some even do not understand basic accounting principles the use of wide variety of accounts set up all kinds of books.

Some schools accounting ledger and cash journal does not match even asset account, using cash on top of a large number of units bars low arrived and so on the accounting record highly irregular (Finance Paper,2010).

In many countries auditors of the district education office or the ministry of education audit school funds every year. Sometimes heads are asked to appear before auditors at the district education office. The kind of documents asked by auditors include receipt books, statements of accounts, bank statements and cash books. Heads may have to make their

accounts available at short notices. Carelessness in keeping record can lead auditors to suspect that money has been improperly used and this can lead to criminal charges being made (Olembo & Kameron, 1986).

The school headteacher is responsible for initiating and overseeing all fraud investigations and for subsequent follow up work to be completed. The headteacher should comply with the fraud investigation and plan to ensure that all investigations conform to the same standard and in accordance with public Act. The headteacher has authority to make enquiries and to obtain key information and utility to assist in investigations, where appropriate (Kenya Education Staff Institute, 2011).

As a manager, the headteacher if he suspect fraud and corruption in the school he should listen to the staff and treat every report he receive seriously and sensitively. He should ensure all staff have fair hearing, get as much information as possible from the staff including any notes and any evidence they have to support the allegations and report the matter to school management committee and the ministry of education (Government of Kenya, 2004).

2.4 Headteachers academic and professional qualification

For head teachers to management finance of the school, they need to be teachers with high academic qualification. This can be evidenced by having high school certificate. Headteachers have to undergo training in financial management skills in order to perform their duties as the headteachers. In Tanzania lack of professional skills and procedure has

made it impossible to keep proper school account therefore, the school accounts need to be audited annually but very few schools adhere to this due to lack of professional skills among headteachers and negligence on the part of use of education funds (Maliyankono & Ogba, 1999).

The headteacher is supposed to have knowledge in procurement and disposal Act and regulations put in place for efficient public procurement and disposal of unserviceable, obsolete and surplus stores, assets and equipment and public entities and to provide for other related matters. The headteacher should be conversant with rules and regulation governing procurement in schools (Oluoch, 2009). The headteacher is expected to have excellent customer skills and interpersonal skills, honesty and trustworthy, energetic, good computer and computational skills and working knowledge in stores administration for him to be effective financial manager in the school which he is not. The head of an institution should have professional qualification in business which enable him to perform functions such as managing requisitions, receiving and inspecting goods storage, issuing of the stores, documentations, stock taking and inventory management in the school. The headteacher is not able to perform these function due to lack of academic and professional qualification (Kenya Education Staff Institute, 2011).

The headteacher should be dedicated well trained credit control personnel. To be a good manager of the school the headteacher is expected to understand the law relating to contracts before initiating any credit recovery procedures which they do not. It is good for the school manager to know that the collection of an overdue debt may take place by a reminder letter, a phone call, withholding supplies, legal action and charge interest on

overdue debts. The headteacher as a manager is supposed to have knowledge on policy documents which include the code of regulations for teachers, the code of conduct and ethics, the employee act, 2007, the labour relations Act 2007 and the scheme of service for teachers and the TSC teacher recruitment guidelines. He needs to have human resource management skills because he is responsible for managing teachers, learners, parents, non-academic staff and other stakeholders of the school (Armstrong, 2001), he lacks this professional qualification and therefore make it difficult to perform accounting functions.

The headteacher is expected to have accounting and auditing skills which enable him to manage school funds effectively. Yet he is not trained for it these skills can be attained through training in professional courses such as CPA, KATC and other accounting bodies. Since the headteacher is accountable for the central and management of school funds, therefore it is important they possess basic knowledge of accounting and financial control. Large schools such as boarding primary school, secondary schools and colleges employ accounts clerks, accountants or bursars to keep their books of accounts. Other public primary schools rely on headteacher to maintain the books of accounts (Mbiti, 1974).

2.5 Headteachers experience in auditing and accounting

Financial management skills can be acquired through on the job experience, coaching or understudies. On the job experience is one of the most effective methods of job knowledge (Okumbe, 1999). The head can know more about the job by doing it. It is the

best to learn through experience. Experience is the best teacher. The head of school is supposed to learn the financial management skills by practicing the skill. The longer the head has been in the job the better he is in financial management. To acquire experience, the head of school work under a qualified person such as the bursar or account clerk. This improve financial management skills of the head teacher.

The headteacher has to learn financial management skills attending special meetings which consist of a number of speeches from assigned resource persons and he is allowed to clarify problems experienced or emergent issues. In all these the headteacher has to learn through practicing the job, so that he would do it better later. Along serving headteacher is able to perform better in financial management than the headteacher who has served for short period. Due to lack of experience in school accounts and auditing, the headteachers are not able to prepare adequate final accounts to be presented to school auditors for auditing purpose. It also makes it difficult for the headteachers to manage institutional stores which include requisition, receiving and inspection, storing, issuing, documentation, stock taking and inventory management (KESI, 2010). In addition the practical experience of the headteacher assist him preparation of annual budget for the school (Okumbe, 1999)

2.6 Headteacher school budgeting and financial management skills

According to Mbiti (2007) budgets are annual projected estimates of income and expenditure in respect to a given organization. He says that the budgets are comprehensively thought out plans on various sources of income. The estimated amount

from each source and the anticipated expenditure categorized according to different cost centers or vote heads. Oluoch (2010) defines a budget as a document that details the expenditure requirements of an institution, prioritizes the expenditure and groups the same under suitable vote head prescriptions. To draw a school budget is a legal requirement which is stipulated in the education Act Cap 211. This Act state that the cash receipts must be from services approved by the ministry of education. Estimated expenditures must be approved by the school management committee (SMC).

The school can get grants from government, constituency development funds (CDF), economic stimulus fund (ESF) or other sponsors. Since the headteachers have no budgeting skills, it make it hard for them to make follow up of the source to ensure all monies received and all started projects are complete.

The main sources of school funds are grants from the Ministry of education, tuition fees, donations, rents activity fees and parents. The funds collected is spent on buying physical equipment tuition, boarding and recurrent expenditures for the school. The amount received and spend is compared with previous period for decision making and control. The budget is then presented to funding agencies such as CDF boards DEB, SMC and PTA which is a control mechanism which is backed by law.

The headteacher has a central role in budget management and control. He/she authorizes payment and hence must understand all the intrigues of budgets. The headteacher has to communicate with the ministry of education officers in good time to be allocated the needed funds.

2.7 Summary of the Literature Review

It can be concluded from the literature review that the acquisition of accounting and auditing skills are necessary for headteachers to manage and keep accurate books of account in the school. Other skills such as academic professional skills and experience of the headteachers is also useful for headteachers in financial management. The headteachers are expected to keep books of accounts and prepare final accounts to be presented to the ministry of education for auditing purpose which they are not able. Some of the books of accounts to be kept include the cashbook, journals, ledgers and cheque books which should be kept under tight security. The head teachers are expected to have appropriate skills to assist them in recording and preparation of final accounts for audit purposes, yet they are not trained.

The head teachers have to be skilled in budgeting since they are expected to prepare budget for the school. They will be able to collect all revenues and make payments for the school (Republic of Kenya, 2003). For them to do this, they are supposed to have necessary academic level, training in financial management, accounting and auditing skills, and experience in school accounts. Training of head teachers on financial management has been taken seriously in Kenya. Most of studies done in Kenya are concerning recording of transaction in the book of accounts, preparation of final accounts for the school audit (Mbiti 2010). There has been little research work done on the challenges faced by head teachers in school accounts.

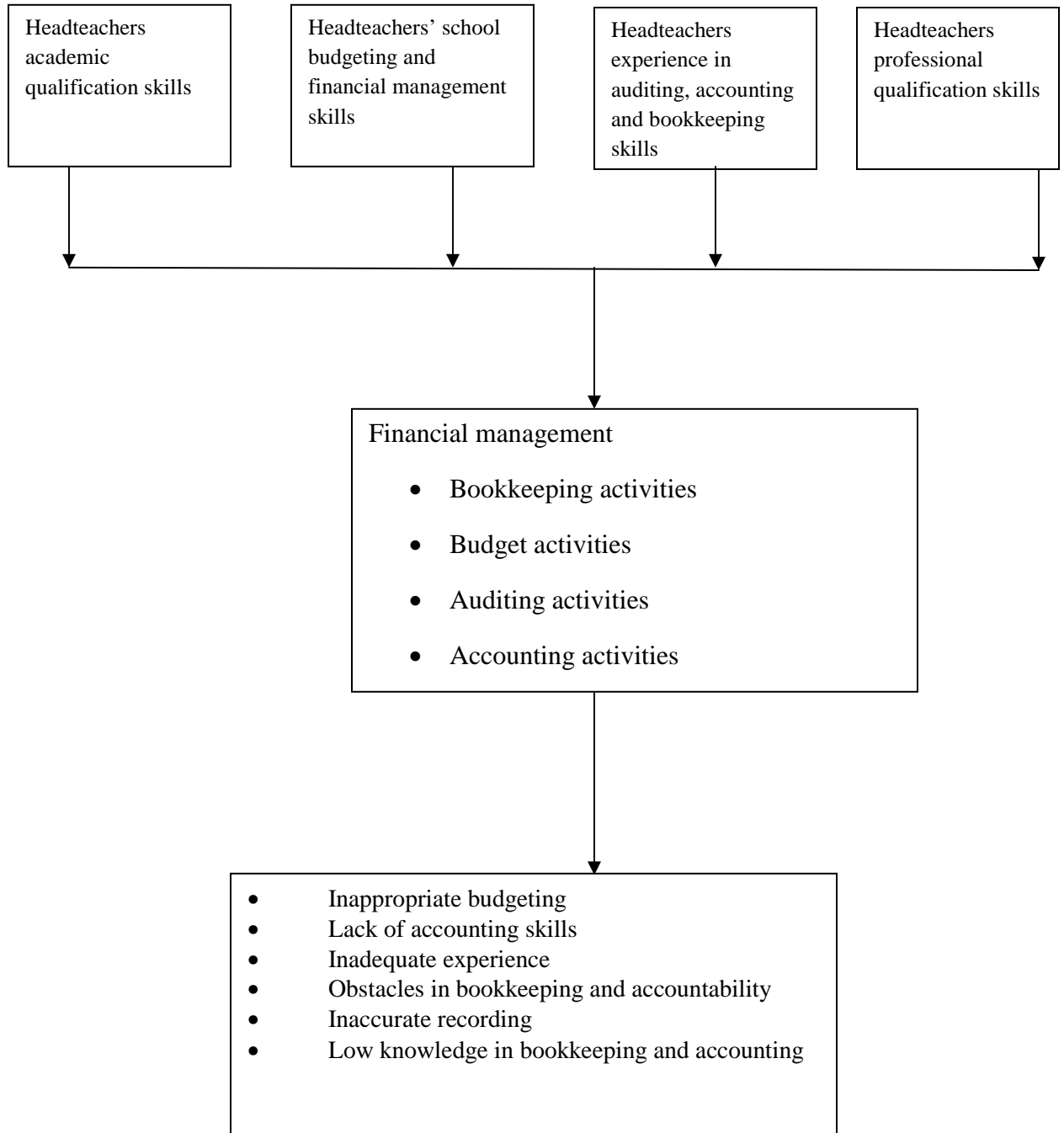
2.8 Theoretical Framework

The study is based on human capital theory advocated by Schultz in 1960. human capital theory suggests that education and training raises the productivity of workers by imparting useful knowledge and skills. Schultz suggested that education enhances an individual's ability to successfully deals with disequilibrium in changing economic conditions. The head teacher as school manager is expected to raise and spend the school finances wisely. To perform these activities, the head teacher is expected to have skills necessary because lack of there will make it hard for performing the employees productivity, it is important for head teachers to develop financial management skills through education, training and experience because lack of this make it difficult for them to perform financial management activities like auditing, bookkeeping and extraction of final accounts to be presented to the school auditor. Inadequate training and education on financial management activities results to head teachers inability to budget (plan) perform mounting and auditing of school accounts. The challenge faced by head teachers is that they expected to perform financial management activities which they are not trained for hence less productive.

2.9 Conceptual framework

Conceptual framework indicates the independent variables, process and output. The output consists of dependent variable which depends on the operation of independent variables. The experience, qualification and academic of headteachers is independence variables which cause the performance of headteachers in accounting, auditing, budgeting and bookkeeping in the school.

Figure 2.1 Conceptual Framework on financial management.



In the conceptual framework above the headteacher need to have adequate knowledge in accounting and book keeping to enable him keep proper school accounts. Lack of this knowledge make the headteachers of primary schools unable to keep accurate and transparent financial records.

The headteachers are expected to have competences in auditing and budgeting in order for them to manage school funds effectively. Lack of these will make it difficult for headteachers to control expenditure and prepare for annual audit. The headteachers need to have general education and formal education such as form four or university education in order for them to manage school finance effectively.

In addition to this training in accounting and auditing is necessary for the headteachers. Lack of this will make head teachers unable to keep record for the school. In adequate training in book keeping and lack of experience among headteachers of primary schools lowers their financial management standards. Professional qualification of teachers is evidenced by having been a member of professional body such as Kenya Institute of certified, public accounts and have done professional courses such as CPA, KATC or auditing courses.

The finance management activities are, bookkeeping, budgeting, auditing and accounting activities which result to accurate recording, transparent, integrity, and accountability of headteachers in the school and hence lead to improved financial management.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This Chapter outlines the methods to be used in the study. It includes; the location of the study, research design, largest population, sample, sampling procedure, research instrument, validity, instruments administration and data collection techniques.

3.2 Research Design

The research design employed in this study was the descriptive survey method which incorporated the elements of approaches in terms of instruments and data analyses. This design was used by the researcher to gather qualitative and quantitative data. To gather quantitative data, the researcher administered a closed questionnaire and conducted an interview to the respondent (headteachers). In addition the researcher conducted interview and administered open-ended questionnaire to the respondents in order to collect qualitative data. In survey design, relevant information is obtained by asking questions, describing and explain the characteristics of the population.

3.3 Location of the Study

The study was carried out in Meru Central District which had 150 public primary schools, as per the ministry of education. Meru-Central was one of the eight administrative Districts of Meru County. It is located 290 Kilometers North of Nairobi. The district is highly populated and had public primary schools most of which had large numbers of pupil population. The researcher had chosen the District because of reported

cases of embezzlement and mismanagement of the school funds by headteachers (MOEST 2010).

According to Meredith (1996) carrying out a study in a setting where you are known as a friend and colleague make it much easier since you are not regarded as an outsider with unknown motives. This helped to improve the ethical, legal and public relations in research. These were reasons that had led the research to choose Meru-Central District.

3.4 Target Population

The target population or the universe of this study was comprised of head teachers of public primary schools in Meru-Central District Education Office, There were 150 public primary schools in the district, hence the total number of headteachers was 150 (District Education officer, 2013). In addition to these, other respondents included 15,000 parents, 2250 committee members, 1340 teachers, 15 education officials from the district and other stakeholders of the schools.

3.5 Sample size and Sampling Technique

Simple random sampling technique was used to select a sample. According to Mugenda and Mugenda (1999), 10% of the target population is adequate sample; therefore a sample of 15 schools out of 150 is appropriate (10% of 150) for this particular study. To select a sample the researcher picked a school randomly from 150 schools, recorded and returned the name before picking the second, and so on. This gave each of the school equal chance of being selected and included in the sample, hence reduced biasness. The

accuracy of the sample depended on the size of the sample and the type of the data collected.

3.6 Research Instruments.

The questionnaire had questions which were answered by the respondents. The questions consisted of variables which dealt with demographic, age, gender, marital status, academic, professional qualifications and headteachers experience and others such as the size and category of the school. The researcher interviewed and collected additional information from District education officer, school auditors and school management committee and headteachers. The instruments were tested to ensure they were adequate and appropriate in answering each research objectives need to be audited to ensure they were adequate and appropriate answering each research objectives. They needed to be audited to ensure that, they adequately and appropriately answered each research objectives.

3.7 Validity and Reliability of Instruments

3.7.1 Validity

Validity is the representation of result from the sample both internally and externally. The researcher ensured that the instruments used measured the variables they were intended to measure. In addition, the researcher ensured the questionnaire and interview schedule gave the required information of the population when it was administered to the sample obtained from it.

The researcher ensured that the result obtained was a result of treatment of variables such as age, marital status, experience, academic and professional qualification of the headteacher and no any other. The researcher had to pre-test the instruments on small representative sample to ensure that they were measuring the required variable its wording interpretation by the same respondents and avoided bias.

3.7.2 Reliability

To test for reliability, the researcher used test and retest method in which questionnaires and interviews were administered to a group of respondents. Later the researcher administered the same instruments to the same group of respondents after sometimes expecting the same results. The results obtained from the two were ranked in ascending order and spearman's rank correlation coefficient was calculated using the formula.

$$r' = 1 - 6 \frac{\sum d^2}{n(n^2 - 1)}$$

$$r' = 0.8$$

If the spearman's rank correlation coefficient was found to be close to 1, it means that there was high correlation between the two and the instruments were reliable and vice versa.

3.8 Data Collection Procedure

A research permit was sought from the relevant authority, the National Council of Science and Technology. A sample was taken and a brief explanation of the nature and use was to be given to all. The researcher issued questionnaires to the headteachers of

respective schools, the treasurers of the schools and auditing section of the ministry of education personally. The researcher interviewed and administered the questionnaires among the respondents.

3.9 Data Analysis

The researcher administered the questionnaire and conducted an interview to collect quantitative data from the respondents. In addition, the researcher collected qualitative data with an open ended questions by conducting in depth interview and focus group discussions. The responses were kept in categories, coded and the percentage of these were calculated with help of computer package known as the statistical package for social sciences. The results was presented in pie charts, bar charts, tables and graphs. This helped the researcher to make statement about the results, identify findings and make conclusion.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of the study was to assess the challenges affecting financial management practices in public primary schools in Meru Central District. Specific objectives of study, were to examine the extent to which inadequate academic and professional qualification affect headteachers financial management in students, the difficulties encountered by headteachers in financial management due to lack of experience, the extent to which headteachers inadequate budgeting skills affect their performance in financial management in schools, how the headteachers inadequate training in accounting and book keeping skills make it difficult for them to keep proper books of accounts and how their inadequate auditing skills make it hard for them to manage finance in schools.

4.2 Questionnaire Return Rate

Only one main questionnaire was used to collect data. This was administered to 15 schools. So in actual study 15 public primary schools were used where 15 headteachers filled and returned the questionnaires. This translated to 100 percent questionnaire return rate.

4.3 Reporting Data

4.3.1 Demographic Information of the Respondents

Demographic information of all the respondents was found important because the respondents play a big role in day to day running of the school. The headteachers are

agents of teachers service commission (TSC), school administrators and financial controllers. They are charged with responsibility of ensuring that smooth teaching and learning process and ensuring that all resources including finance are received, recorded and accounted for. Therefore demographic information is a summary of information concerning gender, years of experience, academic and professional qualification of the headteachers in the selected sampled public primary schools in the District.

4.4. Data Analysis

4.4.1 Headteachers Length of Service in the Current School

The study sought to find out the composition of respondents in terms of length of stay of headteacher in the current school. The frequencies counts of responses were done and their percentages calculated. Table 4.1 presents data on the length of stay in current school by the respondents.

Table 4.1 Duration of headteachers service in current school

Years	Frequency	Percentage
0-2	4	26.7
3-5	0	0
6-10	7	46.6
Over 10	4	26.7
Total	15	100

The study found that those headteachers with between 6-10 years of stay in the current school were the highest percentage at (46.6%). Those with between 0-2 and over 10 years of stay had the same percentage (26.7%) each. The study show that most of headteachers had over stayed in the same school as indicated by the table (4.3%) which show that they had experience on the activities of the school. Only (26.7%) of headteachers had stayed in the current school in 0-2 years indicating inadequate experience of the operation of current school. None of 15 headteachers had stayed in current school for 3-5 years. These headteachers had not acquired experience of the operations of the school. According to Okumbe (1999) headteachers lack of experience in school accounts and auditing make it difficult for headteachers to prepare final accounts to be presented to auditors for auditing purpose.

4.4.2 Age of Respondents

First, the respondents were asked to state their age. The table 4.2 shows the distribution of the informant by age.

Table 4.2: Age distribution of headteachers

Age Bracket	Frequencies	Percentage
20-30 years	0	0
31-40 years	4	26.7
41-50 years	9	60
51-60 years	2	13.3
61 and Above	0	0
Total	15	100

The analysis shows that the majority of headteachers (60%) were at the age of 41-50 years, (26.7%) were at the age of 31-40 years, while (13.3%) were at the age of 51-60 years. The study shows that, none of headteachers is below 31 years. This is because teachers below this age are newly recruited and had not been promoted to headship. There was no headteachers with 61 years and above since this is the retiring age for all teachers including the heads. According to TSC act (212) the teacher retires at the age of 60 years, that is why there is no headteacher with the age of more than 60 years. It also states that training is necessary to enhance the work of the headteacher in management and other skills.

Secondly, the data collected and analyzed indicates that headteachers' variation in their administrative experience as demonstrated in table 4.3.

Table 4.3 Years of administrative experience

Years of Experience	Frequency	Percentage
Less than 1 Year	1	6.7
1-3	3	20
4-5	1	6.7
6-7	3	20
8-9	2	13.3
10 years and above	5	33.3
Total	15	100

Table 4.3 shows that (33.3%) had been headteachers for over 10 years while (66.7%) had been headteachers for a period of less than 10 years. Only (6.7%) had been a headteacher for less than one year. Experience of headteacher and training is likely to affect his performance positively in financial management. Financial management is a sensitive issue and therefore headteachers needs constant sensitization. Okumbe, (1999) recommended experience as the most effective method of job knowledge. The longer the head had been in the school the better he is in financial management to acquire experience the head works under a qualified person. Thus improved his financial management skills.

Thirdly, the respondents were asked to state whether they were married or not. The table 4.4 indicates the distribution of head teachers by marital status.

Table 4.4 Marital status distribution of respondents

Marital status	Frequencies	Percentage
Single	1	6.7
Married	14	93.3
Total	15	100

The study revealed that the highest frequency was (93.3%) indicating that most of head teachers were wives and husbands. Only (6.7%) out of 15 head teachers sampled was single. This shows that headteachers have families and school responsibilities to perform. Female headteachers find it difficult to manage the school and its resources while taking care of the children. This is because financial management is difficult activity, it requires recording and balancing of the cash book daily.

4.4.3 Gender of Headteachers

The respondents were asked to give their gender. The results are shown in the figure 4.1.

Figure 4.1 Gender Distributions among Headteachers

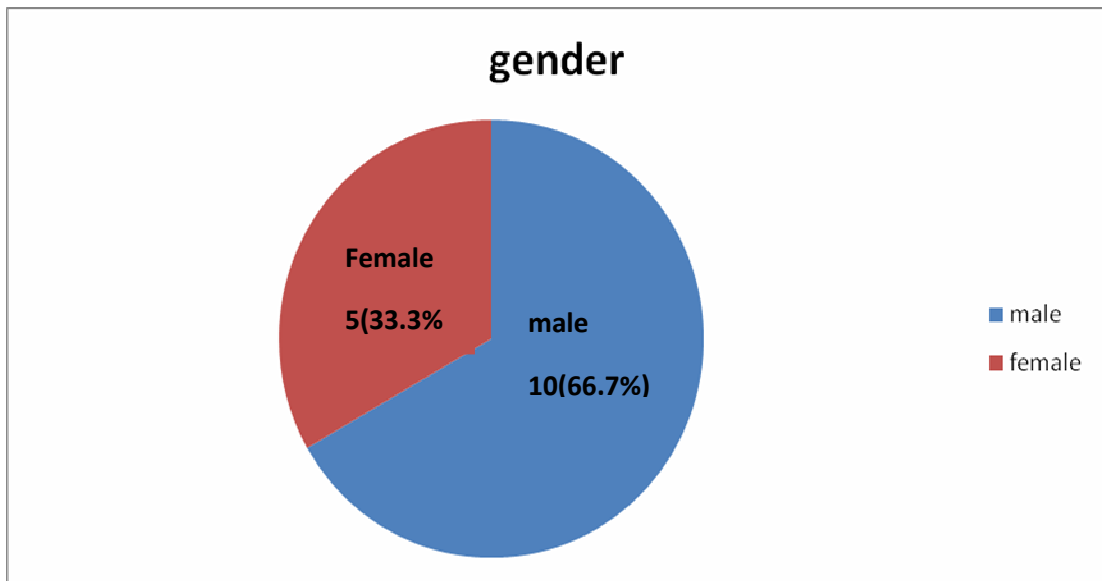


Figure 4.1 shows that majority of headteachers, (66.7%) were male whereas (33.3%) were female. This is a fair distribution given the requirement of our constitution of 1/3 is met and given that women have all along been disadvantaged in the provision of education service has headteachers. The analysis shows that women should be encourage taking leadership positions so that they can compete with men on the same footing. According to World Bank (1990) females face obstacles in accessing education which include lack of schools for girls, household labour, increased likelihood of pregnancy and preparation for marriage. This contributes to female headteachers inadequate academic and professional skills. Most of them fund it difficult to do calculations and recording of transactions daily.

4.4.4 Academic Qualification of Head Teachers

During the study the headteachers were asked their academic qualifications; the responses were analyzed in table 4 .5.

Table 4.5 Academic Qualification of the Head Teachers

Qualification	Frequency	Percentage
Primary	0	0
Secondary	0	0
College	3	20
University	12	80
Others	0	0
Total	15	100

The analysis show that majority of headteachers had reasonable academic qualifications above (secondary). This is an indication that they can train to good managers and therefore effectively manage finances of the school. Majority of headteachers (80%) had university level of Education and therefore well equipped academically. A good number of headteachers (20%) had college (teacher) level of education and none is below this level of education indicating their competencies in financial management. However more headteachers need to be encouraged to enroll for degree programmes to equip them better. Inadequate knowledge in accounting and auditing has made it difficult for the headteachers to account for school funds (Audit 2010), to record in the books of account

and to prepare final accounts. They hire outside accounts to prepare books of accounts for pay. Audit (report 2010), carelessness in keeping records can lead auditors to suspect that money has been improperly used and this can lead to criminal charges being committed. (Olembo and Kameron, 1986).

4.4.5 Professional qualification of headteachers

The respondents were asked to state their professional qualification, the response are show in table 4.6.

Table 4.6 Professional Qualification of Headteachers

Qualification	Frequency	Percentage
P1	3	20
Diploma	1	6.7
Bed	2	13.3
Med	2	13.3
ATS	7	46.7
Total	15	100

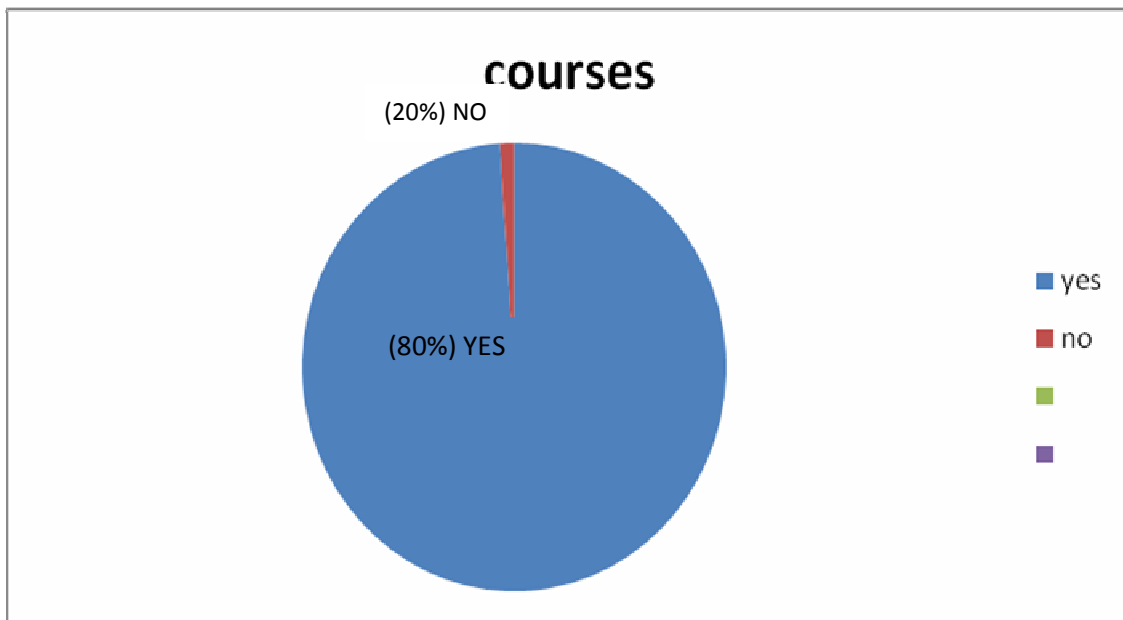
Table 4.6 show that all the head teachers were professionally trained. All head teachers were either P1, diploma, Bed, masters (Med) and approved teachers. This shows that they can manage finances by receiving recording and prepare financial statements for audit purpose given the necessary exposure. The headteachers who had Med (13.3%), Bed (13.3%), however there were few (20%) and (6.7%) who were P1 and diploma status.

These with the Med are better than those who had knowledge in accounting, auditing and budgeting skills are better than P1 headteachers with financial management. Schultz (1960) suggests that education and training raise the productivity of workers by imparting useful knowledge and skills. Lack of these leads to low production of workers.

4.4.6 Course attended

First, the respondents were asked whether they had attended any in service course on school financial management, the response are shown in the figure 4.2

Figure 4.2 Distributions of Head Teachers by Financial Management Course Attended



The analysis shows that majority of head teachers (80%) had attended in service course in financial management while a good number of headteachers (20%) did not. This was the reason why some of the headteachers were unable to perform financial management

activities. It is important for headteachers to develop financial management skills through education, training and experience because lack of these make it difficult for them to perform financial management activities like auditing, bookkeeping and extraction of final accounts to be presented to the school auditor (Shulz, 1960). This enables the headteachers to acquire academic and professional competence. Those who had attended courses in management were able to perform financial management than those had not.

Secondly, the respondents were asked to state institutions which facilitated the in service course. Their responses are tabulated in table 4.7.

Table 4.7 In-service of the headteachers

Institution	Frequency	Percentage
Ministry of Education	12	80
None	3	20
DEO's office	0	0
Total	15	100

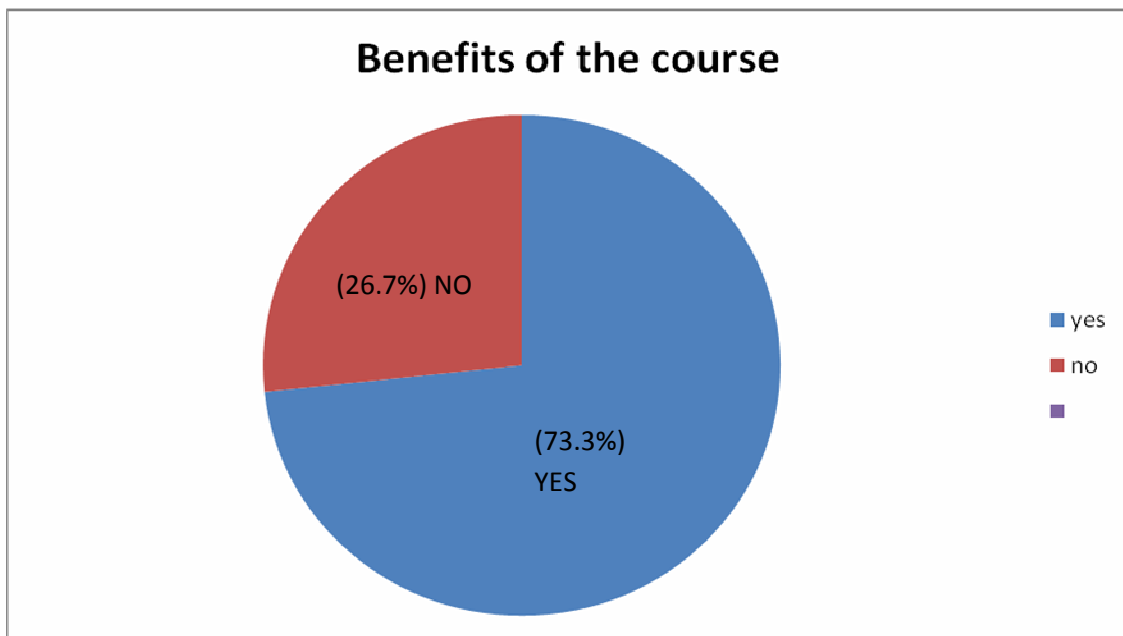
Table 4.7 shows that majority of headteachers (80%) attended financial management courses conducted by the ministry of education through headteachers capacity building programmes provided by ministry of education. None of the headteachers attended the course provided by district education office, possibly the mandate of providing the course had been placed in the hands of the ministry of education. It was found that (20%) of headteachers had not been in serviced by any institution. Koech commission report

(1999) say that headteachers have no idea of most elementary ground of financial practice and also lack skills in financial practice and also lack skills in financial management. Mutiria (2004) recommend for further training of administrators.

4.4.7 The Significance of the course to headteachers

The respondents were asked whether the course on financial management attended assisted them in performing their duties. The responses were shown in the figure 4.3.

Figure 4.3 Benefits of the headteachers from the course



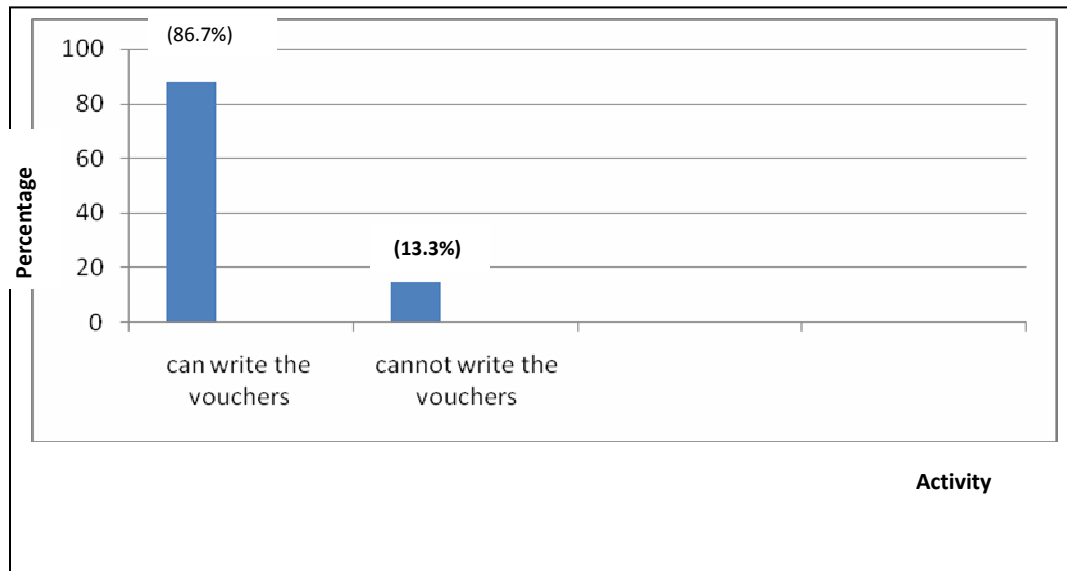
The analysis shows that (73.3%) of headteachers were highly prepared by the course attended. (26.7%) of head teachers felt that the course poorly prepared them. Some headteachers on the ground said that they did not take the courses on financial management seriously because they were about to retire and there were ready people on

hire to help them balance the books during auditing exercise. However some headteachers said that the courses on financial management assisted them to keep books of account, improve assets (resources) and perform accounting processes in the school. Some headteachers felt the courses need to be reviewed to make them more relevant in terms of quality and the training. The trainers need to be more competent in methodology of teaching. Others said that the courses assisted them to manage school finance, human resource and budget and control of funds. Olembo (1992) states that as financial controllers the headteachers must ensure proper budgeting and accounting is done with the help of the school bursar and accounts clerks. They must be conversant with accounting instructions and follow them strictly.

4.4.8 Financial activities

Firstly, the headteachers were asked whether they could write payment vouchers as part of financial management activities. The frequencies were computed and percentages calculated. The results are represented in figure 4.4

Figure 4.4 Internally Prepared Payment Vouchers

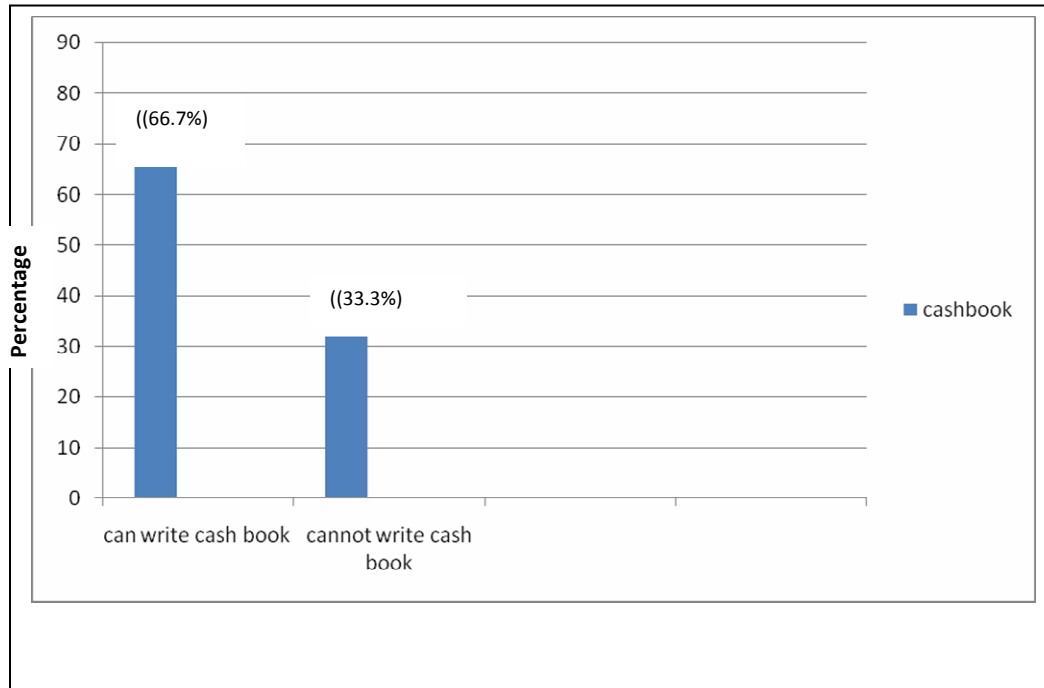


According to figure 4.4 (86.7%) of headteachers stated that they could write payment vouchers while (13.3%) stated that they could not. This was because possibly they lacked interest, knowledge, and training in financial management skills. They said it was difficult for them and relayed on an outside accountant services. The highest number of headteachers were able to write payment voucher because they had been trained by the ministry of education on financial management. According to Republic of Kenya, (2003) the heads should be trained in accounting and auditing skills.

The Cash Book

Secondly, the head teachers were asked whether they could record the information from the payment and receipt, vouchers to the cash book. Their responses are shown in the figure 4.5.

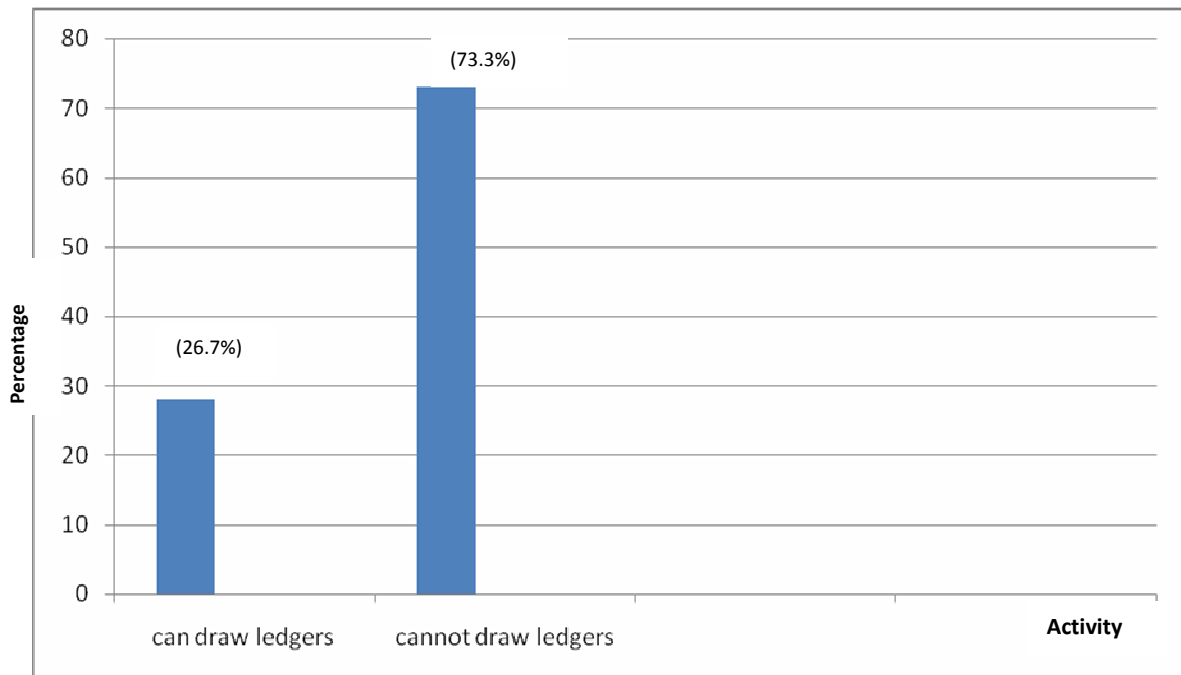
Figure 4.5 Transfer of Information from Payment Voucher to the Cash Book



According to figure 4.5 (66.7%) of headteachers said they could write cash book without any problem while (33.3%) said they could not. They said they had no accounting skills and they did not attend courses in financial management. The headteachers are supposed to be trained in book keeping and accounting skills which they had and others had not attended course. This affected their duty as the managers of finance and other resources of the school. Headteachers who can write cash book are more because of courses of financial management conducted by the Ministry of Education.

Thirdly, the respondents were asked if they could draw and post the information from cashbooks and other books of original entry to the ledgers the responses are shown in the figure 4.6.

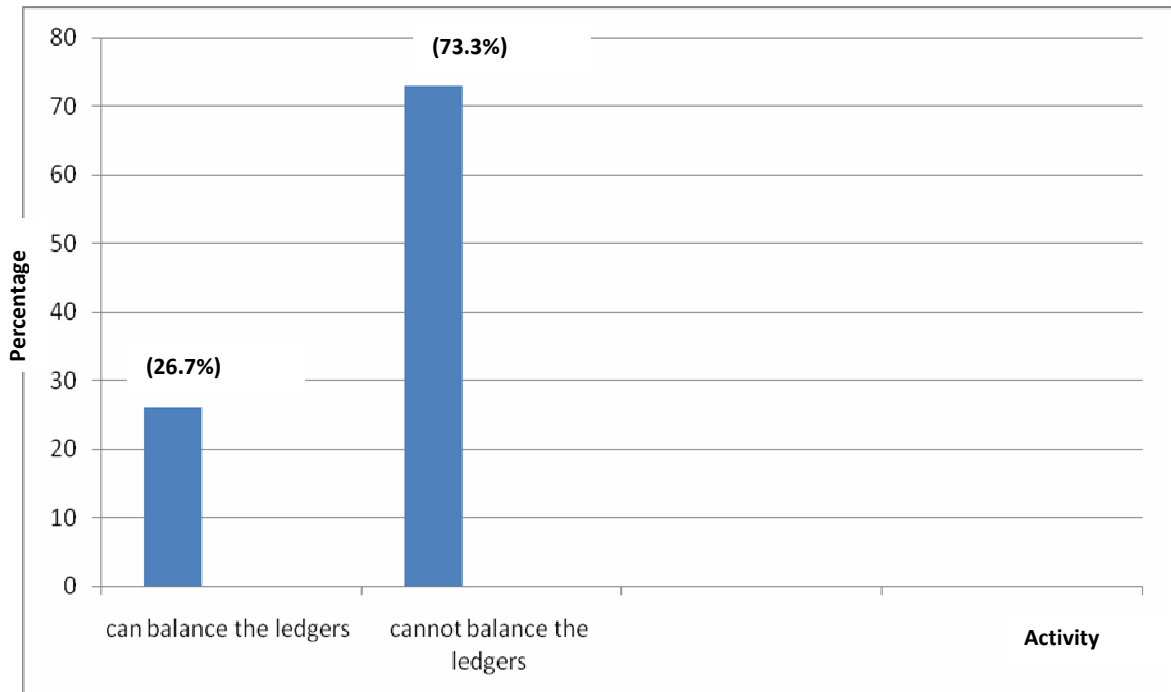
Figure 4.6 Drawing and Posting in the Ledgers



The analysis shows that (26.7%) of headteachers could draw and post the information from that cash book to ledgers. A good number of head teachers which is the highest (73.3%) could not draw and post the information to the ledgers (vote heads). They said they are not accountants and therefore they could not be able to do all accounting and financial management activities.

Fourthly, the head teachers (respondents) were asked to state whether they could balance the ledger and bring balances down, the responses are indicated in the figure 4.7.

Figure 4.7 Balancing the Ledgers and Brining Down Balances

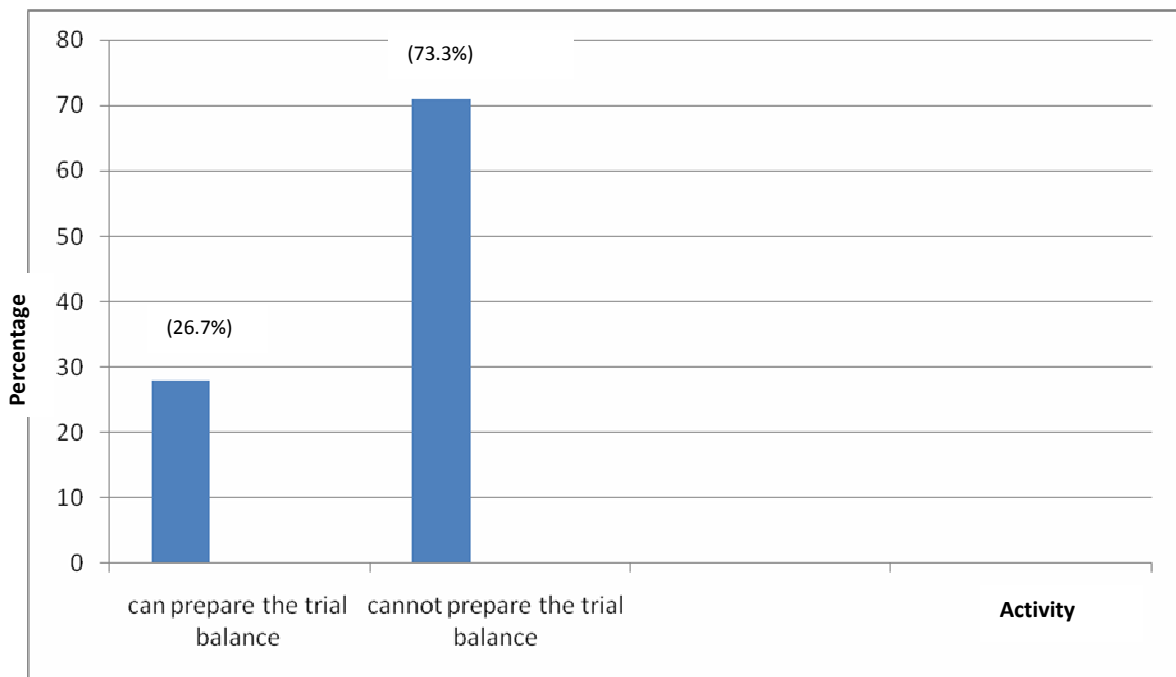


The analysis shows that (73.3%) could not balance the ledgers and bring down the balances while only (26.7%) could do .the reasons given were that most of them, were about to retire and had no interest of attaining financial management concepts, they could hire accountants to prepare accounts for them and other schools have employed bursar s and accountants to do the job. This is in concurrent to (Mutakyahwa, 1999). The headteachers are expected to have accounting and book keeping skills which assist them in preparing financial records including ledgers. Many of headteachers said they had not been trained in these skills and that is why they could not draw the ledgers. Inadequate

knowledge in general education and formal education had made it difficult for them to manage school funds efficiently and effectively.

Fifthly, the respondents were asked whether they could prepare trial balance the responses are shown in the figure 4.8.

Figure 4.8 Preparation of Trial Balance



The analysis shows that (26.7%) could prepare trial balance while (73.3%) could not. headteachers who could not prepare trial balance said that they had employed account clerks and bursars and others said they hire outside accountants to do the work for them. The headteachers had not acquired accounting and auditing skills in order for them to keep accurate books of accounts including trial balance books. They are expected to have them for proper reporting of financial information of the school.

Sixthly, the head teachers were asked if they could prepare income and expenditure accounts as part of financial management activities, the responses are indicated in the figure below.

Figure 4.9 Preparations of Income and Expenditure Account

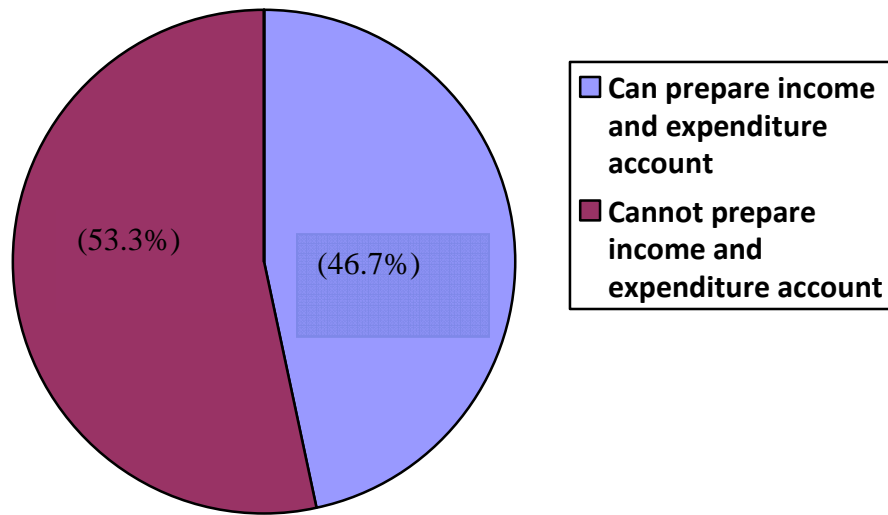
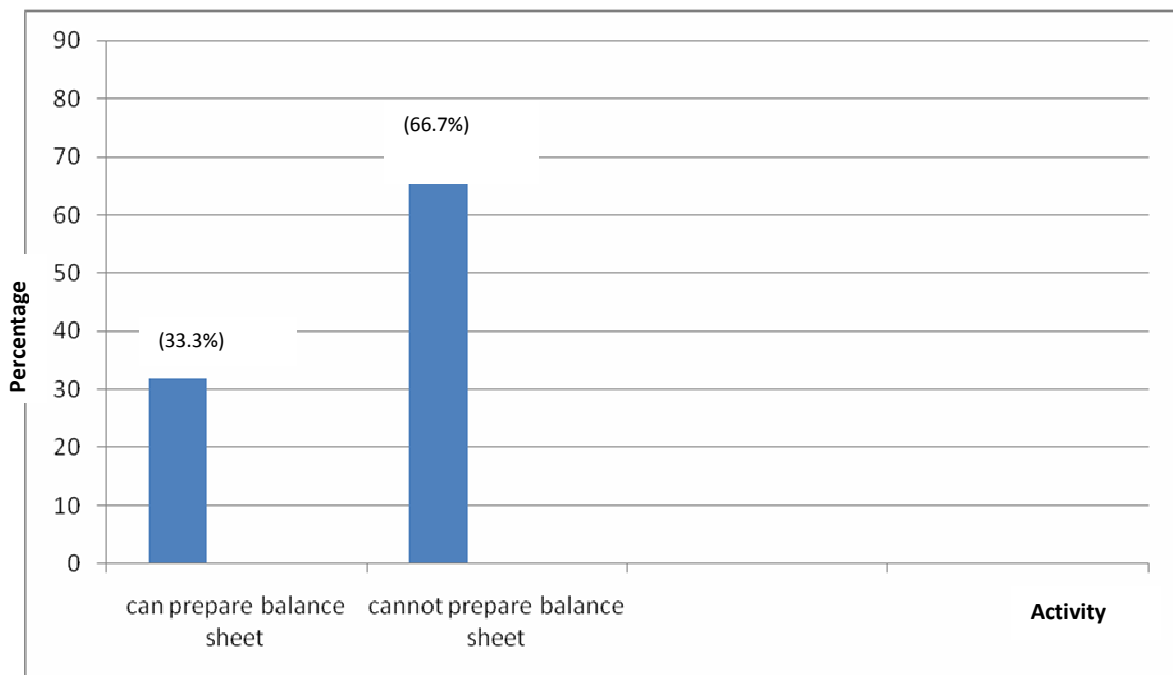


Figure 4.9 shows that (53.3%) of head teachers were not able to prepare income and expenditure accounts for the school while (46.7%) were able to prepare. The analysis revealed that the difference between the two is minimal indicating that almost a half of the head teachers had difficulties in preparation of income and expenditure accounts. This was made possible by in-service courses in financial management conducted by the ministry of education. According to Mutakyahwa, (1999) lack of accounting and auditing skills among the headteachers and negligence on the part of use of school funds had made it difficult for them to prepare financial information to be taken to auditors for auditing

purpose. Both categories of headteachers were almost equal because of training conducted by the Ministry of Education in financial management.

Seventhly, the respondents (head teachers) were asked whether they were able to prepare balance sheet for the school, the responses are given in the figure 4.10.

Figure 4.10 Preparation of the Balance Sheet

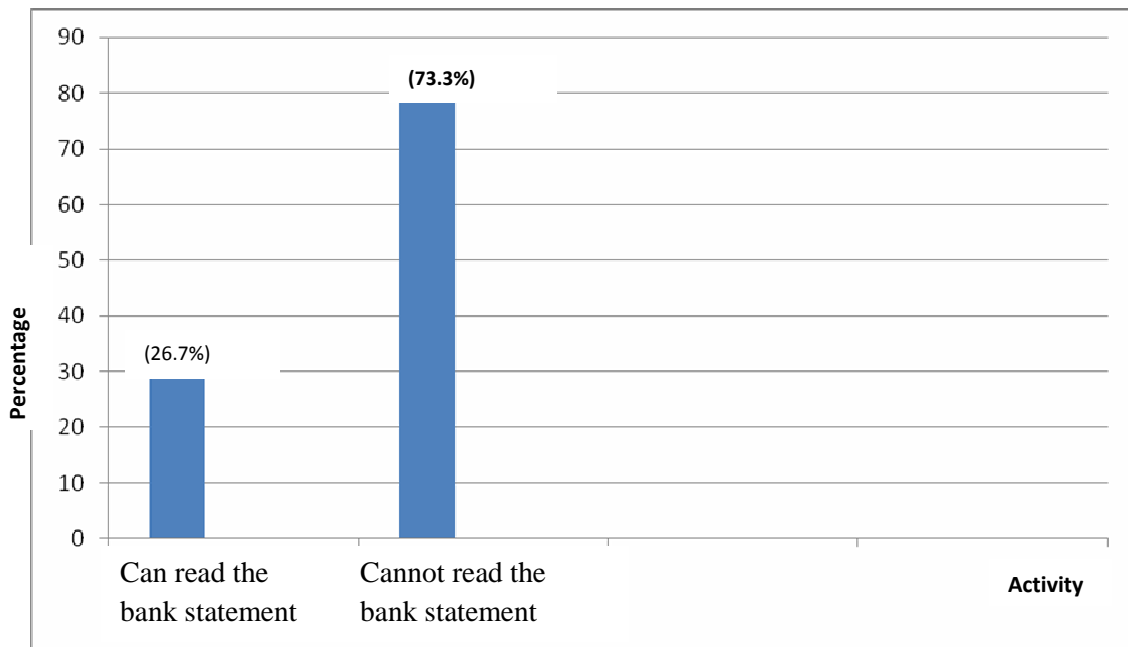


According to figure 4.10 (66.7%) of head teachers were not able to prepare balance sheet while (33.3%) were able to prepare it. Majority of those who were not able to prepare sighted lack of training in financial management and lack of interest to acquire knowledge during the training. They said it was easier for them to hire accountants to do the work. The headteachers lack accounting and auditing skills which could assist them to present information inform of balance sheet. They said they lacked formal education and

training in accounting and finance. This was possibly the reason why they could not prepare balance sheet.

Eighthly, the head teachers were asked if they could read the bank statement the responses are shown in the figure 4.11

Figure 4.11 Reading the Bank Statement



The analysis shows that (73.3%) of head teachers were not able to read the bank statement while (26.7%) were able to read it. This was made possible by the in service course conducted by the ministry of education on financial management, have Med and Bed in business studies and those with accounting background. Those who were not able to read sighted lack of interest and others had not attended any course on financial management. The headteachers are expected to have accounting finance and auditing

skills for them to be able to read the bank statement, which they did not possibly due to inadequate education and training in financial matters.

Ninthly, the headteachers were asked whether they could prepare school budgets, the responses given are shown in the figure 4.12

Figure 4.12 Preparation of School Budget

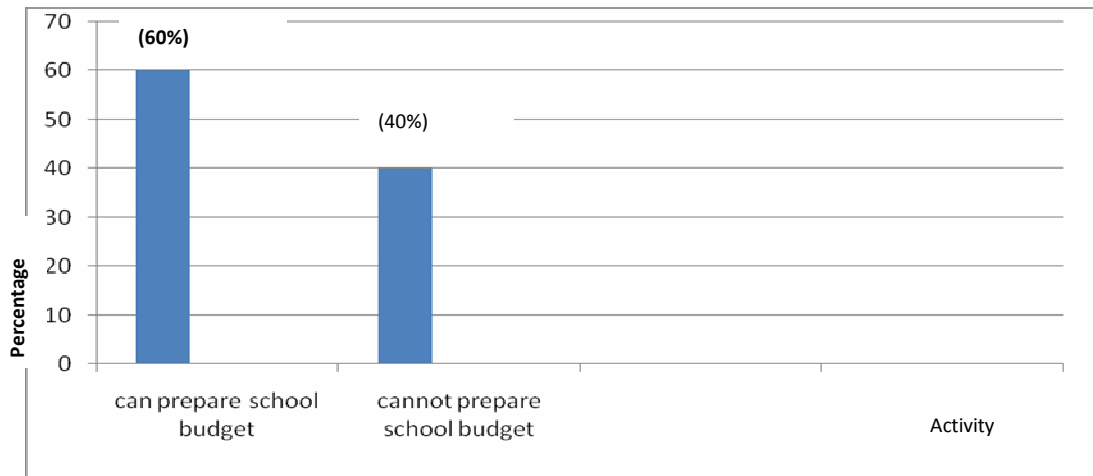
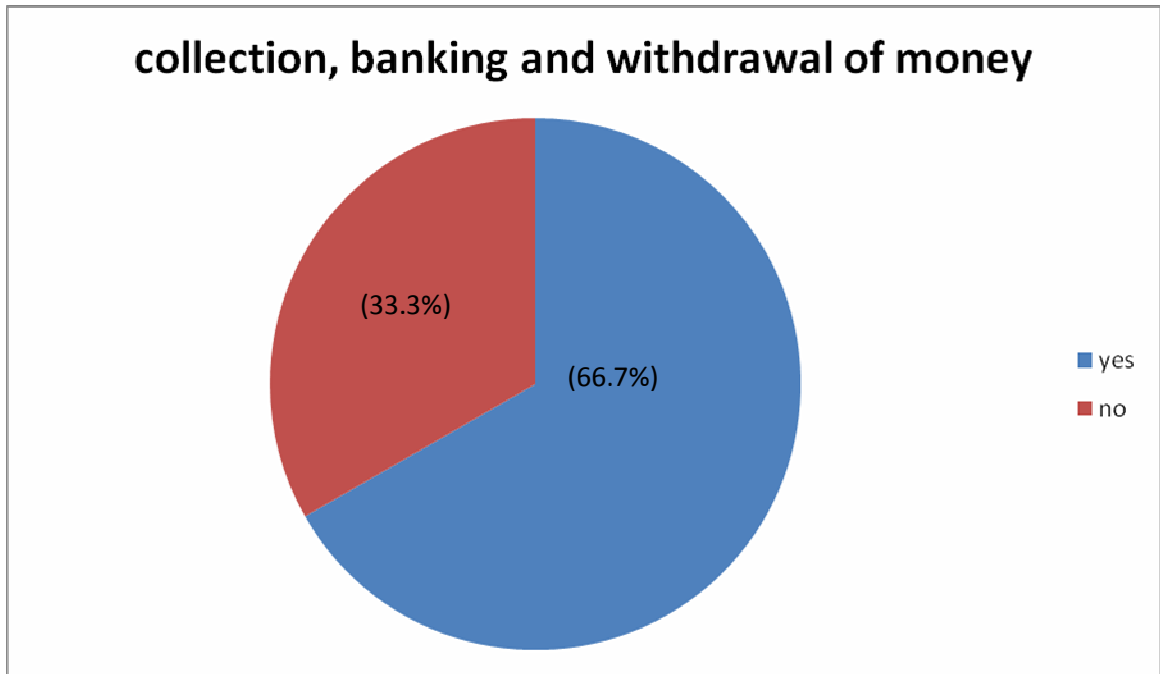


Figure 4.12 shows that (60%) of head teachers were able to prepare and read school budget while (40%) were not able to prepare it. those who could prepare praised the in service financial management courses conducted by the ministry of education and the exposure which enabled them to acquire experience in the preparation of budget. Most of those who could not prepare the school budget are young and lacked experience. Others had employed bursars and account clerks to do it for them. Inadequate training in financial management and lack of experience made it difficult for headteachers to prepare school budget. They need to be trained and the ministry to promote experienced teachers to head the schools to enhance financial management in schools.

4.4.9 Collection, Banking and Withdraw of Money

The head teachers were asked if they were responsible for collecting the money, banking it and withdrawing it from the bank, the responses given shown in the figure 4.13.

Figure 4.13 Collections, Banking and Withdrawal of Money



The analysis shows that (33.3%) of head teachers were responsible for collecting money from parents, banking it and withdraw it when required. This shows that there are weak internal controls in those schools. (66.7%) of head teachers were responsible for collecting, banking and withdrawing the money from the bank, in such schools there is strong internal control since the activity is done by different officials to counter check each other. In a strong internal control, different activities should be performed by different persons in the school. The headteachers should have auditing skills in order for them to allocate financial activities to different officials. He should ensure those

collecting school funds should not bank it and these also should not withdraw the money from bank for effective internal control.

4.4.10 Others responsible for collecting, banking and withdrawing money

The headteachers were asked to state persons responsible for collecting, banking and withdrawing money from bank if not the headteacher; the responses were computed into frequencies and their percentages calculated and the results presented in the table 4.8.

Table 4.8: Officials responsible for collecting, banking and withdrawing of money from bank if not the headteacher

Officer	Frequency	Percentage
Accounts clerk	1	6.7
Deputy headteacher	2	13.3
Bursar	11	73.3
School committee	1	6.7
Total	15	100

The table 4.8 shows that the majority (73.3%) of officials responsible for collecting, banking and withdrawing money from the banks if not the headteacher are bursars, (13.3%) of officers are deputy headteachers and (6.7%) of officials responsible for collecting, banking and withdrawing the cash was accounts clerks and school committee each. This indicate weak internal controls in the school since the three activities are

mostly carried out by bursars and therefore, there is little counterchecking of each officials activity by another to prevent fraud as recommended by Auditor in (2010) His audit report of (2010). This is not possible if the headteachers are trained in financial management skills and have required experience in financial records of the school.

4.4.11 Audit Report

The researcher sought to find out whether the respondents were able to read the audit report. The responses were computed into frequencies and their percentages calculated. The results are presented in the table 4.9.

Table 4.9 Ability of Head Teachers to Read an Audit Report

Audit report	Frequency	Percentage
Can read	15	100
Cannot read	0	0
Total	15	100

Table 4.9 shows that (100%) of the head teachers were able to read audit report which (0%) were not. The audit shows that all teachers sampled were able to read the audit report competently as recommended by Auditor in his report of 2010. The headteachers were able to read audit report possible due to fear of being accused for misappropriation of school funds. Also they said they had attended course on financial management

conducted by the Ministry of Education in which they acquired financial management skills. The training assisted them to read the report.

4.4.12 Headteachers action after reading the report

Asked the actions they took after they read the reports, the headteachers' responses are shown in the table 4.10.

Table 4.10 Actions taken by headteacher after reading the audit report

Action	Frequency	Percentage
Improve areas sighted	8	53.3
Put into practice	3	20
Discussion with relevant bodies	1	6.7
Share recommendations with stakeholders	3	20
Total	15	100

The analysis shows that the majority of headteachers (53.3%) improved the weak areas sighted in the report, (20%) of the headteachers had to put into practice by implementing all recommendations of the auditors contained in the audit report, (6.7%) of respondents (headteachers) discussed the content of the report with other relevant bodies such as school committee and the officers from the audit section of the ministry of education in the District and (20%) of the heads shared the recommendations contained in the report

with other stakeholders of the school which assisted in the improvement of financial management in the school as recommended by (Olembo and Kamerol, 1986).

The study found that all headteachers understandably attended recommendations of school auditors as per the audit report.

4.4.13 Financial Management Course Enrolled

Firstly, the respondents were asked to state financial management courses they had enrolled in the responses given are shown in the table 4.11.

Table 4.11 Head Teachers Enrolled in Various Financial Management Courses

Financial management course	Frequencies	Percentage
Financial accounting	3	20
Managerial accounting	1	6.7
Financial planning and controls	1	6.7
None	8	53.3
CPA	1	6.7
Financial management	1	6.7
Total	15	100

Table 4.11 shows (20%) of head teachers attended financial accounting course (6.7%) attended managerial accounting course, (6.7%) of teachers attended a course on financial planning and controls, (6.7) had done CPA and (6.7%) attended financial management course. The analysis shows that majority of head teachers (53.3%) did not attend any of the financial management courses. This was probably the reason why most headteachers

sampled were not able to perform financial management. This is against the recommendation of (Armstrong, 2001). Armstrong recommended that the headteachers needs to have human resource management skills because he is responsible for managing teachers, learners, parents and other stakeholders of the school. Inadequate professional skills make it difficult for headteachers to perform accounting functions in the school.

Secondly, the headteachers were asked to state how they had known the existence of the financial management courses. The responses were as shown in the table 4.12.

Table 4.12 To Identify Financial Management Courses

Source of course	Frequency	Percentage
News papers	2	13.3
University brochures	2	13.3
No information	8	53.3
Friends	2	13.3
Advert on media	1	6.7
Total	15	100

According to table 4.12 (13.3%) of headteachers used newspaper as the source of financial management course (13.3%) use university brochures as the source. Another (13.3%) got it from friends and another (6.7%) got it over advertisement on the media. the majority of headteachers (53.3%) had no idea of the financial management course, this was probably the reason why majority of headteachers (53.3%) in table 4.8 did not attend any financial course. Many of headteachers had not attended training in financial management because they were not aware of it. Others lacked interest since they were

about to retire so and they did not bother. They hire accountants to assist them prepare due to inadequate knowledge in financial management.

4.4.14 Headteachers Enrollment for Financial Management

The headteachers were asked to give reasons why they enrolled for financial management. The responses were computed into frequencies and percentages calculate. The responses were shown in table 4.13.

Table 4.13 Reasons why Head Teachers Enroll for Financial Management Course

Reasons	Frequency	Percentage
Enhance managerial skills	1	6.7
Desire to read more	4	26.7
Planning school finance	2	13.3
No idea	8	53.3
Total	15	100

The analysis shows that (26.7%) of headteachers attended financial management course because of desire to read more and further their education, (13.3%) attended the course in order to acquire knowledge (skills) which enable headteachers to manage finance, others (6.7%) attended the course in order to enhance managerial skills which enabled them to manage their schools. Majority of head teachers (53.3%) had no idea of why they had attended the course. They did attend because they were told to do so by the ministry of education and because the colleagues were attending. This was the reason why many head teachers could not perform financial management activities although they had

attended training in financial management. According to Maliyamkono and Sogba make it difficult for their future career.

4.4.15 Activities performed by headteachers before enrollment

Firstly, the headteachers were asked an open ended question on what they were doing before enrolling for financial management course; the responses are shown in the table 4.14.

Table 4.14 Headteachers work before enrollment

Action	Frequency	Percentage
Teaching and keeping books of accounts	7	46.7
Classroom teaching	8	53.3
Total	15	100

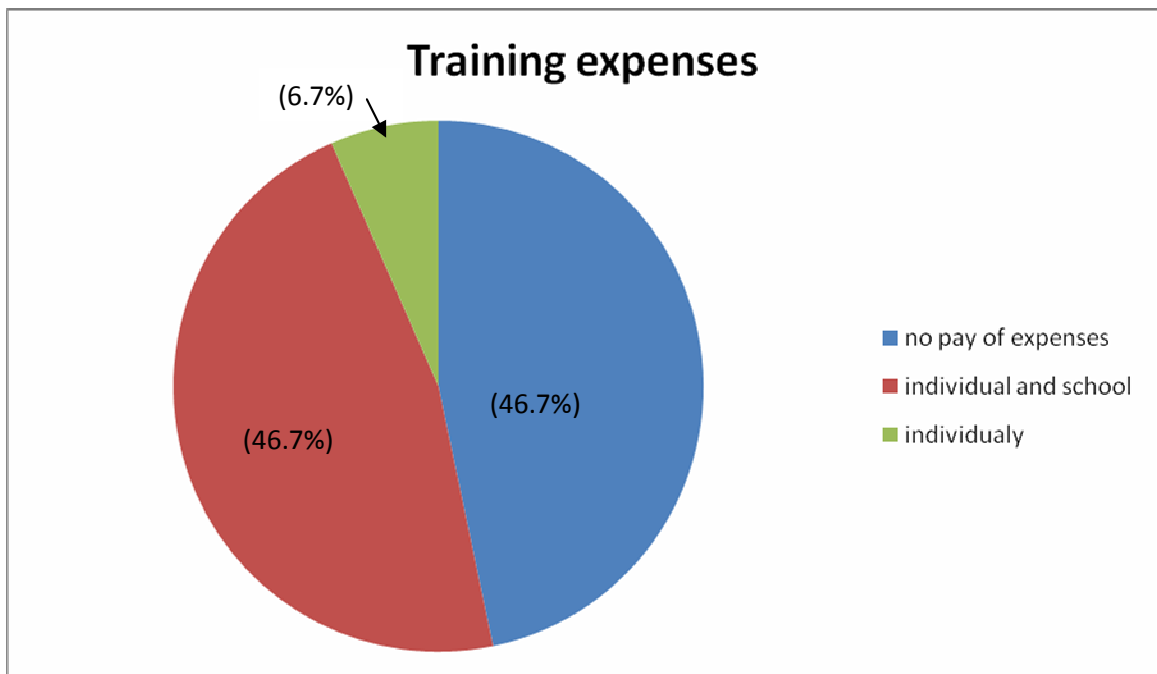
Table 4.14 shows that the majority of headteachers (53.3%) work before enrollment for financial management course was teaching and other supervisory duties while (46.7%) of them were teaching and keeping books of accounts.

This indicates that the majority of headteachers were not able to keep financial records in the school before they attended financial management courses conducted by the ministry of education. Only (46.7%) of them were able to keep financial records probably these are the headteachers who had acquired professional courses such as C.P.A, KATC and degrees in business studies. Most of headteachers concentrated on class teaching and

neglected their official duties. This is shown in the table 4.14. They said there are not motivated to learn new skills in accounting and finance.

Secondly, the headteachers were asked to state the source of finance to meet their training expenses, the responses were shown in the figure 4.14

Figure 4.14 Cost of Head Teachers Training



The analysis shows that (46.7%) of head teachers who attended financial management courses had to pay for courses out of their pockets, (6.7%) of headteachers had to share the cost with the school yet, (46.7%) of headteachers did not pay for the course. This is because they attended courses conducted by the ministry free of charge or did not attend. The headteachers paid for expenses of training which affected their attendance since they have families to care for. The attendance rose to 46.7% when the expenses are catered for

by the ministry. Training is necessary for headteachers to perform financial management activities.

Thirdly, the respondents were asked how they had rated their families and sponsors social economic status; the responses were shown in the figure 4.15.

Figure 4.15 Head Teachers or Sponsors Social- Economics Status

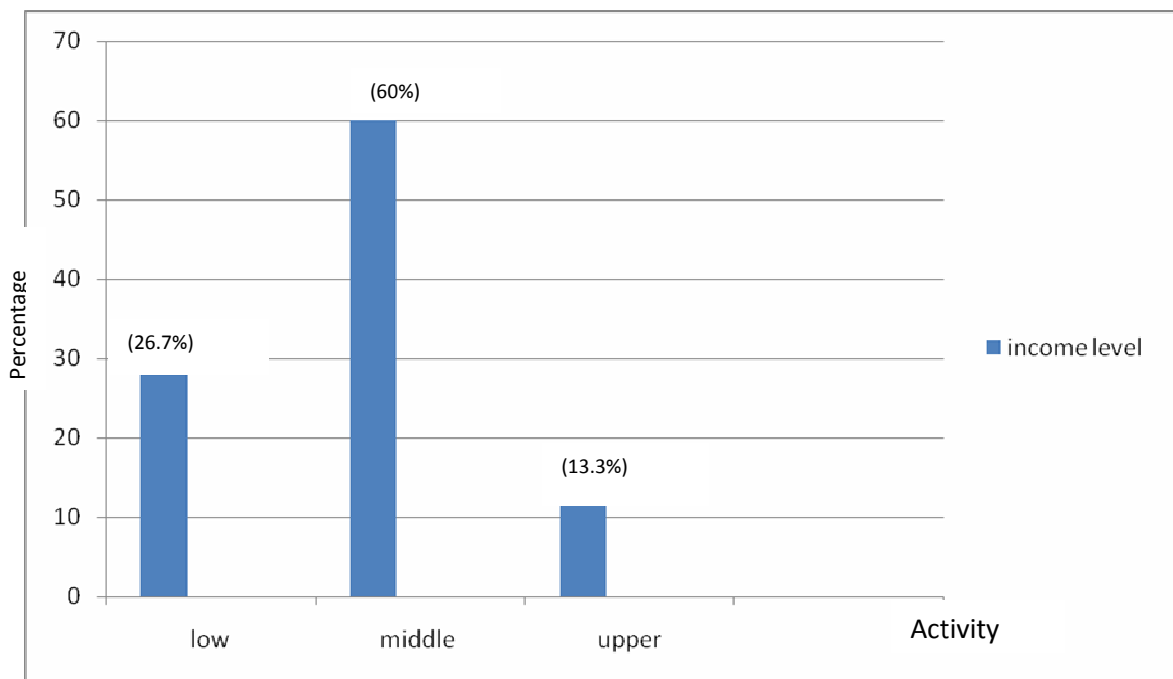


Figure 4.15 show that (60%) of head teachers are of middle income and middle social classes, (26.7%) of head teachers are of low income and status and a few (13.3%) of head teachers enjoy high income and high class status. The majority of head teachers were of middle class status that is why they were not able to pay for training expenses at university or other colleges. The income of headteachers affected their performance in financial management since they are motivated to embezzle the money to pay for the needs of the family. In addition, low income made them no concentrate on his official

duties effectively since he is out to look for money. This affected his training and performance of their duties.

4.4.16 Books of Accounts

The head teachers were asked to state persons who prepared books of accounts before they had attended a course in financial management, the responses were shown in the table 4.15.

Table 4.15 Officers Responsible for Preparing Books Accounts for the School

Professional	Frequency	Percentage
Head teacher	3	20
Hired accountant	7	46.7
School bursar	5	13.3
Total	15	100

Table 4.15 shows that majority of head teachers (46.7%) hired professional accountants to prepare the school accounts before attending financial management courses, (20%) of head teachers prepared school accounts by themselves those were headteachers who had degrees in business studies and had done professional courses such as CPA, (13.3%) of headteachers had school bursars and accounts clerks who prepared school accounts. These were schools which had employed bursars and accounts clerks. After the course the number of head teachers who could prepare school accounts raised considerably in

accordance with (Mbiti, 1974). Training and education is necessary for headteachers to perform their duties effectively and efficiently.

4.4.17 Centers where Books of Accounts are taken for Auditing

The study sought to find out where the head teachers took the books of accounts for auditing with the introduction of free primary education. The respondents (head teachers) were asked to name centers where books of accounts were taken for auditing, the responses were computed into frequencies and percentages calculated. The results are shown in the table 4.16.

Table 4.16 Centers where Head Teachers take the Books of Accounts for Auditing

Center	Frequency	Percentage
DEO	12	80
Private accountant	2	13.3
SMC	1	6.7
Total	15	100

Table 4.16 shows that the majority of head teachers (80%) took the books of accounts to district head quarters for auditing, (13.3%) of head teachers took them to private professional accountant and (6.7) of head teachers took them to school management committee for auditing. Majority of head teachers seemed to be aware of auditing procedures and were responsible to audit school accounts while others did not, possibly

they were newly appointed and lack basic training in financial management. (District audit report, 2010). The headteachers take the books of account to the district headquarters for auditing. Inadequate training and experience in accounting and auditing skills made them to hire accountants to prepare final accounts for auditing purpose.

4.4.18 Delegation of Financial Responsibilities

The study sought to find out whether the head teachers delegated financial activities of the schools. The respondents were asked whether they delegated financial responsibilities to other teachers in the school. The responses are shown in the figure 4.16.

Figure 4.16 Delegations of Financial Activities by Head Teachers



Figure 4.16 shows that (80%) of head teachers delegated financial responsibilities to other teachers including the deputy and bursars while (20%) of them did not. The

analysis shows that there is high internal control where financial activities involving collection, banking, withdrawal of money and authorization of payment for goods and services had been done by different officials. A few of the headteachers (20%) and bursars did these activities by themselves indicating weak internal controls in their schools in accordance with audit report of 2010. the headteacher is expected to delegate financial activities to different employees of the school. The personnel who collect the money should not be allowed to bank it; those who take it to bank should not be allowed to withdraw the money for control purpose. The headteacher is expected to be trained in financial management since he is accountable for this money. He should be able to prepare financial records.

4.4.19 Cancelled Receipts

The head teachers were asked what they did with cancelled receipts the responses were shown in the figure 4.17.

Figure 4.17 Actions Taken by Headteachers on Cancelled Receipts

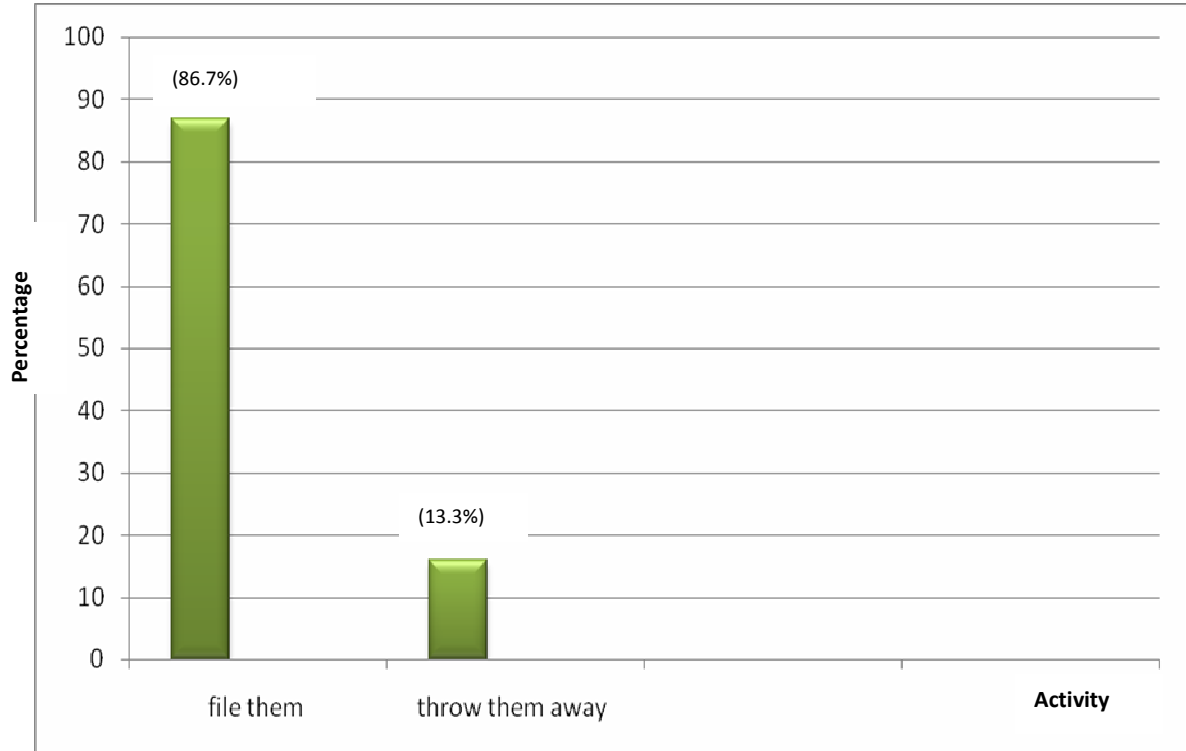
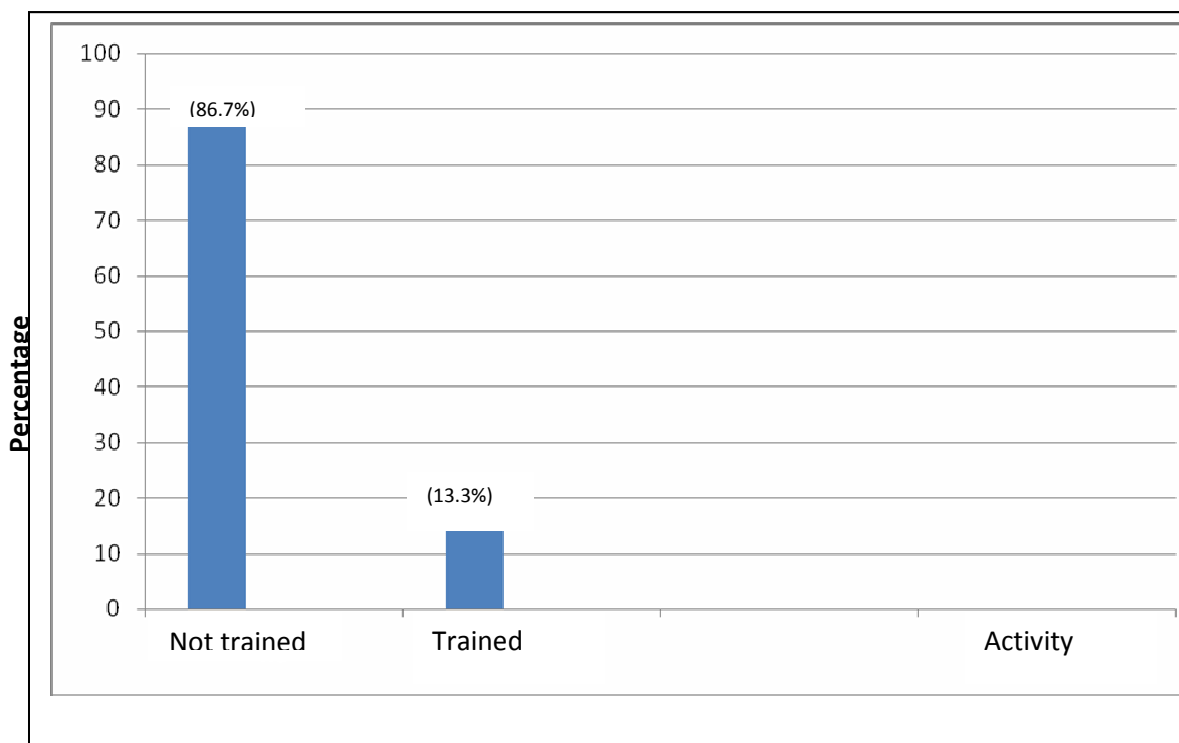


Figure 4.17 shows that majority of head teachers (86.7%) filled cancelled receipts for audit purposes while (13.3%) of them threw them away. Cancelled receipts had to be filled and produced to the auditors when they were needed for audit purpose. This was the requirement and majority of headteachers were aware of this because they attached them to the receipt book and kept them for auditing purpose. Few headteachers (13.3%) did not know how to treat cancelled receipts because they said they were supposed to be thrown away. The headteachers are expected to have been trained in financial management and in addition have the necessary experience from him to keep proper financial records. Basic knowledge and training of headteachers are necessary for performance of financial activities and financial record keeping (Mbiti, 1974).

4.4.20 Training in Finance and Accounting

The head teachers were asked whether they had undergone any training in finance and accounting other than being trained as a teacher. The responses are indicated in the figure 4.18.

Figure 4.18 Head Teachers Training in Finance and Accounting



From figure 4.18 the majority of headteachers (86.7%) had no training in finance and accounting while (13.3%) of headteachers had undergone training in them. Two of the head teachers' samples said they had studied accounts as an addition to teacher training. These were among 4 head teachers who were able to perform financial management activities mentioned in activity.4.3.8 as recommended by (Mbiti, 2010). According to capital theory advocated by Schuttz (1960) education and training raise the productivity

of headteachers. They should be trained in financial management skills to enable them keep proper books of accounts in the school. They should have basic accounting and finance skills to enhance their managerial functions of schools.

4.4.21 Procurement of School Properties

The respondents were asked to state the names of persons responsible to purchase the school properties, the responses were computed into frequencies and percentages calculated. The results are presented in the table shown 4.18.

Table 4.17 Headteachers Participation in Procuring the School Properties.

Officer	Frequency	Percentage
Headteacher	2	13.3
Headteacher and deputy	3	20
Account clerk	1	6.7
Store keeper	1	6.7
School committee	3	20
Bursar	1	6.7
Headteacher, Deputy headteacher, Bursar	2	13.3
Procurement committee	1	6.7
Headteacher and Bursar	1	6.7
Total	15	100

From the table 4.17 (20%) of headteachers said that school property was purchased by the headteacher and his deputy, another (20%) of them said, it was purchased by school management committee, 116.7% each said that the purchasing of properties was made by accounts clerk, store keeper, bursar, procurement committee and headteacher and bursar (13.3%) said school property was bought by headteacher and another (13.3%) of the headteacher said the purchasing of school properties was the responsibility of headteacher, deputy headteacher and the bursar. There is an effective control as more than one officer took part in purchasing the school property reducing chances of misappropriation of school property by officers in accordance with procurement and

disposal act and regulations put in place. The headteachers is expected to professional qualification which assists them to perform functions such as managing requisitions, receiving and inspecting goods stored.

4.4.22 Sources of School Funds

The headteachers were asked to state the sources of funds for their schools, their responses were computed into frequencies and the percentages calculated. These results were shown in the table 4.18.

Table 4.18 Headteachers Collections of Funds from various Sources

Source	Frequency	Percentage
Government grants, parents	9	60
Governments, parents, donations	2	13.3
Parents, government grants, C.D.F	4	26.7
Total	15	100

The analysis on the table 4.18 shows that (60%) of headteachers received grants from the ministry of education and levies from the parents, (13.3%) of headteachers received grants from the ministry of educations levies from the parents and donations from the well wishers. In addition (26.7%) of the headteachers sampled received grants from ministry of education, levies from the parents and constituency development funds (CDF)

The grants received from the ministry of education are the money sent to all public primary schools under free, primary education (FPE) to finance tuition, activities, books, pens, salaries and wages of employees working for school other than the teachers employed by working for school other than the teachers employed by TSC and to raise the standard and quality of education (quality assurance). The parents contribute funds to build classrooms and construct furniture. The school received funds from constituency development funds which assisted in the development of the school. The friends and old boys and girls who had interest in education give donation to the school. The headteachers did not mention other sources such as income from school farm and other properties. The headteacher is responsible and accounting officer for all these funds as is indicated by TSC act 2012 laws of Kenya, therefore he should be in possession of basic knowledge and qualification to assist him to perform these functions.

4.4.23 Goods Bought by the School

The headteachers (respondents) were asked to give the names of officers responsible for receiving goods and other properties bought by the school, the responses are shown in the table 4.19.

Table 4.19 Officers Responsible for Receiving Goods and other Properties Bought by the School

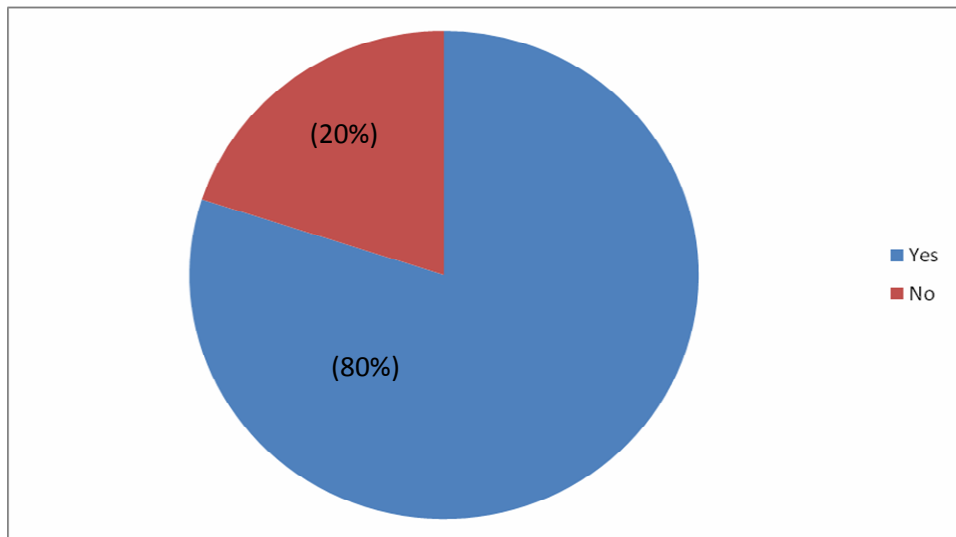
Officer	Frequency	Percentage
Headteacher	3	20
Bursar	4	26.7
Store keeper	5	33.3
Accounts clerk	2	13.3
Headteacher and his Deputy	1	6.7
Total	15	100

Table 4.19 shows that (20%) of officers who received the goods bought by the school were headteachers, (26.7%) of officers were bursars, (13.3%) of officers were accounts clerks. Also according to the study (6.7%) of officers who received the goods bought by the school was headteacher and his deputy and (33.3%) store keepers bought the school properties and goods. For proper stores control, different people had to be involved in purchasing, receiving and recording of stock and other properties of the school. The store keepers were the majority officers who received the goods, because it was their responsibility of handling stock and properties when they were bought but for control purpose several officers were involved. The headteacher should be trained in store procurement and be in possession of knowledge in finance and accounting to assist in performing the required resource management.

4.4.24 School Bursars / Account Clerks

The headteachers were asked whether, the school had employed a bursar or accounts clerks, the responses were shown in the figure 4.19

Figure 4.19 Employments of Bursar or Account Clerks by the School



The figure 4.19 indicate that the majority of the headteachers (80%) had employed bursars or account clerks while (20%) of headteachers had not. The accounting and financial management activities are done by headteachers where schools had not employed bursars or accounts clerks. This is in accordance to (Mbiti, 1974). The headteacher should learn from bursars and acquire basic training so that I can be able to deal with bursars and accounts clerks. The headteachers are accounting officers are responsible for any loss of school property.

4.4.25 Financial Management Functions in the School

The respondents (headteachers) were asked to name the officers who performed financial management functions if the school had not employed a bursar or accounts clerk, the responses are shown in the table 4.20.

Table 4.20 Officers Responsible for Financial Management Functions if the School had no Bursar or Account Clerk.

Officer	Frequency	Percentage
Headteacher	15	100
Others	0	0
Total	15	100

Table 4.20 shows that (100%) of respondents said the financial management functions were performed by the headteacher incase the school did not have bursar or account clerk. According to the study no other officer was involved in performing financial functions of the school, because it is a sensitive issue. This is according to Mbiti, 1974 who recommended that schools to employ bursar, account clerks to keep the books of accounts or the headteacher incase the school does not have one. The headteachers should have the required academic and professional qualification to perform financial functions in the absence of bursars and accounts clerks. He should have the necessary experience in finance and accounts.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introductions

This chapter highlights major findings obtained through analysis of data collected. From the findings the relevant conclusions are drawn and appropriate recommendations made.

5.2 The Summary of the Study

The main purpose of this study was to investigate the challenges affecting financial management in public primary schools with introduction of free primary education (FPE). The government decentralized financial management to individual schools, which made the headteachers abruptly face overcrowded classrooms, pupils from different backgrounds and ages, members of school management committee (SMC), parents and colossal amount of money, which has to be accounted for and audited annually.

The study looked at the type of training the headteachers went through before and after appointment to leadership. It sought to know the professional, experience of headteachers and the problems they faced in their effort to manage finance. It also aimed to establish if pre-service training in financial management was necessary before headteachers had attended any in service training in financial management.

In terms of methodology a descriptive survey to study was conducted. This is because the design would be used to gather qualitative and quantitative data. The target population consisted of 150 headteachers of public primary schools in Meru –central District of

Meru County. The researcher used headteachers for the main study and for pilot study. Simple random sampling was used to select the sample.

A questionnaire was developed to collect data, it was divided into parts A,B and C. part A mainly consisted with items concerning demographic variables and part B and C consisted of questions concerning the training of headteachers in financial management and the problems encountered by them.

A guided interview with headteachers was conducted to gather in-depth information on the problems experienced by them on financial management. After the instrument was provided and found reliable, it was administered to 15 headteachers. The questionnaire returns was 100 percent. The data was analyzed in frequencies and percentages. The results were discussed and the summary of findings was made.

5.3 Summaries of the Research Findings

Majority of headteachers (46.7%) had stayed in the current school for 6 to 7 years. The study showed that most of headteachers had overstayed in the same school as indicated by (83.3%) which indicated that they had experienced in operation of the school. Only (26.7%) had stayed in school for 2 years or less.

Almost all headteachers in the study had work experience of not less than 3 years. (6.7%) of headteachers had work experience in administration positions for less there 1 year. Younger headteachers seemed to cope more with changes while the older one

experienced problems in financial management activities such as posting to the ledgers, balancing the ledgers, drawing of trial balance, preparation of income and expenditure accounts and drawing financial statements.

Most of the head teachers were married which was revealed by (93.3%) indicating that most of them had one wife and husband. This showed that headteachers had family and the school responsibilities. Two thirds of primary schools were headed by male headteachers as shown by having (66.7%) in figure 4.1. this distribution had met the requirement of constitution. Both sexes faced similar problems, nothing was found to be peculiar to any gender. Most of headteachers age falls within 41 – 50 years which is indicated by (60%) of the respondents. No headteacher was found to be below 31 years of age.

Most of headteachers were university graduates (80%) and none of them was found to be below college level of education. Among the 12 graduates (26.7%) had masters. Most of the headteachers were Ats which is basically P1 graduates promoted on merit (46.7%), others have trained as Bed teachers from P1 level of training. Diploma consisted of 6.7%, Bed 53%, master 26.7% as illustrate by the table 4.6. Headteachers are encouraged to go for degree programmes to be empowered to encounter the challenges in education and be able to handle financial matters.

Less than (20%) of headteachers were not trained in financial management after the introduction of free primary education (FPE). This calls for mandatory requirement for 100% of headteachers to undergo the course. Only (80%) were trained in financial management. Due to inadequate training in financial management, the headteachers encountered problems in the following areas: drawing of ledgers (73.3%), balancing of ledgers (73.3%), preparation of trial balance (73.3%), preparation of income and expenditure account (53.3%) and extraction of balance sheet (66.7%).

Majority of headteachers (80%) delegated financial management activities. (13.3%) could throw away cancelled receipts and (86.7%) had no training in finance and accounting. Most of purchases of the school goods and properties were made by school committee, headteacher and his deputy (20%). Most of the funds were received from ministry of education and parent (60%) and the majority of headteachers had employed bursars and accounts clerks (80%). The headteachers were responsible for performing financial management functions where the school had not employed a bursar or accounts clerk (100%).

5.4 Conclusion of the study

Conclusion of the study were as follows:-

The headteachers were not adequately trained in book keeping, financial reporting, auditing and budgeting. They experienced problems in performing financial management activities such as drawing of ledgers, trial balance, preparation of income and expenditure accounts and balance sheet due to inadequate academic and professional qualification of

headteachers. After appointed as headteachers, less than 20% of the attended courses in financial management which made it difficult for them to prepare the school budget. Poor financial management was caused by inadequate education, training and experienced of headteachers in accounting, book keeping and lack of interest to learn financial management concepts and from the data collected on demographic information, the male headteachers dominated the leaderships of primary schools than the female but such gender issue does not affect the performance of the schools, irrespective of headteachers inadequate training in auditing skills.

5.5 Recommendations of the study

Based on the key findings, the study recommends the following:

1. The headteachers need to be adequately trained by Ministry of Education and professional qualified to enable them manage school finance effectively and efficiently.
2. The Ministry of Education should ensure that teachers experienced in auditing and accounting are appointed into headship.
3. The school managers should be trained in budgeting skills through in-service courses in order to improve their financial management in their schools.
4. Accounting and finance skills should be introduced to P1 Bed and Med colleges and universities in order to prepare the teacher trainee fro headship responsibilities.
5. The school auditors should be visiting schools to ensure there is effective controls operating and advice headteachers on how to keep proper financial records.

5.6 Suggestion for further studies

The following are suggestions for further research arising from the finding and conclusion of the study to be looked into.

1. Financial management appears to be a new to headteachers of primary schools, the study should be established to find the source of fear in handling finances and how it could be tackled by primary school headteachers.
2. The study on financial management should be done on other Districts since the headteachers diversity in knowledge, experiences and environmental are different.

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APPENDICES

APPENDIX 1

LETTER TO THE RESPONDENTS

Gitonga Nkoroi Lawrence,
University of Nairobi,
Department of Education,
Administration and Planning,
P.O Box 92,
KIKUYU.

30th January 2012

The respondents

Dear Sir/Madam

**RE: A QUESTIONNAIRE ON THE HEADTEACHERS ACADEMIC AND
PROFESSIONAL QUALIFICATION ON PUBLIC PRIMARY SCHOOLS
FINANCIAL MANAGEMENT**

I am a postgraduate student in the University of Nairobi pursuing a Master of Education Degree in Economics of Education and currently carrying out a research on headteachers academic and professional qualification on Financial Management in Public Primary Schools. Your contribution in the study will be important in highlighting problems facing financial management in our primary schools.

Kindly respond to all items as truthfully as possible and to the best of your knowledge. All respondents will be treated in confidentiality.

Thank you.

Yours faithfully,

Lawrence Nkoroi Gitonga

- a) Primary () b) Secondly () c) Teacher training college ()
- d) University () e) Any other (specify) ()

6. What is your professional level? (tick one)

- a) P1 () b) Diploma () c) BED () d) MED () e) ATS ()
- f) Any other (specify).....

7. i) Have you attended any in-service course on school financial management? (Tick one)

- Yes () No ()

ii) Which institution facilitated the course? (Tick one)

- a) Ministry of education () b) DEO's office ()
- c) Any other (specify).....

8. i) Did the course you attended assist you in understanding your duties? (Tick one)

- Yes () No ()

If yes in which ways?

.....

i) If no what were its short coming (problems)

.....

ii) Suggest ways the above problems can be overcome

.....
.....

PART TWO

9. Which of the following school financial management activities can you do? (Tick one)

- a. Writing of payment vouchers () b. Writing the data in the cashbook ()
- c. Drawing the ledgers (vote heads) () d. Balancing of ledgers ()
- e. Prepare trial balance () f. Prepare the income and expenditure ()
- g. Prepare balance sheet () h. Read the bank statement ()
- i. School budget ()

10. Are you responsible for receiving, banking and withdrawing of money from bank?

- Yes () No ()

If not who are responsible

.....
.....

11. Are you able to read the audit report? (tick on)

- Yes () No ()

If not what competencies/skills do you require?

.....
.....

12. After you read the audit report what action do you take

.....
.....

PART THREE

Interview schedule

13. a) What financial management course are you enrolled in

.....
.....

b. How did you get to know about this course?

.....

14. What specific factors led you to enroll for the course?

.....
.....

15. a) What were you doing before enrolling for the course?

.....
.....

b) Who is meeting your educational expenses?

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

c) How would you rate your family's or sponsor's socio-economic status?

Upper () Middle () Low ()

16. Before attending the financial management course who prepared the books of accounts for you?

.....
.....

17. Do you attend the recommendation of the school auditor?

.....
.....

18. Where do you take the books of accounts for auditing?

.....
.....

19. Do you delegate the financial responsibilities in the school?

.....
.....

20. What do you do to cancelled receipts?

.....
.....

21. Apart from being trained as a teacher have you undergone other training in finance and accounting e.g. CPA, KATC e.t.c.?

.....
.....

22. Who purchases the school properties?

.....
.....

23. What are sources of funds for your school

.....
.....

24. Who receives the goods bought by the school?

.....
.....

25. Have you employed accounts clerk or bursar?

.....
.....

26. If not who performs the accounting functions for the school?

.....
.....

APPENDIX III

RESEARCH CLEARANCE PERMIT

PAGE 2

PAGE 3

Research Permit No. **NCST/RCD/14/013/787**
Date of issue **22nd May, 2013**
Fee received **KSH. 1000**


THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution:
Lawrence Gitoroga Nkoro
of (Address): University of Nairobi
P.O. Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location
District
Province

Meru Central
Eastern

on the topic: Challenges affecting financial management in public primary schools in Meru Central District, Kenya.

for a period ending: 30th June 2013.



Applicant's Signature **Secretary**
National Council for Science & Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit

2. Government Officers will not be interviewed with-out prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GP6055(3mt10/2011)

(CONDITIONS—see back page)

APPENDIX V

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/767**

Date: **22nd May 2013**

Lawrence Gitonga Nkoro
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **10th May, 2013** for authority to carry out research on "*Challenges affecting financial management in public primary schools in Meru Central District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Meru Central District** for a period ending **30th June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Meru Central District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Meru Central District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".