

# FINANCIAL MANAGEMENT CHALLENGES FACING NEWLY APPOINTED HEADTEACHERS IN PUBLIC DAY SECONDARY SCHOOLS IN SIAYA SUB COUNTY, KENYA

<sup>1</sup>WASICHE NASENYA ROBINA, <sup>2</sup>DR MWEBI BENARD, <sup>3</sup>DR AJOWI JACK

<sup>1, 2, 3</sup> JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

---

**Abstract:** The purpose of this study was to find out the financial management challenges facing newly appointed head teachers in public day secondary schools in Siaya sub-county, Kenya. The objectives of the study were to find out procurement challenges facing the newly appointed head teachers, to examine the accounting challenges facing the newly appointed head teachers, to determine the budgetary challenges facing the newly appointed head teachers and find out the auditing challenges facing the newly appointed head teachers. The study used descriptive survey design and was influenced by Henry Fayol financial management theory of 2011. The theoretical framework was used to create awareness and understanding of the situation under scrutiny. The units of analysis were 27 secondary schools drawn from Siaya sub-county. The study targeted 27 head teachers, 27 deputy headteachers, 27 accounts clerks and 1 SQASO. Data collection instruments were questionnaires and interview schedules. The validity of the research instruments were established by expert judgment by two members of the department of Curriculum and Educational Management. Reliability of the instruments was addressed by piloting in 4 schools within the sub-county. Quantitative data was analyzed using descriptive statistics in the form of means, frequencies and percentages. Qualitative data was analyzed on the basis of emerging themes and sub-themes of the study. The findings of the study may be useful to the County Director of Education Siaya County to place mechanisms assisting newly appointed head teachers in public secondary schools become efficient and effective managers. The study may also help the newly appointed head teachers in equipping themselves with financial management skills. On the issue of procurement challenges facing the newly appointed head teachers, the study found out that school debt, frequent changes in policy, delay in FSE funds and influence from sponsors were the main procurement challenges. The financial accounting challenges were lack of accounting books, poor record keeping, fraud and theft and lack of financial skills. On the concern about financial budgetary challenges, the study found out that inadequate financial skills, influence from stakeholders, inflation and school debt were the budgetary challenges facing the newly appointed head teachers. The significant auditing challenges were delayed audit reports, ignorance of head teachers on financial skills, irregular auditing and doubling up of head teachers roles in schools. It was concluded that auditing challenges were the real issues affecting the newly appointed head teachers. It was therefore recommended that head teachers should undertake training on financial management that were very key in their new appointment. A study on preparation and induction of newly appointed head teachers would expound the understanding of the present study.

**Keywords:** Financial Management challenges, newly appointed head teachers, Public Secondary schools.

---

## 1. INTRODUCTION

### 1.1 Background to the study:

According to the United Kingdom (2009), financial management can be defined as a system by which the resources of an organization's business are directed and organized to support the organisation's goals. According to the report, good financial management is an essential element of strong corporate governance and forms part of the foundations of an organization, underpinning service quality and improvement and is the basis of accountability to stakeholders for the stewardship and use of resources. Factors that influence the management of finance must be understood well. If an organization fails to understand factors affecting management of finance a lot of energy and effort spent will fail to bring improvement in performance of an organization (Longenecker, *et al*, 2006). Public schools all over the world are funded by their governments and the financial management of each school determines its financial success and even its success.

In New Zealand, public schools depended on the Department of Education for their cash needs. The bulk funding of each school's operating grant and their teachers' salaries grant. The flexibility afforded in the allocation of their school's budget has the potentiality to enable school stakeholders to prioritize their educational needs. Principals controlled the budgetary process and the management of the school as decision makers is maintained by the routine nature of their approval process (Tooley, 2003).

In Zambia, government has created and regulated High School Education Boards (HSEB) linking upper and lower secondary schools with ministry offices and the local civil administration. HSEB members represent the district education office, the local administration, the school, the PTA, and meet on as needed basis to oversee financial and general school management. Zambia's PTA's are elected, rather than voluntary, and raise funds for school materials and activities and also for teachers' salaries (Bennel and Sayed 2002).

In addition, South Africa, as well, conflicts arise between governance bodies. Money is often the source of friction, contrary to others, South African parents fund approximately half of all expenditures in most government-aided schools (Bennel and Sayed 2002) and they battle with School Board Of Governors and School Management Trustees over school management. Due to huge amount of money channeled to public secondary schools, school heads themselves should be well conversant with financial management but a study revealed they need more and different kinds of training in areas which centre on better management of funds. This implies that every public school in Kenya should equip its financial managers with financial management training.

According to Onyango (2001), head teachers must ensure the budget is properly administered especially when incurring different form of expenditure. He argues that the head teacher is held responsible for financial accounting and auditing. This accounting is useful in order to control the already approved budget. It is his/her responsibility to ensure proper documentation of all financial transaction in different books of accounts e.g the ledger, journal, inventories, cashbook etc. He further notes that, with the assistance of the bursar or the accounts clerk, the headteacher should ensure internal auditing of school accounts is done. The condition of expenditure and receipts should be clearly shown.

The Kenyan government fund public schools therefore it is the responsibility of every secondary school management to manage its finances well. All public schools in Kenya are managed by the BOM appointed by the Ministry of Education, Science and Technology (Buchmann, 2000). Financial management in Kenya's public secondary schools is a very sensitive administrative task. Due to the fact that a lot of tax payers' money is capitalized in education, hence prudent management of such funds is needed so that the goals of education and institutional objectives are achieved optimally. However the school administrators who are entrusted with these funds are always faced with many challenges (Ongeri, 2012).

UNESCO(2000) notes that education system nearly everywhere are managed poorly and administered inefficiently. Despite the enormous expectations of school principals, many are not fully prepared for the task. The headship of secondary schools in Kenya is usually a product of the teaching force. Teachers who have spent ten years in service are usually appointed as principals and deputy principals of secondary schools. Thus years of experience remain the major yardstick for appointment into the position of principal as opposed to relevant skills and qualifications.

**International Journal of Novel Research in Education and Learning**

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

Public procurement is broadly defined as the purchasing, hiring or obtaining by any other contractual means of goods, construction works and services by the public sector (World Bank, 1995). The public procurement system is a set of rules that guide governments purchasing of goods, works and services however small or big. Arrowsmith and Trybus (2003), the last decade of the twentieth century had witnessed the start of the global revolution of public procurement laws in Central, Eastern and European countries were first enacted in the mid 1990s. Some countries like Argentina, Bangladesh, Ghana, Peru, Uganda have all introduced new procurement legislation (Macdonald, 2008).

Public procurement regulations in East Africa are fairly decentralized in public institutions and this gives many individuals a chance to participate in decision making as opposed to the past where procurement knowledge was confined to only a few individuals. In the 1970s, East African countries shared a common procurement manual that became outdated with the collapse of East African Communities (EAC) in 1977 (Odhiambo and Kamau, 2003).

Many developing countries are facing a problem of rapid changes in procurement which are imparting pressure on how the procurement function performs its internal and external processes in order to achieve its objectives (Wambui, 2013). Its implementation is perhaps driven by development partners who have focused on getting countries to implement a standard procurement law (Macdonald, 2008). The public procurement reforms currently focus on getting countries to implement a standard procurement law and system. This is a challenge that countries ought to cope up as pointed out by Thai (2001) that public procurement requirements and objectives imposed by policies and trade agreements. Such challenges in procurement reforms are beyond procurement regulations and include processes, methods, procurement organizational structures and workforce. Public procurement regulations are based on agreed upon donor requirements and the procedures should be consistent with international standards (MOE, 2007).

Proper management of school finances is pivotal to the successes of all educative teaching endeavours of any school. Equally important is financial accountability which is according to legislation a legal requirement at schools. Section 36 and 43 of the South African schools Act No. 84 of 2000 make it mandatory for schools to manage school funds and take responsibility to implement all necessary financial accountability processes. This implies ensuring effective, efficient, economical and transparent use of financial and other resources within the school, which includes taking appropriate steps to prevent any unauthorized irregular and fruitless and wasteful expenditure which in essence, implies being accountable for the school's finances (Republic of South Africa 2000). Robinson and Timperly (2000) define accountability as a condition under which a role holder renders an account to another so that a judgment may be made about the adequacy of the performance and point out that accountability is a moral or legal duty, placed on an individual, a group or an organization, to explain how funds, equipment or authority given by a third party has been used. In schools, this includes parents and the Department of Education. School financial accountability therefore stems from the notion of accountability reporting about school finances to school stakeholders.

Head teachers play a major role in the management of all school financial activities, which involve expenditure of the disbursed money. The money is obtained through sources such as fees, FSE, CDF, grants and donations. The head teacher is responsible for budgeting, accounting, auditing functions of financial management. The World Bank has long acknowledged the vital relationship between education and economic development (Leu and Bryner 2005). In developed countries like United Kingdom and Greece, financial management in education has been heavily centralized and its funding and general management delegated to ministry. In Greece there is bulk in legislative regulations arranging or designing school financial management which the head teacher should know or have access to (Argyropoulou, 2009).

For proper management of resources to adhere to the educational objectives in schools, Macharia (2000) states that education administrators must draw a budget to establish priorities of the organization. Irungu (2012) in his study notes that schools lack budgetary programme planning and budgeting systems, where plans are provided for obtaining educational objectives. The study established that head teachers made no attempts to measure the results of expenditure to determine whether the budget decisions have achieved desired results. However the study recommended intensive in-service courses for head teachers in financial management. The breakdown in communication of such central information poses a challenge to head teachers in financial management in schools and office costs.

Mestry and Grobler (2006), notes that South Africa has a shortage of head teachers with well-honed management skills. The head teachers are often not well prepared for tasks they must undertake and is neither given sufficient training to perform these tasks. The lack of financial skills leads to massive corruption and financial mismanagement, where as the

lack of financial resources lead to the retrenchment of educators. Such poor performance by head teachers is located in the schools themselves, in the match of goals, resources and expertise that enact and deliver educational programs. Auditing may be defined as the examination of financial statements covering the transactions over a period and ascertaining the financial position of an organization on a certain date in order that the auditor may issue a report on them. The head teacher serves as an internal auditor of the school. He must occasion the preparation of books of account for external audit at the end of each year (MOE, 2000). It is the head teacher's role to constitute a procurement committee to procure goods and services for a school. He has oversight role in supervising that the procurement of goods and services are done according to laid down procedures (MOE, 2000).

Macharia (2002), has noted that there have been many problems in schools with parents who have been kept in the dark over how much money was used complaining about financial mismanagement. There is need therefore need for schools to carry out proper financial accounting showing proper record and evidence of expenditure (Okembo 1992). Education managers must institute proper administrative structures for internal auditing within the school. The main aim of external auditing is to ascertain that the organization has complied with the stipulated financial control mechanisms, thus helps in recommendations regarding Inefficiencies and recommending for improvement or specifying shortfall, and giving suggestions for proper investigations.

Irungu (2012) revealed in his study that school books of accounts took many years to be audited and even at the time of auditing government officers and auditors were bribed and blinded that everything was well. However, due to shortage of auditors it was not possible to rush the audit exercise. It is important to determine the challenges facing head teachers in auditing to determine how these factors affect financial management in schools.

At a Kenya secondary school heads association annual general meeting in July 2007, principals lobbied for heads to be trained to make them effective managers (Lucheli, 2007). They further demanded that the position of school head teacher be professionalized and a clear policy on identification, selection, appointment and training of head teachers be set (Otieno, 2010). In fact Kahavisa (2003) in her study found out that there were no proper internal auditing set up in schools and that government auditing was irregular and therefore school funds could have been misappropriated. Mito and Simatwa (2012) in their study revealed that poor budgeting made it difficult for head teachers to effectively run schools as some were overspending on some vote heads and under-spending on some leading them into other problems such as misappropriation and mismanagement of school funds, a mistake punishable by interdiction and demotion as per the Teachers' Service Commission (TSC) code of regulations. The delay in disbursement of Free Secondary Education Funds was a challenge in school management as the settlement time of most transactions would not be met. Fee defaulting and late payment of fees, as a result of the high poverty index, posed a challenge to management as educational objectives are rarely achieved in a timely manner. In January 2010, as schools in Kenya were reopened for first term, shock hit the whole country as eleven secondary school head teachers were demoted in Nyanza province .

(The Standard Media Group, 2010). Four out of the eleven demotions occurred in Kisumu East district. The district experiences a problem of non – submission of books of accounts from schools on time, an indication that preparing such books is a challenge. A report by the district education office, Kisumu East (2010) posits that in the district head teachers face the challenges of financial mismanagement and misappropriation, student absenteeism, inadequate teaching and learning resources, teacher shortage and financial constraints.

It is the realization that head teachers of public secondary schools face challenges (Kisumu East, 2010) that calls for a study to establish the challenges. It seeks to come up with recommendations to enable head teachers overcome the challenges to promote efficiency and effectiveness in schools. It also seeks to ensure that opportunities of learners are utilized optimally to ensure reduced wastage rates.

### 1.2 Statement of the problem:

Head teachers play a crucial role in the education sector as they are responsible for the successful implementation of school curriculum, and also the supervisors of the whole school programme. For quality to be realized in the education sector, the school principals need not only be qualified as seasoned teachers, but also have sound managerial, communication, team building, financial management, community relations and interpersonal skills. However, some of the means by which principals are identified, appointed and trained do not prepare them adequately to become effective

**International Journal of Novel Research in Education and Learning**

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

managers and deal with the challenges they face while undertaking their job. As outlined by the Teachers Service Commission (TSC), some of the requirements for one to be selected as a school principal include, the appointee should be in Job Group 'M', served as a deputy head teacher for at least 3 years and having attended at least two KESI courses.

Every year the Teachers Service Commission appoints new principals to manage schools in Siaya Sub-County whenever vacancies arise due to natural attrition, demotion and resignation. The newly appointed principals are expected to perform their duties efficiently and effectively just like long serving experienced principals yet they are generally limited in most areas of operation like financial, personnel, students and curriculum management. In Siaya sub-County for example, a number of teachers have been deployed to the position of leadership on the basis of their good teaching records and having been deputy head teachers for at least 3 years, with very little consideration on whether one has been trained on managerial skills or not.

More than 10 secondary school head teachers have been reshuffled by the Teachers Service Commission in Siaya county in a bid to enhance education standards (TSC County Director, Siaya, Daniel Cherutoi, 9<sup>th</sup> January 2015). The study therefore explored the financial management challenges facing newly appointed head teachers in public day secondary schools in Siaya sub county and provide recommendations that would enable them become efficient and effective managers.

**1.3 Purpose of the study:**

The purpose of this study was to find out the financial management challenges facing the newly appointed head teachers in public day secondary schools in Siaya sub county, Kenya.

**1.4 The objectives of the study:**

The objectives of the study were:

- (i) to find out the procurement challenges facing newly appointed head teachers ;
- (ii) to establish the financial accounting challenges facing the newly appointed head teachers;
- (iii) to determine the financial budgetary challenges facing the newly appointed head teachers;
- (iv) to examine the auditing challenges facing the newly appointed head teachers.

**1.5 Research Questions:**

The research was guided by the following research questions:

- (i) Which procurement challenges do the newly appointed head teachers face in their schools?
- (ii) What financial accounting challenges do the newly appointed head teachers face in their schools?
- (iii) Which budgetary challenges do the newly appointed head teachers face in their schools?
- (iv) What auditing challenges do the newly appointed head teachers face in their schools?

**1.6 Significance of the study:**

The findings of the study may provide valuable insights to the government, MOEST, planners, school head teachers, school BOM, development partners and the community on the financial management challenges facing the newly appointed head teachers.

To the head teachers and teachers, the findings may act as a self assessment tool. To the school boards of management, study findings may help them to devise strategies to improve on their management duties and functions. The study may help the DQASOs during their visit to schools to give proper guidance to the school managers on the best practice approaches of handling the emerging challenges related to financial management. The study findings may also help donors and other well wishers in establishing the ways of improving the program. The data collected will add on the body of knowledge of secondary education financial management and education change management besides filling gaps in research which can provoke other researchers to do similar studies in other regions or levels of education . It may also be useful to prospective head teachers in Siaya County to equip themselves with necessary skills required for effective management.

### 1.7 Assumptions of the study:

The following were the assumptions of the study

- (i) That there are procurement challenges facing newly appointed head teachers
- (ii) That there are financial accounting challenges facing newly appointed head teachers
- (iii) That there are financial budgetary challenges facing newly appointed head teachers;
- (iv) That there are auditing challenges facing newly appointed head teachers.

### 1.8 The scope of the study:

The study focused on finding out the financial management challenges facing the newly appointed head teachers in public day secondary schools in Siaya sub- county. The study focused on the financial procurement challenges, financial budgetary challenges, financial accounting challenges and financial auditing challenges.

### 1.9 Theoretical Framework:

The study was based on Henry Fayol principles of management theory which its concepts and principles are common in situations of educational administration in Kenya. Henry Fayol (1841-1925) as cited in Cole and Kelly (2011).Fayol prefaced his famous definitions of management by stating what he considered to be the key activities of any industrial undertaking. He outlined six such key activities as follows,technical,commercial,financial,security,accounting and managerial.Fayol explained that the first five were all interdependent to some extent and there was no single one which was concerned with broad planning and resourcing. To manage, said Fayol,is to forecast and plan to organize to command, to coordinate and to control. He saw forecasting and planning as looking to the future and drawing up a plan of action .Organizing is seen in structural terms and commanding was described as maintaining activity among the personnel in Kenyan education system with the accountants, clerks and bursars. Co-coordinating was seen as especially a unifying activity, controlling meant ensuring that things happen in accordance with established policies and practices.

It's important to note that Fayol did not see managerial activities are part and parcel of the total activities of an undertaking. Having said this, it is equally important to point out that Fayol's general principles of management take a perspective which essentially looks at organizations from the top downwards, in financial management, the principal authorizes all payment. The principles provide a foundation and a framework for us to explore the practice of management and analyze organizations. Since no management approach provides universally applicable principles of management, today's managers must take those ideas, from the different approaches which best suit the particular requirements of their culture, school and their job. Using the theory the study sought to unearth the financial management challenges facing the newly appointed head teachers in public day secondary schools in Siaya sub county.

## 2. LITERATURE REVIEW

### 2.1 The procurement challenges facing newly appointed head teachers:

Public procurement is broadly defined as the purchasing ,hiring or obtaining by any other contractual means of goods, construction works and services by the public sector(Worldbank,1995).The public procurement system is a set of rules that guide governments purchasing of goods ,works and services however small or big .Arrow smith and Trybus (2003),the last decade of the twentieth century had witnessed the start of the global revolution of public procurement laws in Central ,Eastern and European countries were first enacted in the mid 1990s.Some countries like Argentina ,Bangladesh ,Ghana ,Peru ,Uganda have all introduced new procurement legislation (Macdonald 2008).Public procurement regulations in East Africa are fairly decentralized in public institutions and this gives many individuals a chance to participate in decision making as opposed to the past where procurement knowledge was confined to only a few individuals. In the 1970s ,East African countries shared a common procurement manual that became outdated with the collapse of East African communities(EAC) in 1977.Thereafter ,each country reverted back to individualized procurement systems(Odhiambo and Kamau,2003).Between 1969 and 1978,the procurement system was regulated by treasury circulars/ Government of Kenya(GoK).

Many developing countries are facing a problem of rapid changes in procurements which are imparting pressure on how the procurement function performs its internal and external processes in order to achieve its objectives (Wambui,2013).Its implementation is perhaps driven by development partners who have focused on getting countries to implement a standard procurement law(Macdonald,2008).The public procurement reforms currently focus on getting countries to implement a standard procurement law and system..This is a challenge that countries ought to cope up with as pointed out by Thai(2001) that public procurement requirements and objectives imposed by policies and trade agreements .Such challenges in procurement reforms are beyond procurement regulations and include processes ,methods ,procurement organizational structures and workforce .Public procurement regulations are based on agreed upon donor requirements and the procedures should be consistent with international standards(MOE,2007).

The implementation of stipulated public procurement structures could determine implementation or non implementation of public procurement regulations .Failure to implement the regulations could result to single sourcing of goods and services in public secondary schools in Kenya .The procurement structures charged with procurement roles include a procurement unit and committees charged with different procurement roles which include a tender committee, a procurement committee, ,technical and evaluation committee and the disposal committee(Republic of Kenya,2007).Public procurement entails confirming the availability of funds and ensuring that the estimates are realistic. Technical advice should be sought where required and the estimate is based on update information (Republic of Kenya,2006).

The implementation of public procurement regulations in public secondary schools may be determined by the exposure of the head teacher to management training. .Head teachers need self-renewal as well as sound managerial skills to help them to be more active in their duties .If provided with relevant skills, such training in procurement will however ensure adherence to procurement procedures(Wambui,2013) hence a realization of proper implementation of public procurement regulations. Lack of training may lead to malpractices in the implementation of public procurement regulations in schools.

Induction of members of different committees may determine implementation of public procurement regulations in schools .(Republic of Kenya,1998) stipulates that in service training and support services in Kenya are offered by Kenya Education Staff Institute(KESI) presently Kenya Medical Staff Institute(KEMI).Mullins(2008) says that training is a major influence on the success of any institution .Makori(2008) observed that training retraining are important aspects of implementation when an organization shifts to a strategy requiring different skills ,managerial approaches and operating methods .Thus proper induction and training of committee members on public procurement regulations is likely to enhance the performance in public secondary schools .According to Wambui(2013),the ability to realize procurement goals is influenced by both internal and external forces. If a school has huge fee balances or arrears, the school could be operating on a deficit budget and may be forced to priorities what to procure. If a school has enough funds ,it could be able to operate on budgets hence able to purchase what is required.

At a Kenya Secondary School Heads Association (KSSHA) annual general meeting in July, 2007, head teachers lobbied for the newly appointed heads to be trained through Kenya Education Staff Institute (KESI) so as to make them effective managers (Lucheli 2007). They further demanded that the position of school headship be professionalized and a clear policy on identification, selection, appointment and training of heads be set (Otieno, 2010).

A study done on the problems facing newly appointed head teachers in Kenya revealed that they face challenges such as failure by students to pay schools and buy school related items, shortage of school equipment and physical facilities, lack of staff accommodation, lack of land for expansion, money matters . However, heads are exposed to many challenges in financial management as the existing preparation measures and support for head teachers in financial management are basically weak and do not sufficiently prepare potential head teachers for responsibilities in financial management (Irungu, 2002).

As Mojomi (2008) notes, their ill preparedness for managerial duties prior to their appointments have made school heads vulnerable to making blunders which sponsors capitalize on to the demand of their removal. The Standard Media Group (2010), 11 secondary schools head teachers in the then Nyanza Province were demoted due to ineffectiveness as school heads. This was contributed to by the fact that all these heads were not well prepared to take up the task. In Siaya sub-county, there are a total of 40 secondary schools and since majority of these schools are recently established, the head teachers are also new. There are 8 new schools which are still in their first 5 years of establishment. The head teachers in these schools face challenges characterized by issues such as inadequate teaching and learning resources, students' absenteeism, teacher absenteeism, non-committed staff, financial constraints and teacher shortage.

Furthermore, the situational characteristics of a school also has a direct impact on beginning heads effectiveness in administration (Bush and Oduro, 2006), argues some of the challenges for new principals are as a result of working in poorly equipped buildings with adequately trained staff, one characteristics similar to majority of schools in Siaya sub-county. This findings concur with that of Leu and Byren (2005), who did a study in six Sub Saharan countries namely; Ghana, guinea, Ethiopia, Tanzania, Uganda and Madagascar and found out that parents were reluctant to pay fees and again it is the heads who must ensure that the fees is paid. Mobegi, Ondigi and Simatwa (2012) did a study in Kenya in Gucha district on factors contributing to financial mismanagement and misappropriation in public secondary schools. The study employed descriptive research design. The study population consisted of 126 headteachers,126 heads of departments,126 BOM chairpersons,126 bursars,1011 teachers and 10 quality assurance and standards officers .Stratified random sampling technique was used to select 5 boarding schools,37 day schools,42 headteachers,42 bursars,42 heads of departments,42 BOM chairpersons,337 teachers while purposive sampling was used to select 10 quality assurance and standards officers .Data was collected by use of questionnaires ,in-depth interviews focus group discussions and observation forms .

Quantitative data collected through questionnaires and observation checklist were analyzed using descriptive and inferential statistics in form of means, frequency counts, percentages and correlation. Qualitative data collected through interviews, open ended questions were transcribed, organized into themes and sub themes as they emerged in an ongoing process. The findings of the study showed that the level of financial mismanagement in secondary schools was high and thus major stakeholders involved were head teachers, BOMS, sponsors ,auditors and school bursars. In schools ,there were major forms of financial mismanagement which included exaggerated travelling allowances, unauthorized purchase of personal gains, visiting schools frequently and given allowances ,exaggerated prices of repairs, contracts awarded to a related party ,exaggerated prices for school items .Major forms which contributed to financial mismanagement included corrupt mode of promotion ,lack of financial training ,weak board of management, weak internal control mechanisms .irregular auditors ,lack of qualified bursars and interferences from the sponsors .From the study it was concluded that all forms of mismanagement and misappropriation were as a result of stakeholders who did not understand their role or ignored their roles.

A study by Kalai,(2014) in Migwan district,Kenya sought to establish the determinants of implementation of public procurement regulations by head teachers in public secondary schools. The study was conducted in 27 secondary schools. The study employed descriptive research design and used questionnaires for 27 headteachers,27 deputy headteachers,27 accounts clerks, members of the procurement committee and district schools auditor. Simple random sampling procedure was used to select the procurement committee members. Data was presented by use of frequency tables and percentages. The study established that there are key determinants that need to be put in place for effective implementation of procurement rules and regulations. These include the establishment of procurement committee, exposure of the head teacher to management training ,induction to the members of the procurement committee.

As Mosomi (2008) notes, the ill preparedness in managerial duties prior to their appointment have made school head teachers vulnerable to making blunders which sponsors capitalize onto to demand for their removal. In January 2010, as schools in Kenya were reopened for first term, shock hit the whole country as eleven secondary school head teachers were demoted in Nyanza province (The Standard Media Group, 2010). Four out of the eleven demotions occurred in Kisumu East district. The district experiences a problem of non – submission of books of accounts from schools on time, an indication that preparing such books is a challenge. A report by the district education office, Kisumu East (2010) posits that in the district head teachers face the challenges of financial mismanagement and misappropriation, student absenteeism, inadequate teaching and learning resources, teacher shortage and financial constraints. It is the realization that head teachers of public secondary schools face challenges (Kisumu East, 2010) that calls for a study to establish the challenges. It seeks to come up with recommendations to enable head teachers overcome the challenges to promote efficiency and effectiveness in schools. It also seeks to ensure that opportunities of learners are utilized optimally to ensure reduced wastage rates. This study therefore intends to find out the financial management challenges facing the newly appointed head teachers in public day secondary schools in Siaya sub county, Kenya.



## International Journal of Novel Research in Education and Learning

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

### 2.2 Financial accounting challenges faced by newly appointed head teachers in public day secondary schools:

A report by the Comptroller and Auditor General on financial management in the department for children, schools and families in the UK (2009) indicated that the department is committed to good financial governance and has taken steps to identify and remedy weaknesses. The department is seeking to promote better financial management in schools and has defined the standard of financial management which schools should achieve as part of the new arrangements for school funding introduced from 2006-07. The financial management standards in schools was introduced as part of the new arrangements for school funding from 2006-2007. The standard is a statement of the principles to be achieved. This is expected of a school that is well managed financially, covering leadership and governance. The standard recognizes that schools have different levels of management of resources and are organized differently.

The UK challenges after introducing financial management standards in their schools is an important lesson in Kenya which should be emulated by the Ministry of Education by putting in place its own financial management standards (Holmes and Alstar 1993). Such a financial management standard should encompass leadership and governance. People management, policy and strategy, partnership and resources and processes compliance with the standard should then be measured by schools self assessment and by external assessment programs. School head teachers should confirm that their schools are complying or taking steps to comply with the standards and sign a declaration at the end of each financial year advising on what arrangements are in place to ensure that their schools meet the standard and to remedy any shortfalls.

Head teachers play a major role in the management of all school financial activities which involve the disbursement of money. The money is obtained through various sources such as fees. According to Orlesky (1984), financial management determines the way the school is managed and whether or not the school will meet its objectives. The head teacher is responsible for accounting. Financial reports usually need accounting and its products such as organization's annual reports as a platform upon which to build many decisions and activities. Organizations must follow specific rules and formats of presentation for their annual reports and financial statements. The key accounting event for any organization is the publication of the annual report which records the financial performance over a book year. Financial reports help managers to discuss results and spending and performance against budget, they usually work from management reports which have been prepared by the school accountants using accounting information systems. Cole and Kelly (2011) in their study established that organizations may create and adopt a number of statements to communicate the corporations view on the subject of ethics. They stipulated common issues in business ethics to be included (transparency and accountability).

The government of Kenya established the Kenya Education Staff Institute (KESI) to offer in service training for the heads of educational institutions including head teachers of secondary schools (Republic of Kenya 2013). In 2005 Education sector report, the MOEST included one of its objectives to enhance equity and quality in primary and secondary education through capacity building for 45 000 education managers by 2015 (Republic of Kenya 2005). It is worth noting that the fast and rapid expansion of education has further led to the appointment of heads that have little experience to fit them completely into work they are required to do and this is a major cause of ineffective leadership in schools.

A survey research done by Mobegi, Ondigi and Simatwa (2012) established that weak accounting control mechanisms were major factors contributing to financial mismanagement and misappropriation in schools. Bursars and accounts clerks were mostly unqualified and therefore unable to prepare books of accounts. Head teachers were not in a position to identify wrong entries and anomalies in financial records if done by the bursars or accounts clerks. It was revealed that due to the incompetence of head teachers and bursars, head teachers took books of accounts to other qualified accountants to update them to fit their interests. They however noted that fee defaulting and late payment of fees affects financial management in schools. Head teachers are not able to plan effectively and sometimes send students home to collect school fees.

Newly appointed head teachers face many challenges in financial management as the existing preparation measures and support for head teachers in financial management are basically weak and do not sufficiently prepare potential head teachers for responsibilities in financial management (Irungu 2012). Some of these challenges that the newly appointed heads face in schools are brought about by the means by which new head teachers are identified, appointed and trained which do not prepare them to become effective managers (Otieno 2012). The tradition of identifying and appointing new

head teachers has been based on good classroom teaching, active participation in co-curricular activities and teaching experience which has resulted into effective leadership and subsequently a number of challenges in management of secondary schools (Komothe 2008).

Their ill preparedness for managerial duties prior to their appointments have made secondary school head teachers vulnerable to making blunders which sponsors capitalize on to demand for their removal (Mosomi,2008). A research by Mobegi, Ondigi and Simatwa (2012) established that Gucha district experienced 47 cases of mismanagement and misappropriation of funds 2008 to 2009 .The posting of excess collection in a specific vote head leads to mismanagement of funds .The delay in disbursement of free secondary funds is a challenge to the head teachers of schools. Such delays hinders effective running of schools and it puts heads in a very awkward position as most transaction settlements time would not be met.

The financial year of the government ends in June and so delay in disbursing such monies leads to financial accounting challenges. Fee defaulting and late payment of fees as a result of the high poverty index posed a challenge to management as educational objectives are rarely achieved in a timely manner. These findings concur with that of Leu and Bryner (2005) who did a study in six sub Saharan countries namely, Ghana, Guinea, Tanzania, Ethiopia, Uganda and Madagascar and found out that parents were reluctant to pay fees and again its heads who must ensure that fees is paid

The head teachers training workshop by KEMI did not equip the few who attended with the adequate financial and accounting skills. The long duration of stay by head teachers in one school, low salaries and incentives given to head teachers and not involving teachers in financial management also contributed to financial challenges in schools. Kitavi and Westhuizer did a study on problems faced by beginning principals in Kenya while Bush and Oduro (2002) did a study on preparation of and induction of new head teachers in Africa. They both found out that head teachers face financial challenges in management. The current study will focus on the financial management challenges facing the newly appointed head teachers in public day secondary schools in Siaya sub county, Kenya.

### **2.3 Budgetary challenges facing the newly appointed head teachers:**

Head teachers play a major role in the management of all school financial activities, which involve expenditure of the disbursed money. The money is obtained through sources such as fees, FSE, CDF, grants and donations. The head teacher is responsible for budgeting, accounting, auditing functions of financial management. The World Bank has long acknowledged the vital relationship between education and economic development (Leu and Bryner 2005). In developed countries like United Kingdom and Greek, financial management in education has been heavily centralized and its funding and general management delegated to ministry. In Greek there is bulk in legislative regulations arranging or designing school financial management which the head teacher should know or have access to (Argyropoulou, 2009).

Principals are chief custodians of school finances and are instrumental in the implementation of approved budgets .Studies done by Motsamai,Lynnette and Corene (2011) found that in Mafeteng,as in all districts in Lesotho ,principals have to administer and manage their schools .Among other things ,principals have to carry out financial management of their schools .According to section 21 of the Education Act of 2010 (MOEST 2010),the principal is the chief accounting officer of the school and is responsible to the management committee or school board for the control and use of school funds shall maintain or cause records of income and submit it to the school board for approval. A school's financial management is the execution by a person in position of authority of those management actions (regulated tasks) connected with the financial aspects of schools and having the sole purpose of achieving effective education (Collins 2013).

Similarly in Kenya, Ochieng (2014) carried out a study to establish the challenges facing head teachers in financial management in public secondary schools in Kisumu. It targeted 41 public secondary schools principals. Data collection tools included a questionnaire for headteachers,deputy head teachers and bursars and an observation tool for head teachers and an interview schedule for the district schools auditor. A total of 93 respondents filled and returned the questionnaires. An observation tool was used in 32 public secondary schools whereas 1 interview schedule was used on the district schools auditor, to confirm the data collected. Quantitative data collected through questionnaires and observation checklist were analyzed using descriptive statistics in forms of means, frequency counts, percentages and correlation. Qualitative data collected through themes and sub themes as they emerged. The study confirmed the urgent need to examine the financial management curriculum at university level and diploma teachers training level to improve relevance and competence. It further confirmed the need to ensure the Kenya Education Management Institute adequately and effectively trains head teachers in financial management practices were wanting.

A school's financial management is the execution by a person in a position of authority of those management actions (regulated tasks) connected with the financial aspects of schools and having the role purpose of achieving effective education. Joubert and Bray (2007) describe a school's financial management as the performance of management actions connected with the financial aspects of a school for the achievement of effective education. The common factor in these definitions of financial management is that a connection is made between the management tasks and the financial aspects of a school. The implication is that the management of school finances involves the task of planning (budgeting), organizing (coordinating), leading (communicating and motivating) as well as controlling (auditing) (Clark, 2007). Training in or even having working knowledge of financial management is not considered a pre-requisite for appointment to the position of principal which tends to affect them in performing financial management duties. Consequently, principals are lacking the necessary management skills and especially financial management skills.

The mismanagement of funds principals always leads to shortage of funds in schools as in money is not available for the purchasing of necessary books, equipment and so forth. The planning of school finances usually begins with the drafting of a budget where budgeting is an ongoing and dynamic process that is typically marked by regular phases such as planning, needs assessment and priority setting. Budgeting is a forward looking process which should be guided by the school's vision for the future and a realistic assessment of the risks (Clark 2007, Du preezet *et al* 2003).

Budget's purpose can be summarized as assisting systematic planning, quantifying objectives and identifying priorities, coordinating activities and communicating plans within the organization, motivating and increasing the accountability of middle management authorizing expenditure and activities, controlling, monitoring and analyzing expenditure and evaluating performance (Kruger 2005, Neto 2009). Similarly, a study by Mutembei (2013), in Imenti North District in Meru county Kenya, sought to address financial planning reports. The sampling design adopted was simple random sampling. Questionnaires were used as instruments for collecting data from the BOMs and PTAs while interview schedules were administered to the principals, DEOs and ZQASOs. Target population was 730 with a sample size of 250 participants. The researcher recommended that there was need for improvement of policy tracking of resources to ensure proper, adequate and accountable utilization of resources budgeted for education in the right manner which can be done through external auditing or outsourcing of the services. For proper management of resources to adhere to the educational objectives in schools, Okumbe (1998) states that education administrators must draw a budget to establish priorities of the organization.

Irungu (2012) in his study notes that schools lack budgetary programme planning and budgeting systems, where plans are provided for obtaining educational objectives. The study established that head teachers made no attempts to measure the results of expenditure to determine whether the budget decisions have achieved desired results. However the study recommended intensive in service courses for head teachers in financial management. (Irungu, 2012) in his study established that preparation measures and support systems for head teachers in public schools is weak and do not adequately prepare them for responsibilities in financial management. The delay in disbursement of free secondary school Funds is a big challenge to the budgetary process. School budgets are done mostly at the end of the year and is approved by the Board of Management (BOM), Parents Teachers Association (PTA) and the District Education Boards (DEB). Expenditure in all vote heads start at the beginning of each year. Expenditure in one vote head would automatically compromise the budget and hence lead to mismanagement of funds. Teachers Service Commission the employer of teachers punishes such offences with an interdiction of the head teacher or even demotion.

Incompetent bursars and clerks with low professional qualifications contributed to poor budgeting which impacted negatively on school management. Argyropoulou (2009) established that in Greek state schools any state teacher can be appointed as head provided he or she has completed a certain number of years of teaching. Such head teachers are the only persons eligible to carry out bank transactions. Mestry and Grobber (2006) confirmed that South Africa has a shortage of head teachers with well honed management skills. The head teachers lacked capacity to handle financial issues leading to massive corruption and financial mismanagement. A study by Mutembei (2013) further established that head teachers had inadequate financial training subsequently faced challenges in financial management in Imenti South district. The current study will focus on the financial management challenges facing the newly appointed head teachers in public day secondary schools preparedness of newly appointed head teachers in the financial management challenges in public secondary schools in schools in Siaya Sub County.

#### 2.4 Auditing challenges facing the newly appointed head teachers:

UNESCO(2000) notes that education systems nearly everywhere are managed poorly and administered inefficiently .Despite the enormous expectations of school principals ,many are not fully prepared for the task .As some countries make efforts to practically train secondary school principals, others still stagnate despite calls by various bodies and scholars of professional training of school heads(Obemeata, 1984,Ajayi, 1987).Nigeria for instance has continually been using teaching experience as the major yardstick for appointing principals .They are said to be inefficient and accused of failing to provide direction and adequate leadership for their schools .The failing standards of a school has been attributed to the inefficiency of the principals (Obemeata, 1984).

A report by the Comptroller and Auditor General on financial management in the department of children, schools and families in the UK(2009) indicated that the department is committed to good financial governance and has taken steps to identify and remedy weaknesses. The UK challenges after introducing financial management standards in their schools is an important lesson for Kenya which should be emulated by the Ministry of Education by putting in place its own financial management standards(Holmes and Alstar 1993).

The National Audit Report (2007) had earlier revealed that there were several weaknesses that are reported in public schools which include financial management systems, accounting procedure ,documentation controls and unreliable reporting .Weaknesses identified by the auditors in the report were related accounting transactions ,lack of adequate end year closing process by the consolidated financial management in education department .According to the report ,these weaknesses increase the risks of funds misappropriation ,lack of sufficient instructional materials in schools and poor financial documentation.

According to Forman (2002),weaknesses in these internal control and financial management systems have continued to plague the objectives and goals of Education For All (EFA) in Kenya .Further ,Ministry of Education Science and Technology (MOEST,2005),revealed that some schools receive money for wages yet they do not have workers and instead use parents for manual work in these schools .Other schools ,according to the report ,were noted to receive money for general accounts on electricity and water vote heads and yet there is no water nor electricity connected to these schools. The report further revealed that goods and services in many schools are procured from organizations where heads have vested interests .Kenya National Union Of Teachers (KNUT,2010) reveals that many head teachers have been interdicted or forced to step down due to financial mismanagement in their schools.

According to Simiyu (2014),auditing is a systematic process of evaluating transactions to determine organization's compliance with prescribed policies and procedures. The objective of auditing in secondary schools may be to minimize the likelihood of fraud ,misappropriation ,waste or inefficiency .The audit procedures should ensure that activities are performed efficiently. The audit report towards desired goals .The audit process should be conducted by a competent and independent authority which systematically examines the financial records and other information. The MOE is responsible for the conduct of the audit in secondary schools. This process should be conducted on an annual basis (MOE, Financial Management for Education Institutions,2002).

Ngubane(2010) added that the main contributory factor for attributed to the lack of capacity to execute financial accounting and reporting functions .Whereas Siringi(2002) on other hand discovered that it was at the Secondary school level the huge amounts of money were subjected to little accounting procedures and there were no proper structures for making schools accountable .He felt this was because management of such was, in most cases undemocratic with principals and a few making arbitrary decisions on expenditures.

Daily Nation Newspaper reported by Wakubwa (2003) explained that most schools funds were misappropriated because most board members did not bother to verify expenditures .To add on the above ,Waihenya (2002) commented that the government audit should keep track of the financial auditing

In a study by KalaI,M.J (2014) established that lack of financial management staff made head teachers double administrative and financial roles. This was because a majority of the schools use untrained financial personnel. It was noted the head teacher receives the money, receipts it, deposits it in the bank account, withdraws it and did the procurement process. This barred transparency and accountability of school funds hence exposing the head teacher to auditing challenges.

## International Journal of Novel Research in Education and Learning

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

Arygyropoulou (2009) notes that what seem to annoy head teachers in Greek state schools is the enormity of the financial management workload and the absence of secretariat staff. Such absence of staff and enormity of workload implies books may inadequately be prepared for final audit. This a major factor that contributed to financial mismanagement.

Cole and Kelly (2011) states that the primary aim of the control function of management is to measure performance against aims ,objectives and standards with a view of enabling corrective actions to be taken where necessary to keep plans on course. Michael,Kiprop and Rotich (2014) carried out study whose purpose was to identify financial challenges facing newly appointed headteachers.The findings of the study showed that there existed challenges facing head teachers in financial management in public secondary schools .The major forms of challenges included overspending and under spending ,entry into books of accounts ,doubling of roles ,low salaries of bursars and accounts clerks ,incompetent bursars/ accounts clerks and store keepers, teachers failure to hand over accounting supportive documents, delay in disbursement of FSE funds ,school fees defaulting ,unauthorized levies ,inadequate knowledge by the head teachers ,incompetent procurement committee ,inadequate auditing knowledge by the head teacher ,irregular auditing of schools by district auditors ,inability to prepare books of accounts upto final accounts

The data collected established that there existed a strong positive relationship between accounting challenges ,budgeting challenges ,procurement challenges and auditing challenges in financial management in public secondary schools in Kisumu District in Kenya. It confirmed the urgent need to examine the financial management curriculum at University level and Diploma teachers training level to improve relevance and competence. It further confirmed the need to ensure the Kenya Education Management institute adequately and effectively trains head teachers in financial management as current practices were wanting. The research findings will also assist stakeholders like the Teachers Service Commission and the Ministry of Education in understanding the challenges facing head teachers in financial management in schools.

### 2.5 Summary of Literature Review:

Head teachers are the chief custodians of school finances and are instrumental in the implementation of approved budgets. Studies by Motsamai Lynette and Corene (2011) found that in Mafeteng as in all other districts of Lesotho ,principals have to administer and manage their schools. According to section 21 of Education Act (MOEST 2010) ,the head teacher is the chief accounting officer of the school and is responsible to the management committee or school board for the control and use of school funds, shall maintain or cause records of income and expenditure of the school to be maintained ,shall prepare an annual budget for a school and submit it to the school board for its approval and shall within three months of the end of each school year ,submit a financial management statement(Collins,2013).

Similarly in Kenya, the work of Ojera and Yambo (2014) describe a school financial management as the performance of management actions connected with the financial aspects of a school for the effective education. The common factor in these definitions of financial management is that a connection is made between the management tasks and the financial aspects of a school. Moreover, according to Yambo,Odhiambo and Odera (2014) ,the implication is that management of school finances involves the task planning(budgeting),organizing(coordinating), leading(communicating) and motivating as well as controlling(auditing).These authors are in accord that a school's financial management is imperative because it enables the school to achieve effective education especially when the school budget is effectively implemented.

Ngubane(2010) added that the main contributory factor for attributed to the lack of capacity to execute financial accounting and reporting functions .Whereas Siringi(2002) on other hand discovered that it was at the Secondary school level the huge amounts of money were subjected to little accounting procedures and there were no proper structures for making schools accountable .He felt this was because management of such was, in most cases undemocratic with principals and a few making arbitrary decisions on expenditures.

Daily Nation Newspaper reported by Wakubwa (2003) explained that most schools funds were misappropriated because most board members did not bother to verify expenditures .To add on the above ,Waihenya (2002) commented that the government audit should keep track of the financial auditing The data collected established that there existed a strong positive relationship between accounting challenges ,budgeting challenges ,procurement challenges and auditing challenges in financial management in public secondary schools in Kisumu District in Kenya. It confirmed the urgent need to to examine the financial management curriculum at University level and Diploma teachers training level to

## International Journal of Novel Research in Education and Learning

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

improve relevance and competence. It further confirmed the need to ensure the Kenya Education Management institute adequately and effectively trains head teachers in financial management as current practices were wanting. The research findings will also assist stakeholders like the Teachers Service Commission and the Ministry of Education in understanding the challenges facing head teachers in financial management in schools.

### 3. RESEARCH METHODOLOGY

#### 3.1 Research Design:

The study used descriptive survey research design. Ogola (2005) describes a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. According to Mugenda and Mugenda (2003), descriptive research design determines and reports the way things are. The descriptive research design is suitable because it is easy to describe and to report. The design is suitable because the researcher will use interview schedules and questionnaires as methods of data collections and the design will help in gathering information from a large group (Orodho, 2003).

Kothari (2008) posits that descriptive research design also provided enough protection against biasness and helped maximize reliability by being flexible in time and also leads to avoiding pain of hunting for respondents more than once to produce high response rate. Kothari (2008) further confirms that most organizations will use descriptive research design as a method to reveal and measure the strength of a target groups' opinion, attitude or behavior with regards to a given subject.

#### 3.2 Area of Study:

The study was conducted in Siaya Sub-county. Siaya Sub-county lies in Siaya County in the former Nyanza Province in the South West part of Kenya. It is bordered by Busia County to the North and Kakamega County to the East. It lies between latitude  $0^{\circ}26'$  to  $0^{\circ}18'$  North and longitude  $33^{\circ}58'$  East and  $34^{\circ}33'$  West. Siaya Sub-county has two rainy seasons. The geography of the land influences distribution and amount of rainfall. On the highlands, the rainfall ranges between 800 – 2000mm per annum. (According to Siaya County Development Office, 2015). Siaya sub-county has 3 administrative divisions; Boro with a population of 47,455 and an area of  $180.1\text{km}^2$ , Karemo with a population of 74,986 with a total area of  $235.1\text{km}^2$  and Uranga with a population of 41,564 and a total area of  $183.4\text{km}^2$ . This is per the 2009 population census. The sub county has 135 registered ECD centres, 3 village polytechniques, 135 primary schools, 40 public secondary schools, a Kenya Medical Training College, a Technical Institute and branches of universities such as Nairobi and Maseno (According to Siaya County Development Office 2015). (Appendix G)

#### 3.3 The Study Population:

The study population comprised of 27 headteachers, 27 deputy head teachers, 27 accounts clerks and 1 SQASO.

#### 3.4 Sampling Techniques:

Simple random sampling was adopted to select 27 headteachers, 27 deputy head teachers, 27 accounts clerks. A simple random technique is where a researcher develops a list of members of the study population, codes them or serializes them (Mugenda and Mugenda, 2003). Saturated sampling is where a researcher does not use a sample but assumes the study population to be the sample. It is normally used where the study population is too small to be sampled.

#### 3.5 Instruments of Data Collection:

The instruments of data collection were questionnaires and interviews.

##### 3.5.1 Questionnaires:

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Mugenda and Mugenda 2003). The questionnaires will be structured and semi structured. Structured or closed ended questions refer to questions which are accompanied by a list of all possible alternatives from which respondents select the answer that best describes their situation. Unstructured or open ended questionnaires refer to questions which gives the respondents complete freedom of response. This free response questions permit an individual to respond in his or her own words (Mugenda and Mugenda 2003). The questionnaires are suitable because they allow a

researcher to preserve anonymity of the respondents with the possibility of gathering more candid and objective responses (Kombo and Tromp, 2006). The study will administer three questionnaires namely, head teachers' questionnaires (HQ), deputy head teachers questionnaire (DHQ) and Accounts clerks Questionnaire (ACQ). All the questionnaires will be distributed to the respondents by the researcher upon arrival at the stations and collect the filled in questionnaires before leaving the station. In case of absence of some of the respondents, then the researcher will request the respondents to fill them, put in an envelope and send to the researcher on the agreed place, and if not possible then the researcher will go back and collect them on a later date.

### 3.5.2 Headteachers Questionnaire (HQ):

HQ was administered on 27 head teachers. It covered all the four questions. HQ was divided into two sections A and B. Section A will deal with the bio data of head teachers i.e. academic qualifications, age, marital status, number of schools they have been head teachers and the numbers of years they have taught. Section B dealt with the actual objectives of the study that is accounting challenges, auditing challenges, budgeting challenges and procurement challenges in financial management of public secondary schools in Siaya sub county.

### 3.5.3 Deputy Head teachers Questionnaires (DHQ):

DHQ was administered to 27 deputy head teachers. DHQ was divided into two sections, A and B. A dealt with the bio data of the deputy head teachers e.g. academic qualifications, age, marital status, number of schools they have taught and the number of years they have taught. and B dealt with the actual objective questions of the study i.e. accounting, budgeting, procurement and auditing challenges facing newly appointed head teachers in the financial management in public secondary schools in Siaya sub county.

### 3.5.4 Accounts Clerks Questionnaire (ACQ):

ACQ was administered to 27 accounts clerks. ACQ was divided into two sections A and B. Section A dealt with the bio data of the accounts clerks like age, marital status, qualifications, number of years worked as an accounts clerk and number of schools worked as an accounts clerk and section B dealt with the actual objectives of the study i.e. accounting, budgeting, procurement and auditing challenges facing the newly appointed head teachers in Siaya sub county.

### 3.5.5 Head teachers Interview Schedule:

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee (Mugenda and Mugenda, 2003). An interview is a conversation in which someone is questioned about their background, lifestyle or experience (Webster's New World College Dictionary). In an interview, the researcher needs to obtain the maximum co-operation from respondents, and therefore she/he must establish a friendly relationship with the respondent prior to conducting the interview. Interviews are being suitable because they provide in-depth data which is not possible to get using a questionnaire. Interviews make it possible to obtain data required to meet specific objectives of the study. The study conducted two interviews namely, Principal's In-depth Interview (PII) and SQASO

PII involved 20 principals who were purposively sampled for the researcher to explore on issues the questionnaires did not address. PII was conducted in these principal's offices. The researcher had a few guiding questions. The PII will last between 30 minutes and one hour. The researcher requested to use devices like a mobile phone or a tape recorder to cover the interview.

### 3.6 Validity of the Instruments:

Validity is the accuracy and meaningfulness of inferences which are based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity, therefore, has to do with how accurately the data obtained in the study represents the variables of the study (Mugenda & Mugenda 2003). Validity of instruments is critical in all forms of researches and the acceptable level is dependent on logical reasoning, experience and professionalism of the researcher (Cooper and Schindler 2006). The researcher ensured validity of the interview schedule and focus group discussion through expert judgment that is the help of lecturers from Jaramogi Oginga Odinga University of Science and Technology. The research instruments were based

## International Journal of Novel Research in Education and Learning

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

on the research objectives for validity purposes. The researcher also noted down and interpreted the circumstances upon which arguments were made in the interview schedule and the focus group discussion. The validity of the research instruments, questionnaires and interview schedules were established by experts from the department of Education management and Administration who went through and gave advice.

### 3.7 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda 2003). Reliability in research is influenced by random error. As random error increases, reliability decreases. A measure is considered reliable if a person's score on the same test given twice is similar. Orodho (2005) defines reliability as the ability of the research instruments to measure what is meant to measure consistently and dependably. Reliability of the instrument was tested using a re-test Whereby the instrument was administered in a public school with an integrated unit twice within an interval of two weeks. The school was part of the sample size. The researcher tested the reliability of the questionnaires and interview schedules by carrying out a pilot study in schools that were not be used in the actual study. The researcher administered the questionnaires to the respondents within a period of two weeks.

### 3.8 Trustworthiness of qualitative instruments:

According to Lincoln (1995) ,trustworthiness is the process of establishing truthfulness and credibility of qualitative data .It fell under four criteria namely ,credit, comfortable, dependent and transferable .In addressing credit ,the researcher did Triangulation that involved the use of different methods especially during interview session .Checks relating to accuracy of the data may take place on the spot. The researcher provided background data in order to establish context of the study and detailed description of phenomena to allow comparison to be made .Guba and Lincoln(1985) for dependence criterion, deep methodological description will be provided to allow the study to be repeated again (Guba 1981),the idea of informant findings or satisfactory results.

### 3.9 Data Collection Procedures:

The researcher got permission from the school of post graduate studies (Jaramogi Oginga Odinga University of Science and Technology, JOOUST). This enabled the researcher to get a research permit from the National Council of Science, Technology and Innovative (NACOSTI), in the department of higher education. The researcher paid a visit to the area of study to seek permission from the respondents before doing the actual study.

### 3.10 Methods of Data Analysis:

Both quantitative and qualitative data were analyzed.

#### 3.10.1 Quantitative Data Analysis:

Data from questionnaires were analyzed using descriptive statistics by the help of SPSS version 22.Wolverto (2009) describes descriptive statistics as one that involves the process of computing a mass raw into tables,charts,with frequency distribution and percentages

#### 3.10.2 Qualitative Data analysis:

The study also followed the principles of thematic analysis as proposed by Braun and Clarke,(2006).According to Braun and Clarke (2006),thematic analysis is a method for identifying and analyzing patterns (themes) contained by data. It simply organizes and describes data set in details.Furthermore,thematic analysis interprets various aspects of research .The study adopted all the phases of thematic analysis.

### 3.11 Ethical Considerations of research:

A researcher has a moral and professional obligation to be ethical even when respondents, subjects, participants are unaware about ethics. Ethical issues are the concerns, dilemmas and conflicts that arise over in the process of research. Ethics of research therefore means governing any group or profession when undertaking research which legally binds the research with members of the general public (Wolverton , 2009) .



## International Journal of Novel Research in Education and Learning

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

Accessibility and acceptability is the first ethics of research. It is desirable that before a researcher does a study, he/she must get permission from the participants or from the subjects (Cohen and Marion, 1980). Accessibility and acceptability is vital in research because it reduces chances of misunderstanding, concealment of information and promotes achievement of goodwill and cooperation from participants or members in the area of study. (Cohen and Marion, 1980). For this study, the respondents will be briefed before the researcher embarks on the actual study.

The second code of ethics is obtaining consent from the participants. (Sinleton *et al*, 1993) say this about consent of participants, "For moral and legal reasons, subjects should not be coerced into participating in a study. Not only must subjects understand that their participation is voluntary, they must also be given sufficient information about research to make an informed decision about whether to participate. Researchers should obtain explicit or implicit informed consent of their subjects to take part in a study". For this study, the respondents will be taken through the objectives of the study, shown research permit so that they may be willing to participate in the study. In case they decline then the researcher will look for other respondents.

The third ethics of research is about anonymity and confidentiality. Frankel and Wallen (1978) says this about confidentiality of research, "Once data in a study have been collected researchers should make sure no one else has access to the data. Wherever possible, the names of the subjects should be removed from all data collection forms from the instruments of data collection. This can be done by assigning a number or a letter to each form. Ideally not even a researcher should be able to link the data to a particular respondent". For this study, the researcher will code the respondents differently and once she is done with analysis of data then the information should be discarded. For questionnaires, as one of the instruments of data collection, the researcher will ask the respondents not to write their names or any form of identity on the questionnaires.

### 4. RESULTS AND DISCUSSION

#### 4.1 Procurement challenges facing newly appointed head teachers:

The first research question responded to was;

Which procurement challenges do the newly appointed head teachers face in their schools?

This research question was responded to by 24 headteachers, 22 deputy headteachers, 20 accounts clerks and 1 SQASO.

The head teachers were requested to give the procurement challenges they face in schools.

**Table 4.1: Procurement challenges facing the newly appointed Head teachers n=24**

Challenges	Frequencies	Percentages
School debt	24	100%
Inadequate financial resources	22	91.7%
Frequent changes in policy	21	87.5%
Poor procurement procedures	20	83.3%
Multiple roles of head teachers	20	83.3%
Delay in FSE funds	18	75%
Influence from sponsors	18	75%

Table 4.1 shows that the procurement challenges facing the newly appointed head teachers are; school debt rated at (24)100%, inadequate financial resources rated at (22) 91.7%, frequent changes in policy rated at (22) 91.7%, poor procurement procedures rated at (20) 83.3, delay in the disbursement of FSE funds rated at (18) 75%, influence from sponsors rated at (18) 75%. The above views by the head teachers on procurement challenges in schools was echoed by Mobegi, Ondigi and Simatwa (2012) who in their study noted that majority of the head teachers had no financial management skills. They further noted that the head teachers training workshops conducted by the Kenya Education Management Institute (KEMI), took a short duration and trainers were not well conversant with financial management.

Table 4.1 reveals that procurement challenges were school debt and this was due to failure by parents and guardians to complete payment of school fees, inadequate financial resources; this was as a result of schools over relying on government funds, most schools do not have

income generating activities. frequent changes in policy; the government policies and reforms keep on changing, for instance there was a time the parents used to pay fully for the education of their children, then there was cost sharing and now it's entirely the government, poor procurement procedures; this is as a result of a compromised system, there is a lot of vested interest especially by the stakeholders, delay in FSE funds; the government disburses 50%, 30% and 20% of FSE, in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> terms respectively, but you get that the amount supposed to be released in 1<sup>st</sup> term is released in 2<sup>nd</sup> term, so this poses a great challenge influence from sponsors, most faith based institutions have a great influence from the sponsors, they always have great vested interest in running of the affairs of schools. The head teachers were also interviewed on procurement challenges that they face in their schools. They reported that they have had a challenge on procurement. They cited low levy payment by the guardians and parents.

*In the past I have been forced to acquire some goods and services on credit. At times it is a great challenge identifying a supplier who can fully trust you in order to give you goods on credit because out there the public perceives that schools have money. All this mess has been brought about by the fact that the government disburses the funds to schools late.(P1).*

This was concurred by the SQASO's view that truly head teachers face challenges when the government delays to release the FSE. He affirmed that many schools in the sub county do not have income generating projects and so they rely on the parents and the government.

*Lack of financial resources has greatly affected procurement in my school here. We always rely on the parents and government to give us funds, but when this does not happen this it becomes a challenge (P2)*

*Work in these schools you see here is just too much. You are the manager of the school, the advocate, the security officer, the judge, the accounting officers. Its hectic I tell you.(P3)*

It's clear from the in-depth interview, the procurement challenges facing the newly appointed head teachers cited by the SQASO and the head teachers were the delay in disbursement of FSE funds and inadequate financial resources.

When the deputy head teachers were asked to fill in their responses on the procurement challenges that the newly appointed head teachers face in their schools, they gave their level of agreement as given.

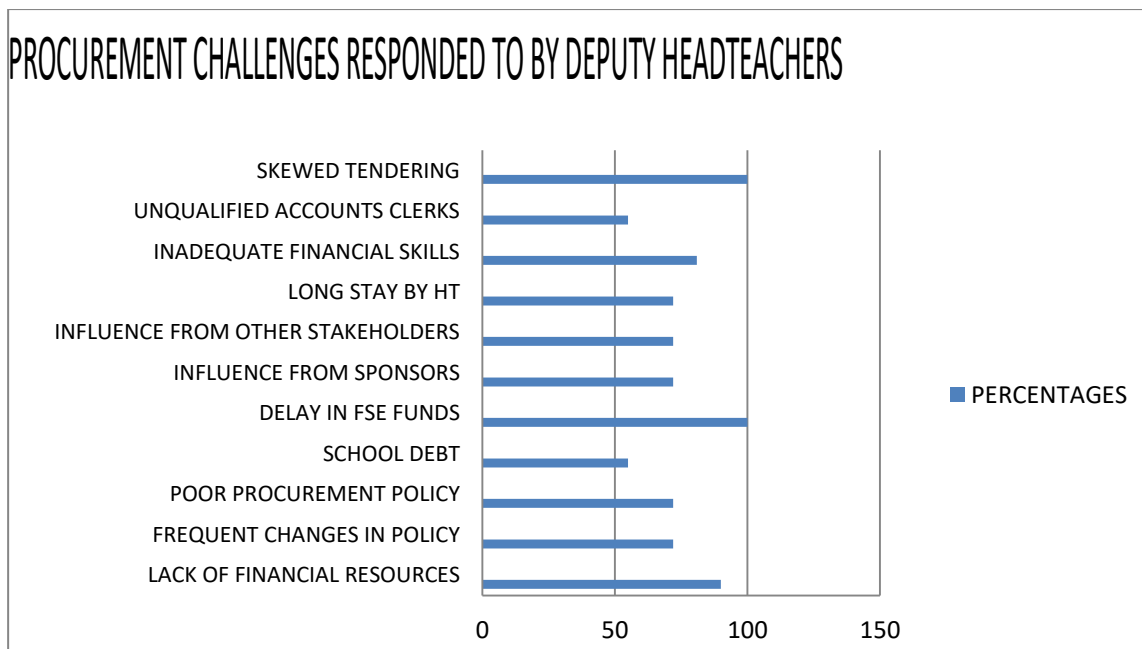


Figure 1: Procurement challenges facing the newly appointed head teachers

The respondents rated the following procurement challenges facing the newly appointed head teachers as follows; skewed tendering 22 (100%), Delay in FSE funds 22 (100%), lack of financial resources 20 (90.9%), inadequate financial skills 18 (81.8%), frequent changes in policy 16 (72.7%), poor procurement procedures 16 (72.7%), influence from sponsors 16 (72.7%), influence from other stakeholders 16 (72.7%), long stay by the head teachers in schools 16 (72.7%)

and unqualified accounts clerks 12(55%). From figure 1, it was evident that skewed tendering, delay in FSE funds and financial resources in order of importance are the major procurement challenges facing the newly appointed headteachers. Skewed tendering was as a result of school management having interest and influence over tendering. Most of the sub county schools have limited resources and so most of them go for not so qualified accounts clerks so that they can be comfortable paying little salaries. Inadequate financial skills on the head teacher was also a challenge because when appointing these head teachers TSC does not consider that factor. Some teachers have stayed in one station for a longer period of time and therefore they easily influence procurement process, that is they always compromise the creditors. Faith based institutions are most likely to get influence from sponsors who are always interfering with the normal running of the affairs of the school. The government in most cases delays in the release of FSE funds posing a challenge to procurement. School debt is also another challenge facing procurement because most parents and guardians do not complete fees payment. Frequent changes in policy also affect procurement in that before one policy is implemented, another one is already in place, and lastly there is inadequate financial resources. Most of these day schools do not have income generating activities and therefore they so much rely on the government for funding. The findings of the study concurs with Wambui(2013) who did a study on the implementation of public procurement regulations in public secondary schools. The study reveals that the implementation of public procurement regulations in public secondary schools may be determined by the exposure of the head teacher to management training. Headteachers need self-renewal as sound managerial skills to help them become more active in their duties.

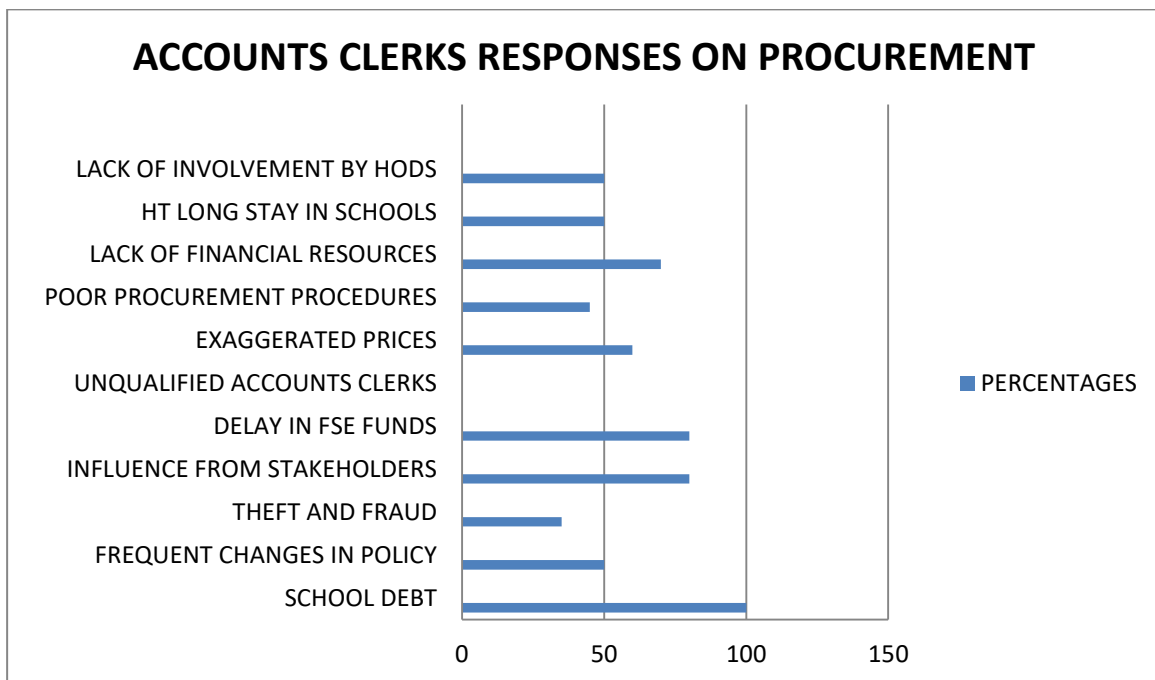


Figure 2: Accounts clerks responses on procurement challenges

From the accounts clerks responses, the results showed that the following procurement challenges faced the newly appointed head teachers in order of importance; school debt rated at 20(100%), delay in FSE funds 16(80%), influence from stakeholders 16(80%), lack of financial resources 14 (70%), exaggerated prices 12 (60%) frequent changes in policy rated at 10(50%), lack of involvement by other stakeholders 10 (50%) theft, poor procurement procedures rated at 9(45%) and theft and fraud rated at 7(35%). Lack of involvement by the HODS was a challenge because most head teachers were not comfortable working with other members of staff and especially on the matters of finances. Most head teachers had stayed in their work station for quite some time and therefore were in a higher position to influence the creditors. Inadequate financial resources were also another challenge because they do not have income generating activities. Most suppliers exaggerate prices because they feel schools have money. Most schools higher not so much qualified accounts clerks because they fear paying them huge salaries. The government also delays in disbursing the FSE funds and this delays the procurement process. School debt was also another challenge because parents and guardians do not take their responsibilities of paying school fees appropriately. The responses of the accounts clerks on the management challenges

facing the newly appointed headteachers, these views were also echoed by Makori(2008) who in his study observed that training retraining are important aspects of implementation when an organization shifts to a strategy requiring different skills, managerial approaches and operating methods. Thus proper induction and training of committee members on public procurement regulations is likely to enhance the performance in public secondary schools.

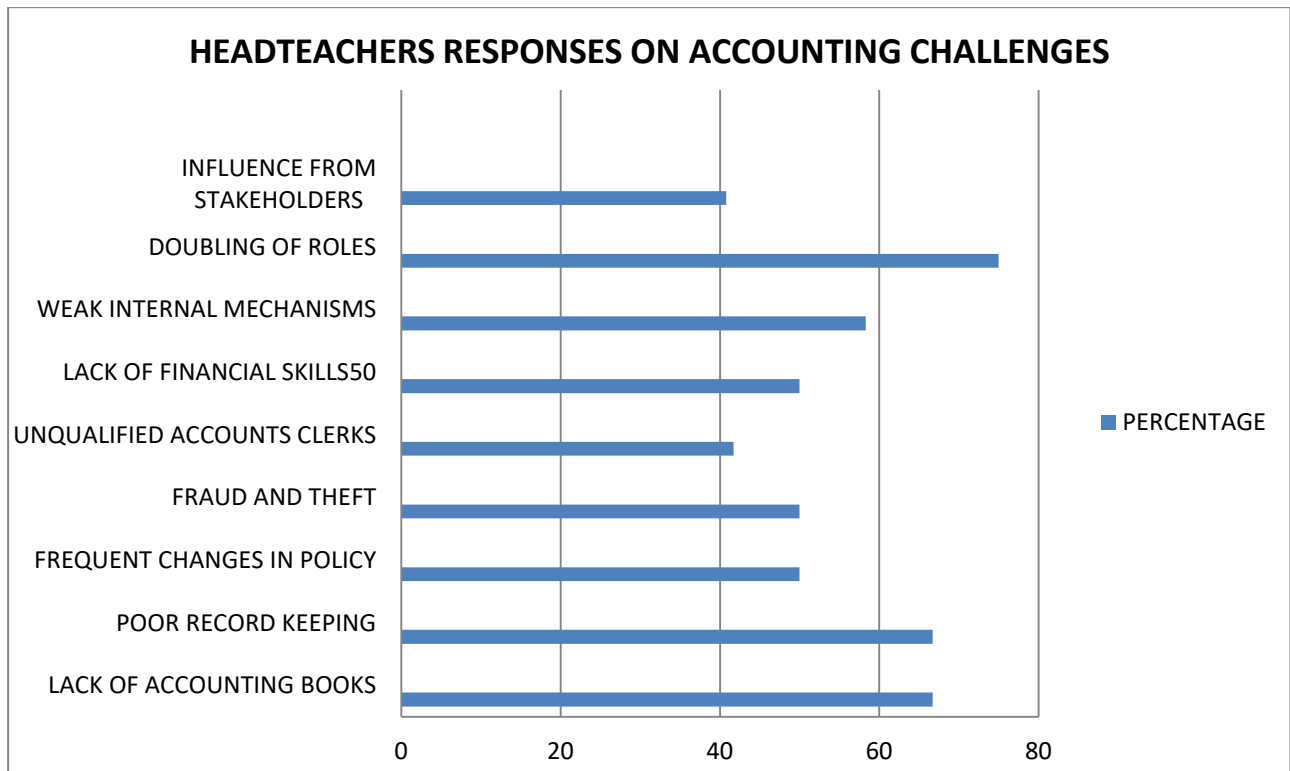
**4.2 Financial accounting challenges facing the newly appointed head teachers:**

The second research question responded to was;

**What financial accounting challenges do the newly appointed head teachers face in their schools?**

The research question was responded to by 24 headteachers, 22 deputy headteachers, 20 accounts clerks and 1 SQASO.

The head teachers were requested to give their views on financial accounting challenges they face in schools



**Figure 3: Head teachers responses on accounting challenges**

The respondents rated the following accounting challenges facing the newly appointed head teachers as follows; doubling up of roles 18(75%) lack of complete range of accounting books at 16( 66.7%), poor recording keeping at 16(66.7%), weak internal mechanisms 14(58.3%), changes in policy at 12(50%), fraud and theft at 12(50%) lack of financial skills 12(50%) , unqualified accounts clerks at 10 ( 41.7%) ,influence from stakeholders at 9 (40.8%). Influence from the stakeholders was due to some of them having vested interest in school affairs, doubling up of roles by the school head teachers was a big challenge, most of them are involved in students discipline, community participation, security, spirituality, ministry of education and so many other roles and responsibilities, so this gives them little time for accounting. Inadequate financial skills, most head teachers affirmed that they have limited knowledge on financial management and most of them do a bench mark on the same from their experienced colleagues. Poor record keeping was also another factor and this was generated by the accounts clerks. There was a also inadequate supply of accounting books, this posed a challenge to the head teachers. From the interviews by the head teachers, it was noted that most head teachers faced a challenge in accounting. This was especially by the fact that head teachers have a lot of roles in schools. One of head teachers quoted;

*Its such a big challenge being a headteacher. You have all these roles on your of Education, TSC, parents, BOMs, teachers, students, sponsor, the community. All these are too much for one person. And at the end of the day, accounting matters are there. All these roles are just too many. I wish some could be delegated (P4)*.

**International Journal of Novel Research in Education and Learning**

 Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

These sentiments were in line with the SQASO who also said that he has had complains from head teachers that sometimes they are overwhelmed in schools by their unending responsibilities.

The SQASO asserted that, *You know, for a long period of time teachers have not been subjected to have a course in financial management before becoming head teachers and this was a major challenge as far as financial management is concerned.*

From the in-depth interviews with the head teachers on accounting challenges facing the newly appointed headteachers, they revealed that they have so many roles and other duties that they carry out in school. Lack of financial training was also a challenge, this was echoed also by the SQASO. This study was in line with a study done by Irungu(2012) which says that newly appointed head teachers face many challenges in financial management as the existing preparation measures and support for head teachers in financial management are basically weak and do not sufficiently prepare potential headteachers for responsibilities in financial management.

When the deputy head teachers were requested to give their opinions about financial accounting challenges facing the newly appointed headteachers.

**Table 4.2**

Challenges	Frequencies	Percentages
Influence from stakeholders	16	72.7%
Lack of financial resources	15	68.2%
Doubling roles by head teachers	14	63.6%
Unqualified accounts clerks	12	54.5%
Poor record keeping	12	54.5%
Fraud and theft	10	45.5%
Lack of complete range of books	10	45.5%
Frequent changes in policy	8	36.4%

The results showed that that the following financial accounting areas were a challenge to the newly appointed headteachers; influence from stakeholders 16(72.7%), lack of financial resources 15 (68.2%) ,doubling or roles by headteachers 14(63.6%), unqualified accounts clerks 12(54.5%), poor record keeping 12(54.5%), fraud and theft 10(45.5%), lack of complete range of accounting books 10(45.5%) and frequent changes in policy 8(36.4%) Influence from stakeholders was a major accounting challenges, sometimes they want to force allowances that cannot be accounted for. Inadequate financial resources ,this led to virement which is tasking accountability, doubling roes by the headteachers, most of the headteachers sometimes don't like delegating duties to their deputies or HODS, so they really get worked and therefore not able to carry out accounting processes. Unqualified accounts clerks was a deliberate move by the headteachers to cut on the cost of payment of salaries. Poor recording keeping by the accounts clerks since most of them are clueless Fraud and theft, sometimes there are break ins in these institutions .Then there was also frequent changes in policy by government agencies which has a great impact on accounting. .The deputy headteachers views were in line with Irungu(2012) who did a study on financial management in schools and from the findings it was deduced that newly appointed headteachers face many challenges as the existing preparation measures and support for headteachers in financial management are basically weak and do not sufficiently prepare potential headteachers for responsibilities in financial management.

**Table 4.3: Accounts clerks responses on accounting challenges facing the newly appointed head teachers**

Challenges	Frequencies	Percentages
Doubling of roles	16	80%
Lack of complete range of books	12	60%
Influence from stakeholders	12	60%
Weak internal mechanisms	12	60%
Lack of financial skills	10	50%
Fraud and theft	8	40%
School debt	4	20%
Poor record keeping	2	20%

## International Journal of Novel Research in Education and Learning

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

The respondents rated the following financial accounting challenges the newly appointed headteachers as follows; doubling up of roles by headteachers 16(80%),lack of complete range of accounting books 12 (60%) ,influence from stakeholders 12(60%), weak internal mechanisms 12 (60%),lack of financial resources 10 (50%), fraud and theft 8(40%),school

debt 4(20%) and poor record keeping 2(20%).From the analysis ,it was clear that headteachers have got multiple roles in schools and this could compromise their financial management ability .Also lack of complete range of accounting books ,most of these schools are young and therefore they do not have a complete range of accounting books ,influence from stakeholders also was a challenge ,these are the people who run schools and therefore the head teacher may not have much say , weak internal mechanisms from the school side ,if the headteachers has not clearly spelt out duties and responsibilities of his workers sometimes it backfires on him or her .It was evident that most headteachers have limited financial skills and so they organize for workshops just to equip themselves with the skills. .A study done by Otieno(2012) reveals that the tradition of identifying and appointing new head teacher has been based on good classroom teaching, active participation in co-curricular activities and teaching experience. Basically new headteachers are not prepared for financial management.

### 4.3 Budgeting challenges facing the newly appointed headteachers in schools:

The third research question responded to was;

Which budgeting challenges do the newly appointed head teachers face in their schools?

This research question was responded to by 24 headteachers,22 deputy headteachers,20 accounts clerks and 1 SQASO.

The Budgeting challenges facing the newly appointed head teachers as given by the head teachers

**Table 4.4**

Challenges	Frequencies	Percentages
Inflation	20	83.3%
Poor levy payment	20	83.3%
Delay in FSE funds	16	66.7%
Inadequate financial skills	15	62.5%
Influence from sponsors	14	58.3%
School debt	13	54.2%
Lack of financial resources	13	54.2%
Unqualified accounts clerks	12	50%
Influence from other stakeholders	12	50%

The results showed that the following budgeting challenges were faced by the newly appointed headteachers ,inflation 20(83.3%),poor levy payment rated at20( 83.3%)delay in FSE funds 16(66.7%)inadequate financial skills 15(62.5%),influence from sponsors 14(58.3%),school debt rated at13 (54.2%),lack of financial resources rated at 13( 54.2%),unqualified accounts clerks 12(50%) and influence from other stakeholders 12(50%) in this order of importance .Inflation was as a result of rising of prices of very important commodities in schools ,for instance this happened after budgeting had been finalized .Poor levy payment was also a challenge to budgeting because most parents and guardians did not honor their fees payment. Delay in FSE funds also influenced budgeting because the funds were not available during the time for budgeting.There were limited resources in schools as most of them did not have income generating activities.Unqualified accounts clerks as most of them struggled with the skills .Lastly there was influence from the stakeholders, these are the key people who feel they have got bigger say in the running of the schools. These responses of the headteachers in regard to financial accounting challenges in schools were echoed by a study done by Republic of Kenya(2013) which says that BOM should actively participate in resource mobilization .They should jointly request for the allocation of funds and a budget for infrastructure to realize a conducive learning environment. In this regard ,a joint partnership with private organizations ,NGOs,CDF and other stakeholders is prudent .An interview by the headteachers revealed that poor levy payment posed a major challenge to budgeting because of fee arrears that increases year in year out .This fact was concurred by the SQASO who affirmed that in their routine assessment of schools ,the headteachers have showed them huge fee balances and this cripples budgeting.

The cost of living has gone up tremendously and the rates of inflation are just unbearable. For instance ,in 2015 the cost for a bag of beans was ksh s 6000 but now its kshs 8000.And we do not have any other source of income other than the money the government sends to schools and fees which is poor paid. And you cannot keep children in school without feeding them. And again there is nowhere we can borrow money is a challenge really(IV)

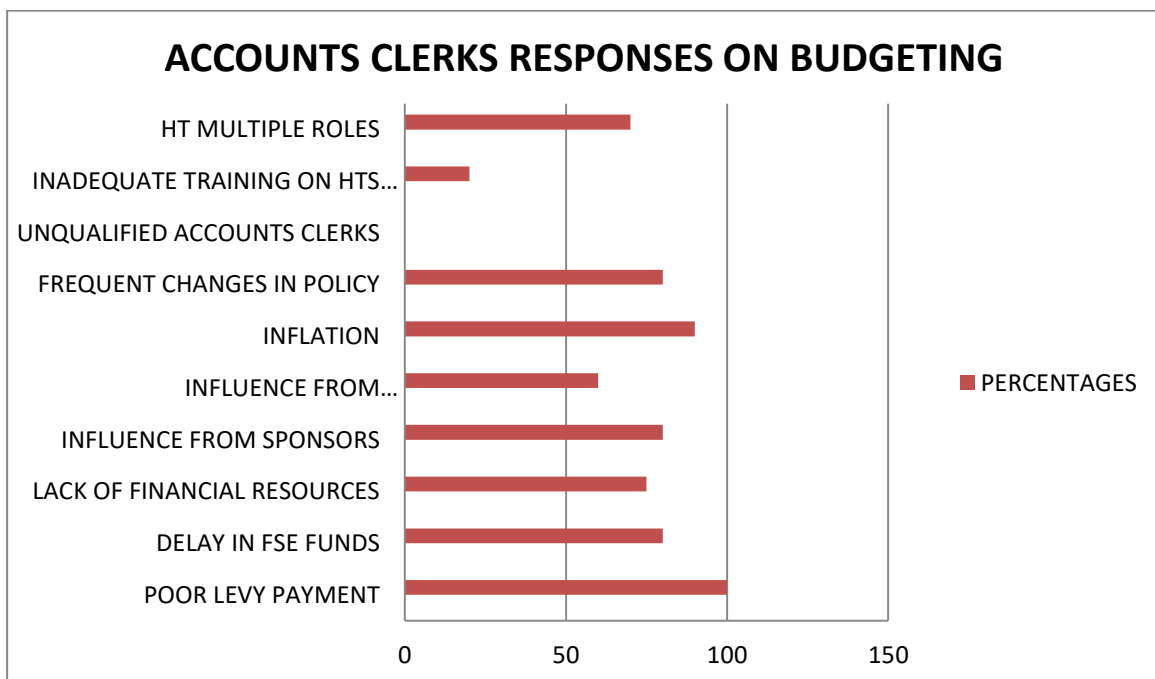
The deputy head teachers gave their responses on the budgeting challenges facing newly appointed head teachers

**Table 4.5: Budgeting challenges facing newly appointed head teachers**

Challenges	Frequencies	Percentages
Inflation	18	81.8%
Inadequate financial skills	18	81.8%
Poor levy payment	16	72.7%
Influence from sponsors	16	72.7%
Delay in FSE funds	15	68.2%
Unqualified accounts clerks	14	63.6%
Lack of financial resources	12	54.5%
Influence from other stakeholders	10	45.5%

The respondents rated the following budgeting challenges facing the newly appointed headteachers as follows ;inflation 18(81.8%),inadequate financial skills 18(81.8%),poor levy payment 16(72.7%)influence from sponsors16(72.7%),delay in FSE funds 15(68.2%)unqualified accounts clerks14(63.6%),lack of financial resources12( 54.5%) and influence from other stakeholders 10( 45.5%).From the deputy headteachers responses on the budgeting challenges facing the newly appointed headteachers ,it was evident that inflation and inadequate financial skills by the headteachers were the main budgeting challenges Poor levy payment on the side of the parents ,some parents claim they are financially incapacitated. Delay in FSE funds also caused some challenges on budgeting ,because budgeting requires availability of funds .Then lastly there inadequate financial resources due to the fact that most of these schools do not have income generating activities .These findings concur with Clark,2007) who revealed that mismanagement of funds by headteachers always leads to shortage of funds in schools ,as in money is not available for the purchasing of necessary books and other equipment.

Accounts clerks responses on budgeting challenges facing the newly appointed headteachers



**Figure 4: Budgeting challenges facing the newly appointed head teachers**

The results showed that the following budgeting challenges were faced by the newly appointed headteachers in schools :poor levy payment rated at 20(100%)inflation 18(90%) frequent changes in policy 17(85%),delay in disbursement of FSE funds rated at 16(80%),influence from sponsors rated at16( 80%) lack of financial resources 15(75%), multiple roles by the headteachers 14(70%),influence from other stakeholders rated at 12(60%) and inadequate financial skills by the headteachers rated at 20% in this order of importance. The accounts clerks affirmed that the headteachers multiple roles may have an effect on budgeting ,inadequate financial training by the head teachers ,unqualified accounts who do not have adequate skills on financial matters, inflation which has caused prices to overly go up ,delay in FSE funds which leads to unavailability of resources and poor payment of levies by the parents and guardians. These concurred by Irungu(2012) who did a study on financial management in secondary schools and the findings were that schools had challenges in budgeting due to the delay in the disbursement of FSE funds

#### 4.4 Auditing challenges facing the newly appointed head teachers:

The fourth research question responded to was;

#### What auditing challenges do the newly appointed head teachers face in their schools

Table 4.6 gives the details

**Table 4.6**

<b>Challenges</b>	<b>Frequencies</b>	<b>Percentages</b>
Delayed audit reports	18	75%
Weak internal mechanisms	16	66.7%
Poor record keeping	16	66.7%
Lack of complete range of AC books	15	66%
Doubling roles of headteachers	14	58.3%
Lack of qualified accounts clerks	12	50%
Frequent changes in policy	12	50%
Irregular auditing	10	41.7%
Ignorance on headteachers financial skills	4	16.7%

The study sought to find out the auditing challenges facing the newly appointed head teachers in their schools.

The respondents rated the following auditing challenges facing the newly appointed head teachers as follows; delayed audit reports 18(75%),weak internal mechanisms 16(66.7%),poor record keeping 16(66.7%),lack of complete range of accounting books 15(66%),doubling roles of headteachers 14(58.3%),lack of qualified accounts clerks 12(50%),frequent changes in policy 12(50%),irregular auditing 10(41.7%) and ignorance on head teachers financial skills in this order of importance .Delayed audit report was caused by fewer auditors in the sub county, weak internal mechanisms where the accounts clerk sometimes does not prepare balance sheets and trial balance as may be required ,poor record keeping due to inadequate knowledge in the same, lack of complete range of accounting books due to financial incapacibilities, because of masses irregular auditing due to the growing number of schools in the sub county .These results concurred by The Kenya Secondary Schools Heads Association(KSSHA) chairman Awiti(2016) that auditors take long to release audit reports to institutions. 'It is sad that several boards of management of many institutions finish their tenure in office without seeing audit reports 'Awiti(2016) .He noted that most of the issues that the management of many institutions normally raise during the auditing process are never tackled because by the time the reports are sent to schools ,there is a new board of management in place .He further noted that most of the headteachers are not well versed with book keeping .During the interview with the SQASO ,he noted that in the whole sub county there is only one auditor and many times he is overwhelmed by duties .Sometimes he has had to seek assistance of auditors from neighbouring sub counties.The same sentiments were also shared by the headteachers during interviews that for the last 3 years ,the books they took in the year 2014 they have not had a report on them.

When the deputy headteachers were asked to give their views about the auditing challenges facing the newly appointed headteachers,they cited the following;



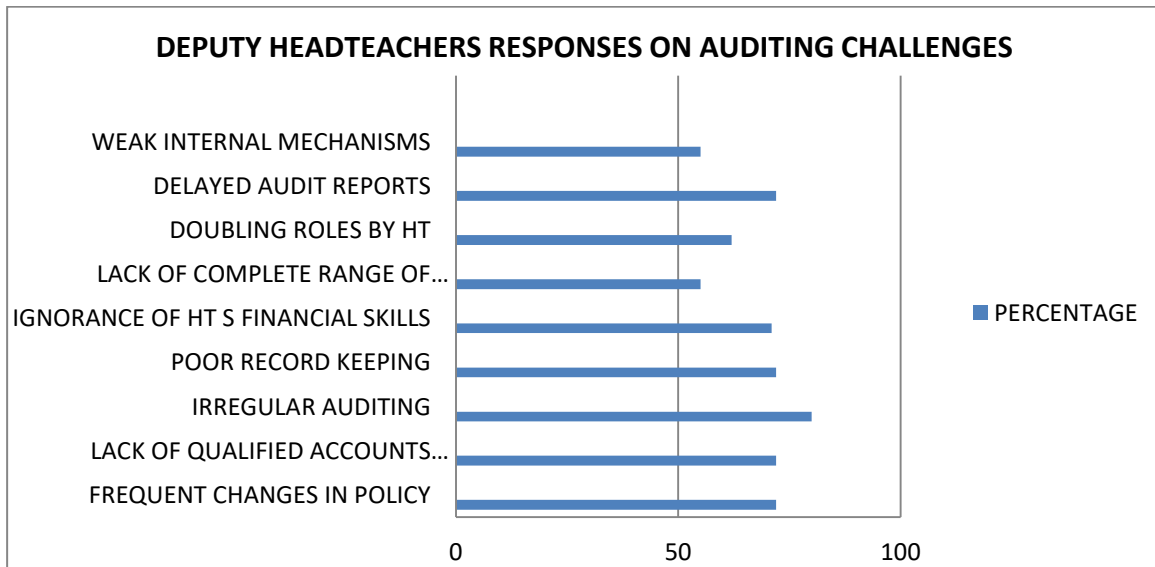


Figure 5: Auditing challenges facing the newly appointed head teachers

The results showed that the following auditing challenges as responded to by the deputy head teachers are faced by the newly appointed head teachers; irregular auditing 18(81.8%), frequent changes in policy rated at 16( 72.7%), lack of qualified accounts clerks rated at 16(72.7%), poor record keeping rated at 16( 72.7%), ignorance on the head teachers financial skills rated at 16( 72.7%) delayed reports 16(72.7%), doubling roles by the head teachers rated at 14( 63.6% and weak internal mechanisms rated at 12( 54.5%). From the deputy head teachers responses weak internal mechanisms influenced auditing ,the accounts clerks did not avail the books of accounts in due time ,delayed audit reports due to fewer auditors in the sub county ,doubling roles by the head teachers in that they have no time to audit the books internally ,lack of qualified accounts clerks may also influence auditing and lastly frequent changes in policy ,for instance there was a time books were at par with but that has since changed. ,irregular auditing, frequent changes in policy and poor record keeping were the major auditing challenges facing the newly appointed head teachers in this order of importance .A study done by Kalai(2014) established that lack of financial management skills made head teachers double administrative and financial roles. This was because most head teachers use untrained financial personnel. It was noted that the head teacher receives the money ,receipts it, deposits it in the bank account, withdraws it and spends it. This barred transparency and accountability of school funds hence exposing the head teacher to auditing challenges.

Accounts clerks responses on the auditing challenges facing the newly appointed head teachers

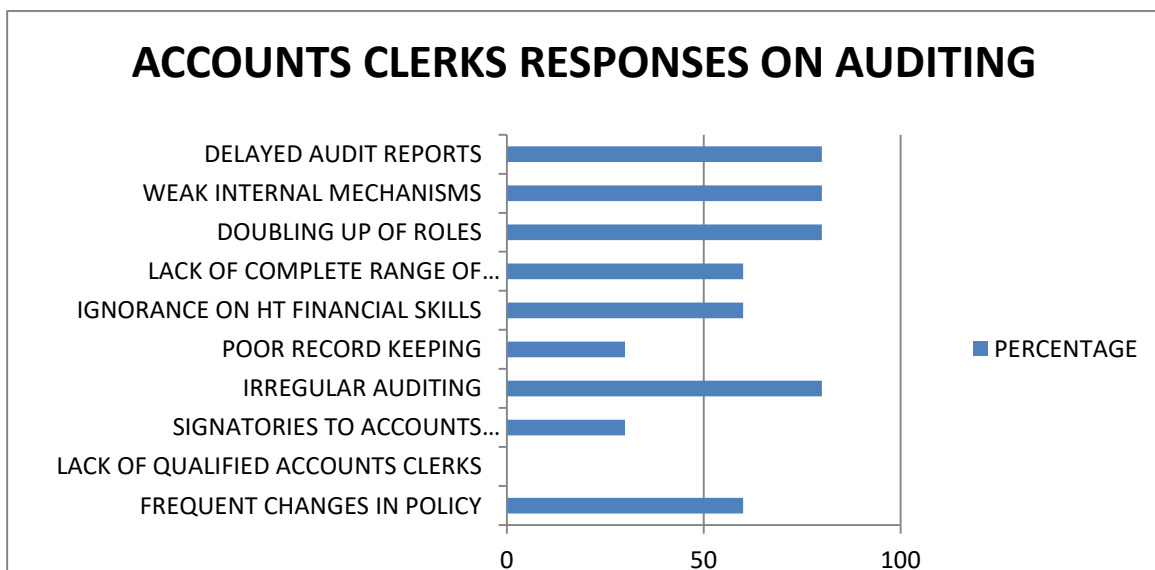


Figure 6: auditing challenges facing the newly appointed head teachers

The respondents rated the following auditing challenges facing the newly appointed head teachers as follows; delayed audit reports 16(80%), weak internal mechanisms 16(80%), doubling up of roles by the head teachers 16(80%), irregular auditing 16(80%), lack of complete range of books of accounts 12(60%), ignorance on the head teachers financial skills 12(60%), frequent changes in policy 12 (60%), signatories to the accounts questionable 6(30%) and poor record keeping 6 (30%). From the accounts clerks responses, delayed audit report was a major auditing challenge, this was due to the fact that we only have one auditor in the sub county, weak internal mechanisms because the accounts clerks sometimes did not produce internal balance sheet, irregular auditing because of the increasing number of schools in the sub county, lack of qualified accounts clerks due to poor pay, poor record keeping and inadequate financial skills by the head teachers most head teachers had not equipped themselves with financial skills. This was in line with a study done by Waihenya(2002) who did a study on financial auditing. The study commented that the government audit should keep a track of the financial auditing. It further confirmed that the KEMI should adequately and effectively train head teachers in financial management as current practices are wanting.

## **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary of the findings of the study:**

#### **5.1.1 Summary of the procurement challenges facing the newly appointed head teachers:**

The study found out that the procurement challenges facing the newly appointed head teachers in schools in order of importance were ;school debt, lack of financial resources ,frequent changes in policy, poor procurement procedures, delay in disbursement of FSE funds ,influence from sponsors ,influence from other stakeholders ,inadequate training on financial skills by the headteachers.

#### **5.1.2 Summary of the accounting challenges facing the newly appointed head teachers:**

The study established that the accounting challenges facing the newly appointed head teachers in schools in their order of importance were influence of stakeholders, doubling roles by the head teachers ,weak internal mechanisms, lack of financial skills ,lack of complete range of books of accounts, poor record keeping ,frequent changes in policy, fraud and theft and influence from sponsors .

#### **5.1.3 Summary of the budgeting challenges facing the newly appointed head teachers:**

The study found out that the budgeting challenges facing the newly appointed head teachers in schools in their order of importance were ;inflation ,poor levy payment, delay in FSE funds ,inadequate financial skills , influence from sponsors ,influence from other stakeholders ,unqualified accounts clerks and inadequate financial skills by head teachers.

#### **5.1.4 Summary of the auditing challenges facing the newly appointed head teachers:**

The study found out that the auditing challenges facing the newly appointed head teachers in schools in their order of importance were ;delayed audit reports ,weak internal mechanisms ,poor record keeping, lack of complete range of accounting books ,doubling roles of frequent changes in policy, ,irregular auditing and fraud and theft.

### **5.2 Conclusion of the study:**

In light of the findings that the newly appointed head teachers faced procurement challenges, the study concludes that head teachers were facing serious challenges like school debt, lack of financial resources ,frequent changes in policy ,poor procurement procedures, doubling roles by the head teachers ,lack of financial resources, skewed tendering ,delay in FSE funds and influence from other stakeholders.

In light of the findings that the newly appointed head teachers faced accounting challenges in their schools ,the study concludes that the head teachers faced accounting challenges such as ,influence from stakeholders, doubling up of roles by the head teachers, weak internal mechanisms ,lack of financial skills ,frequent changes in policy ,lack of complete range of accounting books ,poor record keeping ,frequent changes in policy and fraud and theft .

In light of the findings that the newly appointed head teachers faced budgeting challenges in their schools ,the study concludes that the head teachers faced budgeting challenges such as ,inflation ,poor levy payment ,delay in FSE funds, inadequate financial skills ,lack of financial resources and influence from sponsors .

## International Journal of Novel Research in Education and Learning

Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

In light of the findings that the newly appointed head teachers faced auditing challenges in their schools, the study concludes that the head teachers faced auditing challenges in their schools as follows, delayed audit reports, weak internal mechanisms, poor record keeping, lack of complete range of accounting books, irregular auditing, frequent changes in policy and lack of qualified accounts clerks.

### 5.3 Recommendations of the Study:

Given that procurement challenges were real financial management challenges facing the newly appointed headteachers, the study recommends that; headteachers should come up with income generating activities so that they do not rely on only one source of income; Schools should come up with procurement committee that knows its mandate and should be impartial in matters of vested interest; Schools should comply with the Ministry's procurement acts and follow accordingly.

Given that accounting challenges were the real financial management facing the newly appointed headteachers, the study recommends that; when appointing the Board of Management, the County Education Board should clearly spell out their mandate as far as school management is concerned. This will limit their interferences in running of schools; headteachers should delegate other duties their deputies and other teachers so that they are offloaded off some burden of having to do almost all duties in schools; headteachers should try to attend some in-service training so as to properly equip themselves with financial skills.

Given that budgeting challenges were the real financial management challenges facing the newly appointed head teachers, the study recommends that; head teachers should try and look for alternative sources for some necessities in schools so that they can go for the most affordable commodity in the market; head teachers should hold parents meeting frequently and convince the parents/ guardians to pay their levies to school as expected; the Government should at least try as much as possible to release the FSE funds promptly to schools.

Given that auditing challenges are the real financial management challenges facing the newly appointed head teachers, the study recommends that; the Auditors should try as much as possible to avail the audit reports to the school's BOMs promptly; School accounts clerks should be encouraged to further their studies so that they may be well conversant with all matters of finances and their management; The Ministry of Education in conjunction with the school BOMs should provide complete range of accounting books to school. This will give the head teachers and the accounts clerks an ample time to execute their responsibilities.

### 5.4 Suggestions for further research:

Studies on the following problems would expound the understanding of the current study;

- (i) The researchers should carry out a study on preparation and induction of the newly appointed head teachers.
- (ii) The researcher should carry out a study on the influence of Constituency Development Funds in schools.
- (iii) The researcher should carry out a study on the effectiveness Free Day Secondary Education funds in schools.

### REFERENCES

- [1] Achoka, J.S. (2012). Parents' involvement in management of Secondary Schools in Kenya, a study of Busia and Uasin Gishu, Retrieved from <http://ir.library.ku.ac.ke/handle/123456789/2207>
- [2] Adeck, A. (2013). The Importance of the Informal Sector of Ghana to savings and loans Companies, Research Journal of Finance and Accounting, 4(2), 2222-1697
- [3] Allan, G & Mohan, J. (2009). Improving Cash Management in Kenya, Auditors General's Report (2009/2010), Nairobi
- [4] Atieno, E. (2012). Challenges faced by Newly Appointed Principals in the Management of Public Secondary Schools in Bondo district, Kenya.
- [5] Arrowsmith S, Trybus M (eds) (2003). Public Procurement: The Continuing Revolution, New York; Kluwer Law International

**International Journal of Novel Research in Education and Learning**

 Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

- [6] Beja, P. (2009 June 1). How schools bear burden of annual heads meeting. *The Standard Newspaper*, p. 4. Nairobi: The Standard Media Group
- [7] Bennell,P& Sayed,Y.(2002).Improving the management and Internal Efficiency of Post Primary Education and Training in Uganda.University of Sussex
- [8] Beily P,Farmer D,Jessop D,Jones M (1998).Purchasing Principles and Management( 8<sup>th</sup> Ed).Great Britain;Pitman
- [9] Best JW ,Kahn JV (2000).Research in Education (7<sup>th</sup> Ed).New Delhi:Prentice Hall of India
- [10] Bush, T., & Oduro, G. K. T. (2006). New Principals in Africa: Preparation, Induction and Practice. *Journal of Educational Administration*, 44, 4, 359-375, from <http://www.emeraldinsight.com> Retrieved February, 20, 2010.
- [11] Bray, M.(2002) .Community initiatives in Education,goals,dimensions and linkages with government ,Financial Management Compare,33(1),31-4
- [12] Bryman,A.(2004).Social Research Methods,2<sup>nd</sup> ed,Oxford,New York:NY University Press
- [13] Brunet,L & Boudret R.(2001) Empowerment and Leadership in School Management,an asset for a Decentralisation policy,Education et francophonie,29(2)
- [14] Buchmann,A (2000).Kenyan Secondary Schools.Retrieved from <http://education.stateuniversity.com/pages/774/kenyansecondaryeducation.html>
- [15] Burke,R.J.(2001).Effective Cash Management for Schools.The Budget as a control Document.Finance Momentum, 9(4).16-19
- [16] Chepkong'a ,S.(2009). Training Needs Assessment in Financial Management of Secondary School Headteachers:A case study of Nandi North District ,unpublished MBA Thesis UON.Nairobi University Press
- [17] Cherongis G., M., (2009, September). The role of TSC agents (BOGs) in delegated teacher management functions. Presented during a sensitization workshop held at Tom Mboya Labour College Kisumu.
- [18] Cheruto,L and Kyalo .(2012).Management Challenges facing Implementation of Free Primary Education in Kenya: A case study of Keiyo District,Retrieved from:<http://www.interestjournals.org/ER>
- [19] Department of Education.(2013).Review of Efficiency in the school system. Ministry of Education Republic of Kenya,Nairobi
- [20] District Education Office, Bondo. (2009). A discussion on deployment of teachers to headship position, 2<sup>nd</sup> October, 2009, Bondo.
- [21] Garry S. B. (2004, June). The School Administration, Beginning Emotionally Intelligent Principals, Addressing the effective demands of new comers through one-on-one coaching: American Association of School Administrators. Source: <http://www.995.org/publications/saman.cfm>. Retrieved November, 1, 2010.
- [22] Glatter,R.(2001).Understanding School Management,Nichols,Masterton:Publishing Company
- [23] Goldring. E., Andrew, P. Murphy, J., Eliot. N. S., & Cravens. X. (2006). Assessing Learning Centred Leadership ; Connections to research, professional standards and current practices. Vanderbilt University. From <http://www.wallacefoundation.org/sitecollectiondocuments/wf/knowledge%20centre/attachmentcentred%20leadership.pdf>. Retrieved November, 1<sup>st</sup> 2010.
- [24] Government of Kenya.(2003).Report of the National Conference on Education and Training ,November 27-29,Nairobi
- [25] Hale, E. L, & Hunter N. M. (2003). "Preparing School Principals: A National Perspective on Policy and Program Innovations." Institute for Educational Leadership, Washington DC and Illinois Education Research Council Edwardsville, IL. Source: <http://www.iel.org/pubs/preparingschoolprincipals.html>. Retrieved November, 1, 2010.33

**International Journal of Novel Research in Education and Learning**

 Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

- [26] Hoy, W. K., & Miskel, C. J. (1996). *Educational Administration: Theory, Research and Practice*: (5<sup>th</sup> ed). New York: Mc Graw-Hill, Inc.
- [27] Hunja R (2001) Obstacles to Public Procurement Reforms in Developing Countries. Washington: World Bank
- [28] Irungu, J.M. (2002). Headteachers' Preparation and Support in Financial Management: A study of public secondary schools in Nakuru Municipality, Kenya. Unpublished M.Ed. Thesis, Kenyatta University, Nairobi
- [29] Jacobs, L. & Wet, C. (2011). Financial Management in Schools in the Mateteg District of Lesotho Motsamai J. Motsamai. *Policy and Practice* 26(2), 105-106
- [30] Jibril, A. (2009, July, 18). Explain poor grades: KNEC tells headteachers *The Standard Newspaper*, p. 7. Nairobi: The Standard Media Group
- [31] Kalai JM (1998). Kenya Education Staff Institute (KESI) In-service Programs as perceived by Secondary school headteachers. University of Nairobi: A thesis submitted in partial fulfillment of the requirements for the degree of Masters Education in Administration and planning
- [32] Kamotho, K. (2008 June, 25). The path to headship. *The Standard Newspaper*, p. 3. Nairobi: The Standard Media Group
- [33] Kenya Education Management Institute. (2013). Third Kenya Education Management Institute
- [34] Kindiki, J. (2009). Effectiveness of Boards of Governors in Curriculum Implementation in Secondary Schools in Kenya. *Journal of Education*, 4(5), 260-266
- [35] Kitavi, M., & Westhuizer, P.C.V. (1997). Problems facing beginning principals in developing countries. A study of beginning principals in Kenya, *International journal of educational development*, 17, 3, 251 – 263. Retrieved March 10, 2010 from <http://www1.appstate.edu/orgs/afcab/mwaya.htm>
- [36] Kombo, K. K., & Tromp, A.L.D. (2006). *Proposal and Thesis Writing – An Introduction*. Makuyu: Pauline's Publications.
- [37] Langat, G.K. (2008). An Evaluation of the Impact of Government Instructions on Financial Management in Public Secondary Schools in Kenya, Egerton University
- [38] Leu, E., Bryner, K. (2005). Recruiting, Retaining and Training Secondary School Teachers and Principals in Sub Saharan Africa. Working paper series. The World Bank, AED Global Education Centre.
- [39] Lucheli, I. (2007) July, 18). A principal of principals. *The Standard Newspaper*, p. 12 Nairobi: The Standard Media Group.
- [40] Makori O (2008). *The challenges in the implementation of the 2005 Procurement Act* in the Kenyan Ministry of Higher Education, Science and Technology. University of Nairobi; Unpublished MBA Research project Report.
- [41] Mestry, R. (2006). Functions of School Governing Bodies in Managing Funds, *South African Journal of Education*, 26(1) 27-38
- [42] Ministry of Education. (1987). *A manual for the Heads of Secondary Schools in Kenya*. (Rev. ed.). Nairobi: Government Printer.
- [43] Ministry of Education. (1994). *Education in Kenya: Information Handbook*. Nairobi: Jomo Kenyatta Foundation.
- [44] Mobegi, F., Ondigi, B., & Simatwa, E. (2012). Factors Contributing to Financial Mismanagement and Misappropriation in Public Secondary Schools in Gucha District, Kenya
- [45] MOE (2007). Kenya Education Support Programme, Procurement Manual for Secondary Schools and Colleges. Nairobi: Government Printer
- [46] Mosomi, B. M. (2008). *Religious sponsors and emerging conflicts in the management of public secondary schools in Nandi South District, Kenya*. Unpublished M. Ed. Thesis, Maseno University, Maseno.

**International Journal of Novel Research in Education and Learning**

 Vol. 5, Issue 2, pp: (29-58), Month: March - April 2018, Available at: [www.noveltyjournals.com](http://www.noveltyjournals.com)

- [47] Mugenda OM, Mugenda AG (2003) *Research Methods, Quantitative and Qualitative Approaches*. Nairobi
- [48] Mutuku, E. (2011). Roles of boards of governors in the Management of Secondary Schools in Kasikau Division, Nzau District, Kenyatta University, MED Thesis. Nairobi. Kenyatta University press
- [49] Ntesto, V.E. (2009). A Programme to Facilitate Principals' Financial Management of Public Schools, unpublished PhD thesis University of Free State
- [50] Odhiambo W, Kamau P (2003). Public Procurement : Lessons from Kenya, Tanzania and Uganda. Research programme on the integration of Developing Countries into the world trading system ; OECD Development centre.
- [51] Ogola, J. (2007). Challenges faced by Headteachers in the Management of Free Secondary Education. Implication for Quality Education. A case study of Usigu Division in Bondo District
- [52] Okumbe, J. A. (2000). *Educational Management Theory and Practice*. Nairobi: University Press
- [53] Ongeri, Z. (2012). Impact of Education Staff Institute Training of Financial Management in Public Secondary Schools in Ogembo Division, Gucha District, Kenya
- [54] Otieno, S. (2010 June, 23). *The Standard Newspaper*, p. 8. Nairobi: The Standard Media Group.
- [55] Republic of Kenya (2005, July) Kenya Education SECTOR Support programme (2005 –2010). Delivering Quality Education and Training to all Kenyans. Nairobi: Office of the President and Ministry of Home Affairs.
- [56] Robbins P. & Alvy Harvey (2004). The New Principals Field Book: Strategies for Success. Source: <http://www.ascd.org/conferences.aspx>. Retrieved 1/11/2010.
- [57] Silsil, P. (2008). *The Kenya Handbook for Teachers*. Nairobi: Shrend Publishers LTD.
- [58] The Standard Media Group. (2010). Shock as 11 secondary school headteachers are demoted in Nyanza Province as schools re-opens for first term of 2010. Retrieved January, 6, 2010 from <http://www.standardmedia.co.ke/m>.
- [59] Tooley, S. Guthrie, J. (2003). Devolved School based Financial Management in New Zealand: Observations on the conformity patterns of school organizations to change, published thesis. Macquarie Graduate School of Management, Sydney Australia
- [60] UNESCO. (1991). Strengthening Educational Research in Developing Countries. Paris: UNESCO.
- [61] Wango, G. (2009). *School Administration and Management; Quality Assurance and Standards*. Nairobi: Jomo Kenyatta Foundation.
- [62] Ward. L. K., & Wanzare . Z. (2000). Rethinking Staff Development in Kenya. Agenda for the Twenty First Century. The International journal of Educational Management 14 (6) 265 – 275: MCB University Press.