

**AN EVALUATION OF FINANCIAL MANAGEMENT PRACTICES
AND SKILLS NEED AND THEIR IMPACT ON PRINCIPALS'
ADMINISTRATIVE PERFORMANCE IN PUBLIC TEACHERS'
COLLEGES IN KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
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ABSTRACT

The purpose of this study was to establish how financial management practices and skills needs impacted upon principals' administrative performance in public primary teacher training colleges in Kenya. This study examined financial management from the point of view of strategic management, budgeting as a tool of management, application of procurement procedures, auditing and accounting procedures as measures of internal control and their impact on principals' administrative performance. There are 21 public primary teacher training colleges (PTTC) and 66 private ones in Kenya today. The colleges have been grouped into zones for the purposes of managing co-curricular activities. The public colleges are distributed as follows: Nairobi zone (4 colleges), Central zone (4 colleges), Eastern zone (3 colleges), Nyanza zone (2 colleges), Coast zone (1 college), Rift Valley zone (4 colleges) and Western zone (3 college). The government of Kenya is committed to ensuring that resources allocated for the provision of education, at all levels, are used for the intended purpose (MOEST, 2006). In pursuit of this commitment it is important to strengthen and streamline financial management practices in educational institutions, especially teacher training colleges in Kenya. This study used a mixed methodology approach to collect and present data by combining elements of qualitative and quantitative research approaches for the purpose of breadth and depth of understanding and collaboration. The study adopted the descriptive survey design because the study was meant to ask a good number of people questions in form of questionnaires and interviews about their management practices, and even described what the people said and did. A sample of eleven colleges, from Central, Nairobi and Eastern zones, was chosen out of the twenty one (21) public primary teacher training colleges in the country. Random sampling, purposive and stratified techniques were used in selecting the respondents for the study. Questionnaires, interview schedules and document analysis instruments were used to collect data. To ensure validity, the items of the questionnaires were examined by experts in the field of financial management in order to ascertain content validity. In addition, the supervisor assessed the relevance of the content used in the questionnaires. To test for reliability of the questionnaires, the researcher used test-retest technique. The questionnaires were piloted in one college. The questionnaires were administered and re-administered to the respondents after one month. The two sets of questionnaires were analyzed and Pearson's correlation coefficient calculated to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument was administered. A correlation coefficient of 0.52 was gotten. A computer programme, SPSS version 20 was used to analyze the data both qualitatively and quantitatively. Frequencies and percentages plus inferential statistics involving chi-square test were used to present the results. The study found out that detailed financial management was not offered at basic professional training of the principals and that financial management skills were not a pre-requisite requirement for college principalship appointment and neither is there a planned training for them prior or after appointment. It was clear that financial management skills were lacking. It was recommended that a deliberate effort be done to equip both current and future principals with these skills and a regular in-service programme be designed, in order to improve financial management in teacher training colleges.