

**EVALUATION OF EFFECTIVENESS OF PRINCIPALS' IN-SERVICE TRAINING IN  
FINANCIAL MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN BUTERE  
SUB-COUNTY, KENYA**

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## ABSTRACT

The purpose of this study was to evaluate effectiveness of principals' in-service training in financial management of public secondary schools in Butere Sub-County. The study was occasioned by poor financial management issues in schools in Butere Sub-County as evidenced by audited reports of unaccounted monies, incomplete school projects, huge debts owed to creditors and failure to pay workers in time. The study was guided by the following objectives: to determine the extent to which financial planning and budgeting skills help in financial management in public secondary schools; to establish how financial accounting skills help in the management of finances in public secondary schools; to examine the effect of financial analysis on financial management in public secondary schools and to determine the influence of school factors on financial management in public secondary schools in Butere Sub-County. The study was guided by the competence based theory. It employed a survey research design in which it targeted 30 public secondary schools, 30 school principals, a District Quality Assurance and Standard Officer (DQASO). The simple random sampling was used to select 9 public secondary and their school principals while stratified sampling was used to categorise public secondary schools, school principals. Purposive sampling procedures were used to select school bursars, the DQASO and the school auditor. The research instruments that were used were questionnaire and the interview schedules. On validity of the instruments, the researcher computed a Cronbach's Alpha coefficient which gave a score of 0.811 which is acceptable implying that the instruments were reliable. Study data was analysed using both descriptive and inferential statistical tools including Chi-Square, Pearson's Correlation and Regression. Findings of the study Chi-Square. Results established a significant positive relationship between Principals' in-service training in financial planning and budgeting skills on financial management in public secondary schools in Butere Sub-County ( $X^2=22.041$ ;  $P<0.05$ ;  $df=1$ ). It was also found that principal's in service training in financial accounting skills has a significant positive effect on management of finances in public secondary schools in Butere sub-County and that principal's in service training in financial analysis positively influences financial management in public secondary schools in Butere Sub-County. It was further found that school factors include qualifications of accounts office, leadership style; B.O. M staffing and school size had effect on financial management in public secondary schools in Butere Sub-County. Based on the findings and conclusions of the study, the following recommendations are made: There is need for head teachers to undergo in-service training to enhance their knowledge and skills so as to enhance their ability to make more informed professional decisions and to solve problems better. Financial management skills are a must for all secondary school head teachers and as the demand for schools to improve student performance increases, the need for head teachers to go for INSET becomes essential. The findings of this study may be useful to the Ministry of Education, academicians and future researchers to improve education quality in public secondary schools in Butere Sub-County and in other Sub-Counties in the country through equipping the school principals with necessary skills and knowledge to effectively manage school finances.