

The Influence of Principal Related Factors on Mobilization of Financial Resources in Day Secondary Schools in Kitui Central Sub-County, Kitui County, Kenya

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Abstract

The purpose of this study was to investigate the influence of principal related factors on mobilization of financial resources in day secondary schools in Kitui Central Sub-county, Kitui County, Kenya. The researcher used descriptive survey research design. Census sampling of the 16 public day secondary schools in Kitui Central Sub-county was done and the 16 principals were investigated. The study also investigated 48 Board of Management Members. The researcher also gathered information from 16 head of departments from each studied school. Data were collected using the questionnaires as the main research instruments. The study established that all the principals (100%) in Kitui Central Sub-county had attended management training courses in addition to their professional training. The agencies which had organized the trainings includes, University which trained in the area of academics, KEMI training on management of secondary schools, KSSHA organizing heads conferences geared towards training on quality management among others. Professional growth/ training equip principals' with management skills and enabled them to interact with other principals facing the same challenges and therefore share on how such challenges can be handled hence improving their administrative skills. From the findings of this study the researcher recommended that school principals should be constantly trained on financial resource management so that they can be effective in financial mobilization and management.

Keywords: Financial management, Financial resources, Mobilization, Public Secondary Schools, School size.

1. Introduction

In the 45th Session of International Conference on Education held in Geneva (1996), education was defined as a person's individual and social development that the person gains in the teaching and learning process in school. Such gains should lead to a person's intellectual, emotional, spiritual and physical abilities to mature, thus enabling him or her to fully participate in community affairs. This requires finances which must be mobilized and managed well so as to achieve the intended goal.

According to Education News Colorado on 18th June 2012, many parents in United States of Americans live in poverty than in 2000. According to Hacker (2008) 58.5 percent, of all Americans spend at least one year beneath the poverty line which is one dollar a day. This social economic status of the parents translates into parents' inability to adequately finance their children's education. The secondary school principals are the Chief Executive Officers in their institutions and chief accounting officers managing all physical, human and financial resources in their school set up (Nyongesa, 2007). In United States of America and Canada, people handling school finances must be professionally trained on financial mobilization and management so as to be effective school managers. The key person in financial mobilization is therefore the school principal. Therefore, they play the most crucial role in mobilizing school finances and translating the financial resources to school effectiveness in terms of improving their students' academic performance and achievement of the school goals and objectives (Nyongesa, 2007)

2. Principals' Attendance to Management Training and Financial Resource Mobilization.

According to ministry of Education science and technology management guidelines (August, 1993) A head teacher in a secondary school performs many tasks, the most important ones being the mobilization of financial resources, management and control of finances, organization and management of curriculum, motivation of support staff and maintaining good school-community relations. Most principals hardly have any formal managerial and leadership training. They rely on advice from the school BOM, bursars, accounts clerk and store keepers who equally lack the necessary skills. According to Spencer & Rochester (2009), in the global village, the current era is shaped by a tremendous progress of knowledge, which leads to an explosion in learning which helps someone to acquire renewed information to maintain a continuous and sustained professional development including financial management.

Hargreaves (2010) argues that teachers cannot ignore professional growth as it raises the education standards and the role of education in professional development which includes financial management. This is because in a rapidly changing world, where knowledge concepts technology, philosophies, is swiftly changing,

education has also been exposed to some fundamental changes. Hargreaves (2010) also argues that professional growth raises the education standards which revolve around the issue of providing equal and sufficient opportunities for everybody. Hargreaves (2010) further argues that professional development is basically a solitary journey; however almost all head teachers need assistance and support during that journey from colleagues or supervisors to enhance their own development. Many studies were conducted related to the role of education in professional development which includes financial management; for instance, Woodlard (2009), Spencer & Rochester (2009) wrote about teachers' professional development by emphasizing the vitality of self-development in their career. Assessment visits are taken for coordination and integration of an educational effort. It is essential to note that it centers on the relationship between supervision and curriculum development by paying attention to harnessing and harmonizing of theoretical learning and work experience balancing, relating and integrating the general education in language, literature and social sciences with financial management.

The school Bursars and/or Accounts Clerks are expected to be trained professionals in financial management and accounting fields, because they play an enormous role in assisting the Principals in various aspects of handling the school finances ((Baraka, 2010), however, most of the Accounts Clerks are inadequately trained in handling resource mobilization. Therefore, the poorly trained Principals in various aspects of mobilizing and handling the school financial resources coupled with inadequately trained finance department's subordinate staff has been a problem that bothers most Principals in Kenya (Baraka, 2010). Despite their poor managerial and leadership training, most Principals work in poorly equipped schools in terms of physical facilities and that is why During the 2011 Kenya Secondary School Principals Association's (KSSHA) conference held in Mombasa (21st to 26th June 2011), the major challenges facing secondary schools were identified as: lack of financial management skills, poor fees payment and high handedness in the management of schools.

3. Budgeting Skills Among Principals in Public Secondary School

A budget is a document showing allocation of funds for specific purposes within a given time and serves as a tool for planning and controlling the use of scarce financial resources in the accomplishment of goals (Plarber. & Davies (2007) School budgets are usually concerned with provision of goods and services for stakeholders and no intention of making profit. Their budgets are therefore aimed at authorizing expenditure and providing ceiling for management actions. It is normally hierarchical process which starts at the bottom and ends at the top of the hierarchy. The bottom here is the department and the apex is the BOM. It therefore starts with the school departments who are required to prepare their departmental budgets prior to the school central budget committee meeting to compile the final budget draft for the various school departments to be incorporated into the final school budget. School departmental budgets help in getting specifications for each department (GOK: Public Procurement Act, 2005). These departments should be encouraged to help set the key performance information so that a culture of continual improvement is encouraged. In preparing the school budget, there is usually the need for the school central budget holders to use the various school departments budget proposals and to incorporate it into the decision making process through the various departmental budget proposals in the budget preparation (Kuria 2012). As the end users of the school financial resources the departmental or the various user groups (departments') requirements of goods and services should prepare their annual requirements for the ensuing year before the budget holders or the school central procurement and budget preparation unit compiles the budget (GOK: Revised Public Procurement Act, 2009). Following the BOM budget ratification meeting, the outcome of the meeting was a prioritized list of activities on which the institution will expand its financial resources over the succeeding year. These activities will include recurrent and development expenditure for the institution (Kuria 2012). The list of activities may classify expenditure as current (falling within the next 12 months or succeeding financial year) and long term (falling beyond the succeeding financial year) (GOK: Public Procurement Act, 2005). While prioritizing activities, the BOM should ensure that: The most basic needs are included in the first priority and on-going projects are completed before new ones are started (Munyiri, 2008).

4. Execution of the Secondary School Budget

Care must be taken to ensure that the schools have mobilized enough financial resources to cater for their budgets. The school financial resources should be safely handled and expended only by authorized persons as officially planned. Receiving funds: Cash or sensitive books of accounts must be kept under lock and key and if possible, in a strong safe to guard against fire, theft, burglary, forgery and pests (Kuria 2012). Financial information in public secondary school is recorded in a systematic manner, following the double entry rules. In every transaction, there are supporting documents like the receipt book, invoice delivery notes and cheques. These transaction documents bares crucial information like date of transaction, details and particulars of the transaction, beneficiaries of the transaction, serial number and executing officer who is the accounts clerk or the bursar. The head teacher is duty bound to authorize any financial transaction that takes place in his institution (M.O.E 2005). After authorization the clerk records the transaction in a cashbook on daily basis upon which the

head teacher verifies the authenticity and validity of the transaction. The management of finances rests on the hands of BOM members whose membership includes co-opted PTA members and the head teacher who is always their secretary. These BOM members are mostly involved in the planning process while the head teacher implements the plans with the resources available (ed.act 2008). Both internal and external audits are involved to verify appropriateness of spending the funds. However, neither the board, the PTA nor the head teacher has the appropriate skills to manage the funds appropriately.

Although the ministry of education encourages school managers to acquire financial management skills through induction courses, the policy is poorly enforced leaving ill equipped school managers to manage the finances of the school. In Kitui Central Sub-county for example head teachers are not able to adhere to accounting instructions. In this Sub-county, 20 % of the head teachers could not maintain fees registers 25 % had incomplete payment vouchers, 55% had incomplete receipt books and 70% had no adequate training on financial management skills (secondary schools auditor Kitui 2009). More often than not these managers rely on the expertise of school Bursars or account clerks whose mediocre skills in finance only make things worse. This scenario leads to poor book keeping, inadequate budgeting, improper procurement and general financial malpractices in schools. Consequently, Exams results are poor, indiscipline becomes the order of the day, underdevelopment of infrastructure and parents shy off from such schools leading to low enrollments and general ineffectiveness. According to the Koech report (1999), the outcome of poor financial skills in Kenya education system is in rot and general ineffectiveness of school leading to wastage of both local and foreign resources. Prudent financial management is therefore very critical in a school or any business if it has to achieve its objectives. Almost all kinds of business activities directly or indirectly involve the acquisition and use of funds. When performing financial function, affirm the attempts to balance cash inflow and cash out flow. Thus financial management calls for skilful planning, execution and control of a Firm's activities (GOK: A handbook on financial management 2006). One of the financial management skills is management of cash receipt, payments and safeguarding cash balances (Pandy, 1999). Skills in the following areas are very important for successful management of school finances and Principals must be conversant with them. To facilitate accountability and keep records and to enhance planning and overall financial performance, the school must keep records. In school, books of accounts are usually written and kept by the bursar or accounts clerk. A primary record in the school's financial statements is the General Ledger. This consists of figures and records from various journals which give the daily records of the financial transactions in the school (Munyiri, 2008).

A Cash book is a book of original entry in which transactions relating only to cash receipts and Payments are recorded in detail. When cash is received it is entered on the debit on left hand side. Similarly, when cash is paid out the same is recorded on the credit or right hand side of the cash book. The cash book, though it serves the purpose of a cash book of original entry viz., cash journal really it represents the cash account of the ledger separately bound for the sake of convenience (School Procurement Guide, 2009). It is more a ledger than a journal. It is journal as cash transactions are chronologically recorded in it. It is a ledger as it contains a classified record of all cash transactions. The balances of the cash book are recorded in the trial balance and the balance sheet. For every entry made in the cash book there must be a proper voucher. Vouchers are documents containing evidence of payment and receipts. When money is received generally a printed receipt is issued to the payer but counterfoil or the carbon copy of it is preserved by the cashier. The copy receipts are called debit vouchers, and they support the entries appearing on the debit side of the cash book (GOK A handbook, 2006). Similarly when payment is made a receipt is obtained from the payee. These receipts are known as credit vouchers. All the debit and credit vouchers are consecutively numbered.

The cash book is balanced at the end of a given period by inserting the excess of the debit on the credit side as "by balance carried down" to make both sides agree. The auditors will spend time carefully examining the Cash Book to establish the validity and reliability of other financial statements (GOK A handbook on financial management, 2006). Payment vouchers, purchase invoices, receipts books, books of inventories and cheque books are primary documents which must be submitted to the auditor for verification, inspection and evaluation before a report is written and an opinion is given on the school's accounts. Bank reconciliations and bank statements compare the balance in the bank with that shown in the school's records can reveal book keeping errors either by the bank or by the school clerk as well as unauthorized withdrawals. An audit report should be clear, constructive and concise. The report also explains any implications of the above points and gives advice or recommendations for improvement (School Procurement Guide, 2009). The auditor should give in clear terms his/her professional opinion on the state of the accounts. A secondary objective of the audit is to detect errors in the accounts and advise the board on how to improve the book keeping standards. Audit queries can be raised where errors have been made in the records. Where the school's financial manager, fail to answer all the queries satisfactorily the auditor will present what is termed as a qualified audit report. This is a report where the auditor has been unable to obtain all the information and explanation he or she considers necessary for the audit (GOK A handbook on financial management, 2006).

5. Head teachers' Procurement Skills in Public Secondary School

The public procurement and Disposal act (2005) requires that all goods and services procured in a public institution be tendered, as long as the value of the goods or services exceed ksh 5000/=. Tendering process involves the process of inviting various suppliers to competitively bid for provision of various goods and services. The tendering process is managed by the tender committee whose composition include the Deputy Principal as the chairman, accounts, clerk as the Deputy chair, Head of departments not exceeding six as members and the store keepers as secretary. In this arrangement, the Principal are the chief executive officers. According to Government Financial Management Act, (2004) of the *laws of Kenya* amended in 2009; school may maintain a petty cash float for the purposes of making petty cash disbursements in respect of minor items as the Board may wish to delegate to the Principal. The floats should be replenished by way of a cheque cashed once the balance falls below a level agreed by the Board. A petty cash book should be maintained showing details of the expenditure over a small number of categories, e.g. postage, stationery, etc. together with the date and the amount. The petty cash book should be totaled off monthly and signed by the Principal. Orders/Requisitions: the BOM is advised to agree on a purchasing policy which complies with the terms of the administrative and Financial Guidelines, sections 10 and 11. All purchases, over a certain monetary amount, should be initiated by an order or requisition. The order itself will need to be authorized by the Principal by way of a signature on the face of the order. There is no need to actually forward the order form to the supplier. The requisition order is a document used by the teacher/departmental head in an institution to request for supply of goods or services to their class/department from the stores or purchasing officer. The requesting staff gives the details of what is required, dates and signs the request. The same is passed on to the Principal of the institution for approval before the purchasing officer issues and Local Purchase Order (LPO) or Local Service Order (LSO) (GOK:Public Procurement Act, 2005). Orders can be made over the phone provided that the duly authorized order or requisition is held for future reference. The Board can authorize the Principal to approve purchases up to an agreed limit and without the approval of the Board. Purchases in excess of the agreed limit require the approval of the Board. A competitive tendering process is required where the Total value of the annual purchases exceeds a certain figure. Local Purchase Order: This is the document used to make an official order for goods required by the institution. It is prepared by the Purchasing Officer based on a requisition order presented for purchase of goods not available in the stores. The purchasing officer will indicate items required and dates and will then sign on the order. This order must be countersigned by the Principal of the institution before forwarding to the supplier. Once this is done, it is recorded in the commitment register, which must be kept under lock and key to avoid any alterations that may lead to inflation of prizes or addition of items ordered by the purchasing officer (Woollard, 2009). Invoice authorizations: when the invoices arrive for payment they must be matched with the signed order/requisition. This can be done by whoever holds the order forms. The individual must ensure that the details of what was ordered exactly matches with what is being charged for on the invoice. The matched invoice can then be authorized for payment. The Board of Management is the appropriate body to authorize payment. Under no circumstances can the authorizer for payment be the same individual who authorized the order. This segregation of duties is an important financial control and is in line with best practice. All invoices, orders and requisitions should be retained by the Board for a period of seven years. Cheque Payments Book: Article 3 (vii) of the Articles of Management states: "The Board shall, as required by the Minister, make a return to him supported by the necessary vouchers of all disbursements made out of the school fund and shall comply with any directions which may from time to time be

given by the Minister relating to accounts of financial records or statements." This account should include a record of the cheques written showing details of the cheque number, the payee, the amount and an analysis of the expenditure over a small number of categories, e.g. wages, cleaning, stationery, etc. Cheque Signatories: The cheque signatory requirement is governed by article 3 (ii). It is vital that two signatories sign each cheque. The bank should be made aware of this and a panel of signatories maintained to cover for unavailability of the main signatories. The bank must receive specimen signatures in each case. The signatories can be the same individuals as signed the order/requisition but cannot be the same as authorized the invoice for payment (School Procurement Guide, 2009).

According to Kenya Education Staff Institution manual (2011), procurement process when followed in an institution promotes prudent utilization of financial resources. It also promotes trust and transparency resulting to good relationship between the head teachers and the stake holders especially the community. This is because all members of the community will receive equal treatment when dealing with the institution. Munyiri (2008) further stated that the Boards of Governors (BOG) are mandated by the Education Act 1968 to audit and regulate expenditure by the school administration to ensure that all income received by the school is applied to the promotion of its objectives. However, Munyiri (2008) has lamented that the aforementioned statutes presume that the members of the BOG and teachers are knowledgeable in law, supply chain management, accounting and project management. Unfortunately, these skills are not present in the administration of many public secondary schools (Munyiri, 2008).

Payment Vouchers: the school expenditure is executed and recorded by raising payment vouchers and appropriate posting is done to the cash book and ledgers on daily basis. The financial statements like monthly trial balances, statement of income and expenditure balance sheet and statement of assets and liability are prepared and discussed by the board of management. Transaction recorded in the cashbook and adjusting journals are posted to the correct ledger accounts monthly (GOK: Public Procurement Act, 2005). In a properly analyzed cashbook only periodic (say monthly) Totals need to be posted. Each page has two columns, a debit (or left hand side column) and credit, or the right hand side column. Receipts are posted as credit in the income accounts, the ledger and as debits to the cash (bank) accounts in the ledger. Expenses or payments in the cash book are posted debits to the expense accounts and credit in the cash (bank) account in the ledger. This is the principle of “double entry” in bookkeeping and is the basis on which a trial balance is extracted. A trial balance will assist in ensuring that the accuracy of the books of account is maintained (GOK: Public Procurement Act, 2005). A journal voucher book is a document used to bring into account a transaction that has been originally omitted from the records or wrongly posted from the cashbook into the ledger, and will be not immediately detected.

The Principals in each institution are required to ensure that a Trial Balance is extracted every month and properly filed for record purpose. Four copies of the trial balance reconciliation statement, a list of imprest holders, used cheques drawers, and cash on hand certificates, as at the date of the Trial Balance should be distributed to DSA, PSA, who should advise the PDE and MOE accordingly, TSC and a copy will be retained by the institution (GOK: Public Procurement Act, 2005). Balance Sheet is a statement that shows the financial status or position of an educational institution, as at a particular time. It shows the values of Assets are the institution’s possession and Liabilities are those items that institution is liable to surrender or pay, on the date on which it is prepared. The assets and liabilities must have an identical Total, which should balance. The surplus or deficit summary of the income and expenditure account, non-recurrent accounts balance and all the accounts that did not feature in the income and expenditure account such as cash and bank balances, sundry debtors and sundry creditors are recorded in the Balance Sheet (GOK: Public Procurement Act, 2005).

In Auditing, all books of account will be audited every year and feedback given to the school. In the audit report financial utilization is explained for appropriate action. None compliance to these guidelines constitute a breach of duty and those responsible shall be liable to disciplinary action. This is according to TSC Act 2008, the code of regulation of Teachers and the penal code (GOK: Revised Public Procurement Act, 2009). Externally from outside the schools requests to be supplied with goods and services into the school-inputs or to the outside the supplier requesting to supply the school with goods and services (Woollard, 2009). The following documents are useful for filling in the stores: Local Service Order (LSO): This is a document used for acquisition of services by an institution. It is originally prepared by the purchasing officer who fills in the date and signs before passing it to the Principal of the institution to countersign. The amount committed is then entered in the commitment register, where it remains under lock and key. The LSO should be recorded in counterfoil receipt book register as accountable documents (Woollard, 2009). Delivery Note- this is a document used for acknowledgement that the supplied goods are received in good order and required specifications and quality as requested in the LPO. It is originally prepared by the supplier who fills in the date and signs before passing it to the stores man or woman who countersigns before passing it over to the Principal of the institution to countersign (GOK: Public Procurement Act, 2005). The Invoice- this is a document used for acknowledgement that the supplied goods have the specified monetary value as they are listed in the delivery note received, in good order and required specifications and quality as requested in the LPO acquisition of goods/services by an institution. It is originally prepared by the supplier who fills in the date and signs before passing it to the stores man or woman who countersigns before passing it over to the Principal of the institution to countersign (GOK: Public Procurement Act, 2005).

6. Administrative Experience and Mobilization of Financial Resources.

In the African countries such as Nigeria and Botswana, Principals are neither appointed on criteria of quality regarding their own administrative performance nor are they appointed on their resource mobilization skills (Bush, 2003). Most of these Principals are even poorer in administration than the teachers they purport to lead. This is because some of them have never been in administrative positions but have just been appointed principal.

In Kenya the appointment to headship is not on the basis of predetermined leadership qualities including financial resources mobilization but rather job group ‘M’ among other factors (M.O.E 2005). Also the training on school managers does not train those who are not managers as yet. This means that one is only trained on management when they become principals or deputy principals (M.O.E 2005). The management and mobilization of school financial resources rests on the hands of BOM members whose membership includes co-opted PTA members and the head teacher who is always their secretary (Koech, 1999). These BOM members are mostly involved in the planning process while the head teacher implements the plans with the financial resources available (Education Act, 2008). Some of the resource mobilization strategies used in the past includes;

Harembee, income generating projects, bursaries and school fees among others.

According to Korir & Karr-Kidwell (2000), the outcome of poor financial skills in Kenya education system is in rot and general ineffectiveness of school leading to wastage of both local and foreign financial resources. Prudent resource management is therefore very critical in a school or any business if it has to achieve its objectives. It involves acquisition and use of funds. Thus resource mobilization and management calls for skilful planning, execution and control of a Firm's activities (GOK: A handbook on financial management (2006). The experience helps a school head teacher to acquire resource mobilization and management skill which includes management of cash receipt, payments and safeguarding cash balances (Phillip, 2005). To facilitate accountability the school must keep records. In a school, books of accounts are usually written and kept by the bursar or accounts clerk. A primary record in the school's financial statements is the General Ledger. This consists of figures and records from various journals which give the daily records of the financial transactions in the school (Munyiri, 2008). A Cash book is a book of original entry in which transactions relating only to cash receipts and payments are recorded in detail. When cash is received it is entered on the debit on left hand side. Unless a head teacher did accounts, the knowledge of financial management is acquired through training and experience. A more experienced head teacher is therefore better placed in resource mobilization and management.

7. Purpose of the Study

The purpose of this study was to investigate the influence of principal related factors on mobilization of financial resources in day secondary schools in Kitui Central Sub-county, Kitui County, Kenya. Specifically the study sought to establish the influence of Principals' attendance to management training courses on financial resource mobilization in secondary schools and the influence of principals' administrative experience on financial resources mobilization in day secondary schools in Kitui Central Sub-county, Kitui County, Kenya.

8. Methodology

This study adopted a descriptive survey design. A descriptive survey research is designed to obtain permanent and precise information concerning the current status of the variables under investigation and generalizations from the facts observed (Lukesh, 1991). Kothari (2004) has stated that a descriptive research provides the description of the information about the variables. This design is suitable for this study because views were collected from a group of people (principals, head of departments and school BOM executive members) without manipulating them. The study targeted a population of all the 16 principals in the 16 day secondary schools in Kitui Central Sub-county. The study also targeted 64 (sixty four) head of departments and 48 (forty eight) BOM members from the day secondary school in Kitui Central Sub-county (EMIS Data-2012). The census sampling of the 16 public day secondary schools in Kitui Central Sub-county was done and the 16-principals and 3 out of the 5 BOM executive members from each school was studied, that is 48 out of 80 members which is 60 percent of the population. The researcher also gathered information from one head of department from each school making a total of 16 head of departments which is 25 percent of the population. According to Gay (2002), a sample of at least 10 Percent of the entire population is sufficient enough. The study used questionnaires to gather information from the principals, head of departments and school BOM executive members. In all the questionnaires there were both closed-ended and open-ended questions.

9. Findings of the Study

In order to establish the influence of principal related factors on mobilization of financial resources in day secondary schools in Kitui Central Sub-county, Kitui County, Questionnaires were administered to all the 16 principals in the 16 day secondary schools in Kitui Central Sub-county. The researcher also gathered information from 48 BOM members and 16 head of departments from each studied school. The collected data was analyzed on the basis of these questionnaires

10. Academic qualification of the principals

The researcher sought to investigate the academic qualification of principals. Results are shown in table 1;

Table 1: Principals academic qualification

Category	Frequency	Percentage (%)
PhD	0	0.0
M.Ed	5	31.25
B.Ed	10	62.5
DIP. Education	1	6.25
Total	16	100

Table 1 revealed that majority of the principals had a bachelor of education as their highest academic qualification. This shows that the principals had acquired academic qualification which could enable them to mobilize financial resources effectively. This is likely to influence the principals' resource mobilization strategies geared towards providing facilities needed for the student's good performance in academics.

11. Principals' Attendance to Management Training Course and Mobilization of Financial Resources

The first objective for this study was to determine the influence of principals' attendance to management training course on mobilization of financial resources in day secondary schools in Kitui central District. To achieve this objective the respondents were required first to give information about their other professional training. Responses are shown in table 2;

Table 2: Principals' attendance to management training courses

Attendance	Frequency	Percentage %
Yes	16	100
No	0	0.00
Total	16	100

Table 2 revealed that all the principals in Kitui Central District had attended management training courses. This is likely to help the principals in performing most of their functions including mobilization and management of financial resources.

Respondents were asked to state other sources of school funds and the results are shown in table 3;

Table 3: Other sources of school finances

Source of Funds	Responses	Percentage %
Fundraising	13	81.25
Donation	2	12.5
Others	1	6.25
Total	16	100

From table 3, there seem to be over reliance on fund raising among schools as an alternative source of school finances. Majority of the schools (81.25%) mobilize funds through Harambee. This might be because they are not hard to organize and they usually bring quick finances. This strategy might not be providing enough finances for the school projects as they still seem to lack enough resources. Other sources of finances included FSE, CDF, and LATIF among others.

12. Principals' Administrative Experience and Mobilization of Financial Resources.

The second objective for this study was to examine the influence of principals' administrative experience on mobilization of financial resources in day secondary schools in Kitui Central Sub-county. To achieve this objective the respondents were required to first give information about their administrative experience. The responses were represented in table 4.

Table 4: Principals administrative experience

Experience in Years	Frequency	Percentage %
Less than 5	3	18.75
5-9	10	62.5
10-14	3	18.75
15-19	0	0
Over 20	0	0
Total	16	100

Table 4 revealed that majority of the principals had administrative experience of 5 – 9 years. This is a good experience and therefore the principals were in a position to mobilize financial resources in their respective schools. However it was also revealed that some of the respondents had an experience of less than 5 years. These are likely to face the challenge of resource mobilization they seem not to have enough experience for financial resource mobilization. However there are a few with 10 – 14 years experience. This experience is necessary for resource mobilization.

13. Conclusion

From the findings of the study it was established that all the principals (100%) in Kitui Central Sub-county had attended management training courses in addition to their professional training. This is likely to help the principals in performing most of their functions including mobilization and management of financial resources. The agencies which had organized the trainings includes, University training the area of academics, KEMI training on management of secondary schools, KSSHA organizing heads conferences geared towards training on quality management among others. The training helped the school principals to interact with other principals facing the same challenges and therefore share on how such challenges can be handled hence improving their administration. If these trainings were properly utilized then the principals would not have a problem in financial resource mobilization. The researcher also investigated the other ways in which the principals mobilized financial resources apart from parents' school fees. It was observed that there is over reliance on fund raising among schools (81.25%) as an alternative source of school finances. This might be because they are not hard to organize and they usually bring quick finances. This strategy might not be providing enough finances for the school projects as they still seem to lack enough resources. Other sources of finances included FSE, CDF, and LATF among others. The study also established that majority of the principals (62.5%) had administrative experience of 5 – 9 years and that 18.75 percent of the respondents had an experience of less than 5 years and also the same percentage had 10 – 14 years experience.

14. Recommendations

Based on the study finding, the following recommendations were made;

1. School principals should be constantly trained on financial resource mobilization so that they can be effective in financial mobilization and management. This is because from the study, majority of the principals training was on financial management and not resource mobilization.
2. The Teacher's service commission should fix certain experience requirements for promoting teachers to be principals. This is because from the findings of the study it was established that there were some principals with less than 5 years experience in the administrative post and this influenced principal's ability to mobilize financial resources.
3. School principals and the Board of Management should devise other means of resource mobilization to assist the needy students in their schools so as to enhance retention in day secondary schools.

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