

---

---

**INFLUENCE OF TRAINING MODES FOR PRINCIPALS ON FINANCIAL  
MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN WAJIR  
WEST SUB-COUNTY, WAJIR COUNTY, KENYA**

**\*<sup>1</sup>Nur Guyo Sora & <sup>2</sup>Dr. Ruth Thinguri**

**<sup>1</sup>Student, Mount Kenya University, Kenya**

**<sup>2</sup>Lecturer, Mount Kenya University, Kenya**

**\*Email of corresponding author; [nursoraguyo@gmail.com](mailto:nursoraguyo@gmail.com)**

**Publication Date: November 2023**

---

**ABSTRACT**

**Statement of the Study:** The study assessed the influence of professional development training modes for principals on financial management in public secondary schools in Wajir West Sub-county, Wajir County, Kenya.

**Purpose of the Study:** The purpose of the study was to assess the influence of professional development training modes for principals on financial management in public secondary schools in Wajir West Sub-county, Wajir County, Kenya.

**Research Methodology:** The study adopted a mixed methodology and applied concurrent triangulation research design. The target population was 181 respondents, which comprised 10 principals, 170 members of the school board of management, and 1 sub-county financial auditor. A sample of 125 respondents was determined using Yamane's Formula. Stratified sampling was applied to create four strata based on the number of zones in Wajir West Sub-county. From each zone, one principal was selected using purposive sampling. The sub-county financial auditor was also selected using purposive sampling. However, from each zone, and 30 members of the school Board of Management were selected to eliminate bias. This procedure realized a sample size of four principals, 120 members of the school BOM, and the sub-county financial auditor. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis in Statistical Package for Social Sciences (SPSS Version 23) and presented using tables.

**Findings:** The study found that financial management performance of many public secondary schools in Wajir West Sub-county has been low. Many of them still suffer the challenge of poor financial record-keeping, budgeting, costing and pricing, and financial reporting. This has been attributed to ineffective professional development training modes adopted to train principals.

**Conclusion:** The study concluded that professional development training modes for principals have a significant influence on financial management in public secondary schools in Wajir West Sub-county, Wajir County, Kenya.

**Recommendation:** The study recommends that the Ministry of Education (MoE) should create more modes of training, such as weekends, online evening classes, besides the on-job, off-job, and mentorship programs. This will allow principals to have more flexibility and choose the mode of training that best suits their needs.

**Keywords:** *Training Modes, Professional Development, Training Modes, Principals Financial Management, Public Secondary Schools.*

---

## INTRODUCTION

Secondary school principals benefit from financial management. Principals who understand finance actively manage school finances. According to Keegam (2010), principals' financial management and accounting knowledge aids them in communicating with financial specialists. Given these claims, Armstrong (2012) suggests that secondary school principals receive professional development training to improve their financial knowledge, which is critical for business success. Workers are trained to acquire the skills and knowledge required to perform their duties. According to Levacic (2005), it consists of exercises that prepare people for work and improve performance. Before providing training, a plan can be developed to determine what is to be accomplished, how, who will deliver it, the time frame, and, most importantly, the modes of training.

Professional development training institutions can provide secondary school principals with regular, irregular, seasonal, or annual trainings lasting a month, two months, or a year. According to Hawker (2009), training activities are differentiated by the number of hours, days, weeks, or terms spent in the event, the number of participants (one, small groups, larger sessions), and the type of activity (webinars, peer mentoring). According to Hawker (2009), the most popular format for online faculty development is a one-time, face-to-face workshop

or seminar, followed by a semester-long course and a multi-semester training initiative (up to a year). Online courses, modules, and webinars are other options.

Popular training methods include computer labs with instructor demonstrations and practice sessions (Hawker, 2009). Training can also be provided by a faculty development expert (in most programs), a development team, an advanced faculty member or peer, or a mentor. Designing and developing an online course, particularly one that will be taught soon, is probably the most common training activity for faculty. Blanchard, Lovell, and Ville (2009) discovered that any professional development training institution for secondary school principals teaches record-keeping, financial analysis, control, and working capital management to help them improve their financial management skills. Asian Development Bank (2010) discovered that new projects for training effectiveness and impact in Indonesia target financial sector firms and employ a model that differentiates between training inputs, processes, and outcomes. A well-structured combination of in-country and overseas training improves working effectiveness and technical skills, but there is no correlation between technical skills and training duration. According to Blanchard et al. (2009), a healthy mix of methods in a course provides variety, overcomes monotony and boredom, and energizes participants. Mixing is not an end in itself. Training methods must be carefully selected to match session goals and learning outcomes. The most common method is on-the-job training (OJT), which employs more experienced and skilled workers to train less experienced ones. Many types of OJT can be combined with classroom instruction. According to Hayes (2003), OJT includes on-the-job training, apprenticeships, coaching, and mentoring. According to Hayes (2003), formal OJT programs are typically led by employees with excellent technical knowledge and one-on-one instruction skills. Because most people cannot teach themselves one-on-one training, OJT trainers require train-the-trainer training. Formal OJT programs should carefully sequence trainee learning events and train trainers. Job-instruction is used in most formalized instruction.

According to Armstrong (2001), secondary school principals can receive professional development training both on and off the job. Professional development training includes observing, questioning, interpreting, reviewing, coaching, e-learning, workshops, induction, job shadowing, mentoring, seminars, classes, open learning, project work, workshops, and simulation. Patrick (2007) discovered in an Indian study that professional development training

methods that allow secondary school principals to access financial management skills information allow them to take ownership of the learning process and immediately apply learning. JIT training is defined by Eseryel and Spector (2006) as immediate, as-needed training. It is useful for rare transactions and processes that are difficult to remember after a few months, such as a critical form or system procedure that occurs only every few weeks or months.

According to Eseryel and Spector (2006), training allows employees to quickly refresh or learn the transaction before completing it, keeping it fresh in their minds when needed. This demonstrates that JIT training must be accessible and tailored to the employee's workplace. Coaching entails one-on-one instruction to improve work performance in a specific area. According to Tovey (2008), it differs from other OJT methods because the trainee has previously worked there.

Coaching is typically used to motivate underperforming employees, but it can also be used to motivate high performers. Typically, the supervisor coaches. The coach, like the OJT trainer, must be able to complete the task(s) and teach others. Coaching activities increased steadily in the 1990s and are expected to account for more than half of supervisors' time by the new millennium. Tovey (2008) defines coaching as "hands-on training in small groups or one-on-one to improve a skill." According to Tovey (2008), coaching allows a manager, subject matter expert, or senior staff member to reinforce a subject or employee performance. For direct coaching, the coach and the targets should be in close proximity.

Mentoring is one-on-one, hands-on training. This method is used for new hires and positions where a senior member of staff provides direct training. These may include context-sensitive help, embedded video tutorials, or brief online professional development modules with discussion forums and social media. This type of professional development training works best when secondary school principals can access it on demand and have accurate information to focus knowledge exploration. Just-in-time professional development training should be bite-sized with the option to access more information. According to Richard, Fred, and Jonathan (2004), every professional development training institution and team in the United States is concerned about secondary school principal development. Secondary school principals exchange programs for professional development are becoming more popular at national and international corporations. Secondary school principals can share local knowledge through the

secondary school principals exchange professional development training program, according to Richard et al. (2004).

Malaysian and Vietnamese secondary school principals exchange critical information (Karia & Ahmad, 2000). This method assists secondary school principals in their development by providing them with diverse learning environments. This program focuses on professional development, sharing, earning, and improving secondary school principals' local and international experience. Secondary school principals with hands-on experience will improve the process and performance of their self-help group. Secondary school principals receive on-the-job, off-the-job, and exchange training, according to the Kenya School Heads Diploma in Management Programmes (Republic of Kenya, 2011). Every year, secondary school principals with financial institution loans enroll in various professional development training institutions or travel abroad to receive additional training. Such programs aided Wajir West Sub-county secondary school principals.

Despite numerous professional development opportunities for secondary school principals, most schools have poor financial performance. According to the Ministry of Education (2017), most Wajir West Sub-county principals have been demoted for a variety of reasons. Demotions from 2013 to 2017 were 26.7% due to financial misappropriation. Few empirical studies have thoroughly identified which specific mode of professional development training has improved secondary school principals' financial management skills.

## **STATEMENT OF THE PROBLEM**

Professional development training for principals has been shown to significantly contribute to the success of most secondary schools. However, despite the professional development training that most secondary school managers have received, the financial performance of most schools in Wajir West Sub-county is still below expectations. As previously stated, poor bookkeeping, pricing, costing, budgeting, and elementary accounting, such as reporting, are on the rise among principals (Ministry of Education, 2017). Many of these cases of financial misappropriation resulted in principal demotions (26.7%). Despite these findings, little has been done to investigate the quality of professional development training received by principals. Similarly, few empirical studies have been conducted to investigate the impact of professional development training modes and approaches on financial management processes

such as bookkeeping, budgeting, procurement, and auditing in public secondary schools in Wajir West Sub-county, Kenya.

### **OBJECTIVES OF THE STUDY**

The study was guided by the following objectives:

- i. To assess the status of financial management performance in public secondary schools in Wajir West Sub-county.
- ii. To examine the influence of training modes for principals on financial management in public secondary schools in Wajir West Sub-county.

### **THEORETICAL FRAMEWORK**

The study was guided by the Professional Development Theory which was postulated by Krumboltz (1979) and was grounded in social learning theory and in classical behaviorism. This theory specifically addresses the need for people to deal with change within the rapidly changing labor market. In this study, this theory offers a useful framework for describing and explaining professional learning of principals.

Principals compare their own performance, skills, and abilities with some standard and draw conclusions about their competence and worth. Krumboltz (1979) asserts that educators need to become facilitators of principals' professional development and development, helping the adult learner to set and achieve goals and guide them in choosing the subjects and courses needed to fulfill these goals. Principals need to apply the knowledge into their life situations. Krumboltz (1979) opened the doors of inquiry and the study of advanced professional training and thus established that there is a need to continue his study and to continue to support, design and implement contents tailored to the educational needs of the principal.

This study was guided by the financial agency theory which was postulated by Michael B. Adams (1994). This theory is extensively employed in the accounting literature to explain and predict the financial performance of institutions. The financial agency theory not only helps to explain and predict the existence of principals' financial, but also helps to explain the role and responsibilities assigned to principals by the schools. The theory also predicts how the financial management skills function is likely to be affected by organizational change. Financial agency theory provides a basis for rich research which can benefit both the academic community and

the internal auditing profession. In the school context, the rationale of using this theory in this study is that it justifies the fact that financial management skills have to be framed in the social and cultural context in which this branch of knowledge exercises a fundamental and credible role in the dissemination of school's financial information.

## **RESEARCH METHODOLOGY**

The study used a mixed approach and a concurrent triangulation research design. The target population consisted of 181 respondents, including 10 principals, 170 members of the school board of management, and 1 sub-county financial auditor, from which a sample of 125 was drawn using Yamane's Formula. Based on the number of zones in Wajir West Sub-county, stratified sampling was used to create four strata. Purposive sampling was used to select one principal from each zone. Purposive sampling was also used to select the sub-county financial auditor. However, from each zone, as well as 30 members of the school Board of Management, bias was eliminated. The sample size for this procedure was four principals, 120 members of the school BOM, and the sub-county financial auditor. Questionnaires were used to collect quantitative data from school board members, while interview guides were used to collect qualitative data from principals and the sub-county financial auditor.

Based on the objectives, qualitative data were thematically analyzed and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages, as well as inferentially using Pearson's Product Moment Correlation Analysis in the Statistical Package for Social Sciences (SPSS Version 23), and tables were used to present the results.

## **RESULTS AND DISCUSSIONS**

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions.

### **Status of Financial Management Performance of Public Secondary Schools**

The study sought to assess the status of financial management performance of public secondary schools. This was measured by assessing performance of the schools in financial management processes. Results are shown in Table 1;

**Table 1: Financial Management Performance**

Indicators of Financial Management Skills	Number of Members of School BoM		
	Good	Fair	Below Average
Record-keeping	27.8%	68.5%	3.7%
Pricing and costing	49.1%	43.5%	7.4%
Budgeting	41.7%	24.1%	34.2%
Financial reporting	33.3%	28.7%	38.0%

Table 1 shows that only 30 (27.8%) of the school board of management (BoM) members stated that their schools had financial records well-kept, 74 (68.5%) stated fair, and 4 (23.5%) stated that their record-keeping was below average. A fair proportion of the BoM members, 53 (49.1%), stated that the performance of schools in pricing and costing was good, 47 (43.5%) stated fair, while 8 (7.4%) noted below average. A fair majority, 45 (41.7%), of the BoM members indicated that schools showed good performance in budgeting, 26 (24.1%) indicated fair, whereas 37 (34.2%) stated below average. However, 36 (33.3%), of the BoM members indicated that schools showed good financial reporting, 31 (28.7%) stated fair, while 41 (38.0%) indicated below average. During the interviews, however, the principals responded on the contrary. They stated that financial management performance in their public secondary schools has been commendable and good. Principal, P1, noted;

*In my secondary school, I have ensured that financial records are well-kept, I understand how to price and cost different school items, how to budget and undertake financial reporting.*

These views were supported by the Sub-county Financial Auditor who stated that financial management performance in many public secondary schools despite the challenges which are manageable. Despite these contradictions, these findings underscore the vitality of financial management in public secondary schools. This indicates that effective financial management provides most schools with adequate liquidity to conduct day to day operations.

### **Training Modes for Principals and Financial Management in Public Secondary Schools**

The study sought to examine how training modes for principals influence financial management in public secondary schools. Results are shown in Table 3;



**Table 2: Views of Members of School Board of Management**

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public secondary school principals have undertaken on-job professional development training to improve their financial management skills	60.2	9.5	3.9	7.8	18.6
In public secondary schools, the principals have not undertaken off-job professional development training as a way of improving financial management	53.7	9.1	3.0	12.1	22.1
In public secondary schools, just-in-time professional development training is common for principals as a way of improving financial management	77.1	5.2	3.9	10.0	3.8
Public secondary school principals have undertaken mentorship training to improve their financial management skills	46.3	8.2	4.8	35.1	5.6
To improve financial management, different modes of training are often adopted	51.1	8.7	4.3	26.4	9.5

Table 2 shows that 65(60.2%) of members of school BoM strongly agreed with the view that public secondary school principals have undertaken on-job professional development training to improve their financial management skills as did 10(9.5%) who agreed, 4(3.9%) were undecided, 8(7.8%) disagreed whereas 20(18.6%) strongly disagreed. These findings are consistent with the assertions of Hayes (2003) that included within OJT are the job-instruction technique, apprenticeships, coaching, and mentoring. Hayes (2003) further notes that formal OJT programs are typically conducted by employees who can effectively use one-on-one instructional techniques and who have superior technical knowledge and skills.

This implies that since conducting one-on-one training is not a skill most people develop on their own, train-the-trainer training is required for OJT trainers. Slightly more than half, 58(53.7%) of the members of school BoM strongly agreed with the view that, in public secondary schools, the principals have not undertaken off-job professional development training as a way of improving financial management while 10(9.1%) agreed, 3(3.0%) were undecided, 13(12.1%) disagreed whereas 24(22.1%) strongly disagreed. These findings lend credence to the assertions of Armstrong (2001) that professional development training of secondary school principals can be conducted off-the-job which is carried out away from secondary school principals' work place. The study revealed that 83(77.1%) of the members of school BoM strongly agreed with the view that, in public secondary schools, just-in-time professional development training is common for principals as a way of improving financial

management while 6(5.2%) agreed, 4(3.9%) were undecided, 11(10.0%) disagreed whereas 4(3.8%) strongly disagreed.

These findings support the assertions of Eseryel and Spector (2006) that just-in-time (JIT) training is training delivered immediately, as needed. According to Eseryel and Spector (2006), it is good for rare transactions and processes that are challenging to remember how to do after a few months, such as a form or system procedure that only happens once every few weeks or months but is critical. Eseryel and Spector (2006) further posits that training allows employees to quickly refresh or learn the transaction before completing it, keeping the content fresh in their mind when it is most needed. This is indicative of the fact that JIT training must be easily accessible and deployed in a format conducive to the employee's work environment. The study revealed that 50(46.3%) of the members of school BoM strongly agreed that principals have undertaken mentorship training to improve their financial management skills whereas 9(8.2%) agreed, 5(4.8%) were undecided, 38(35.1%) disagreed whereas 6(5.6%) strongly disagreed. These findings support the assertions the Tovey (2008) that mentoring is hands-on training delivered one-on-one between a mentor and a mentee.

This training method is often used for new hires and/or new positions where a more senior staff member provides direct training. These include context sensitive help, embedded links to video tutorials or brief online professional development training modules supplemented by discussion forums and social networks. These findings also support the findings of a study conducted in Kuala Lumpur in which Zemke (2007) established that mentoring often utilizes a three-step process where the mentor first demonstrates a skill, such as completing a procedure, then practices with the student to complete the procedure together and finally certifies the student in mastering the demonstrated skill by observing the student completing the skill on his/her own. This implies that the key to making this type of professional development training effective is to have it readily available to the secondary school principals so it can be accessed on demand and to accurate information as necessary to focus knowledge exploration. The study found that 55(51.1%) of the members of school BoM strongly agreed with the view that, to improve financial management, different modes of training are often adopted whereas a paltry 9(8.7%) agreed, 5(4.3%) were undecided, 29(26.4%) disagreed whereas 10(9.5%) strongly disagreed. These findings corroborate the assertions of Blanchard et al (2009) that duration and mode of professional development training for secondary school principals by any professional

development training institutions leads to acquisition of specific skills such as record-keeping, financial analysis, control and working capital management necessary to improve their ability to prudently manage finances.

These findings also support the findings of a study carried out in Indonesia by Asian Development Bank (2010) which found that new projects for effectiveness and impact of training focuses on a model that distinguishes between training inputs, processes, and outcomes and explains that a well-structured combination of in country and overseas training produce positive results improving working effectiveness and technical skills and the study find no correlation between technical skills and duration for a training program and finds some short duration training programs to be as effective as long duration programs. This indicates that training is useful in that it equips school heads with the right skills of how work should be performed.

### **Inferential Analysis**

To verify the influence of training modes for principals on financial management in public secondary schools, data were collected on the number of times a principal and the number of reported cases of financial mismanagement from the four sampled public secondary schools. Results are shown in Table 3:

**Table 3: Number of Times Principals have been Trained and Number of Cases of Financial Mismanagement in Public Secondary Schools**

<b>Number of Times Principals have been Trained</b>	<b>Number of Cases of Financial Mismanagement in Public Secondary Schools</b>
4	1
3	1
3	2
2	4

Table 3 shows that, in public secondary schools where principals have been trained several times, financial performance has improved with minimal cases of financial mismanagement. In other words, the higher the number of times principals have been trained, the fewer the cases of financial misappropriation in public secondary schools. The results in Table 4 were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 4:

**Table 4: Relationship between Training Modes for Principals and Financial Management**

		Training Modes for Principals	Financial Management
Training Modes for Principals	Pearson Correlation	1	-.567*
	Sig. (2-tailed)		.019
	N	4	4
Financial Management	Pearson Correlation	-.567*	1
	Sig. (2-tailed)	.019	
	N	4	4

Table 4 shows a Pearson Product Moment Correlation Test Analysis, which generated correlation coefficients of  $r = -0.567$  with a corresponding significant level (p-value) of 0.019, which was less than the predetermined level of significance of 0.05. Thus, the data shows that there is a significant influence of training modes for principals on financial management in public secondary schools. This further indicates that the higher the number of times principals have been trained, the fewer the cases of financial mismanagement in public secondary schools.

### Thematic Analysis

During the interviews, the principals and sub-county financial auditor also responded in favor of the view that secondary school principals have undertaken on-job professional development training to improve their financial management skills. Principal, P2, stated;

*I have been undertaking courses and trainings on financial management while at work. This usually takes place in the evenings and weekends. this has enabled me to acquire basic skills on different aspects of financial management.*

These views were further supported by the sub-county financial auditor also stated that it is a requirement that school heads undergo training while at work to be in a position to simultaneously implement the financial skills they acquire at their workplaces. This implies that since conducting one-on-one training is not a skill most people develop on their own, train-the-trainer training is required for OJT trainers. In other words, on-job training is useful in that it equips school heads with the right skills of how work should be performed.

## CONCLUSIONS

From the study findings, it is evident that financial management performance of many public secondary schools has been low. Many of them still suffer the challenge poor financial record-keeping, budgeting, costing and pricing as well as poor financial reporting. The study established that secondary school principals have undertaken on-job professional development training to improve their financial management skills. However, it has not improved the financial management performance of their schools.

## RECOMMENDATIONS

The study recommends that the Ministry of Education should create more modes of training such as weekends, online evening classes besides the on-job, off-job and mentorship programs. This will accommodate all school heads in the training programs. The Ministry of Education should develop a policy which requires all potential or would-be principals or school heads to undertake mandatory financial management training before posting.

## REFERENCES

- Armstrong, H. (2012). *Principles of Best Value*. London, HMSO
- Blanchard, T., Lovell, B and Ville, N. (2009). *Managing finance in schools*. London. Cassell Educational.
- Creswell, J. (2014). *Research design: qualitative, quantitative and mixed methodology*. Thousand Oaks, California: Sage Publications.
- Eseryel, D., & Spector, J. M. (2006). Current Practice in Designing Training for Complex Skills. *Association for Development of Computing in Education, Austria*, 71-89.
- Hawker, H. F. (2009). Training Needs Analysis and Evaluation. *Institute of Personnel and Development*, 6, 67-69.
- Hayes, S.L. (2003). Evaluating sales Training Program, Multi-Channel Service White Paper, *Siebel System Inc, Australia*, 4-17.
- Karia, N. & Ahmad, Z. A. (2000). Quality practices that pay: Empowerment and teamwork. *Malaysian Management Review*, 35(2), p.66-76.
- Keegam, L. (2010) Miscellaneous Leadership Issues. *Education Next*. Vol 3:2.
- Krumboltz, W. (2000). *An Emerging Professional Development Theory*. Mahwah Press.
- Levacic, R. (2005). *Formula funding of schools, decentralization and corruption: a comparative analysis*. Paris: International Institute for Educational Planning.
- Michael, B. A. (1994). *The financial agency theory*. Mahwah press.
- Ministry of Education (2017). *Financial accounting instructions for educational institutions*: Nairobi. Kenya Literature Bureau.

Patrick, M. (2007). *Leading Without Tears*. Maharashtra, India

Republic of Kenya (2011). *Diploma in Education Management for Secondary Schools*. Nairobi. KLB

Richard, M., Fred, L. and Jonathan, P. (2004). *International Management Culture, Strategy and Behavior, Sixth Ed.* Tata McGraw-Hill Publishing, New York.

Tovey, T. C. (2008). Statistical Methods for Measuring Training Results in *Training and Development Handbook*, McGraw-Hill, USA, Chapter 9, p. 321.