

# Relationship between Principals' Level of Training and Financial Management in Public Secondary Schools in Kenya

<sup>1</sup>Paulous Mutwii Mathuva\*, <sup>2</sup>Dr. Selpher Cheloti (PhD), <sup>3</sup>Dr. Rose K. Mwanza (PhD)

<sup>1</sup>Doctor of Philosophy (PhD) in Education Candidate, South Eastern Kenya University

<sup>2</sup>Senior Lecturer, Department of Educational Administration and Planning, South Eastern Kenya University

<sup>3</sup>Lecturer, Department of Educational Administration and Planning, South Eastern Kenya University

\*Correspondent Author

DOI: <https://doi.org/10.47772/IJRISS.2026.1026EDU0084>

Received: 06 February 2026; Accepted: 11 February 2026; Published: 19 February 2026

## ABSTRACT

The ever-rising demand for financially efficient schools by educational stakeholders and the general public the world all over can not be overemphasized. Financial management in public schools is one of the key functions of the school principal and revolves around the sourcing and the utilization of all school funds in order to meet the school goals. This study established the relationship between principals' level of training and financial management of public secondary schools in Makueni County, Kenya. The article is an extraction study that was carried out in Makueni County and anchored on the Agency Theory as postulated by Jensen and Meckling. The study used a descriptive survey and a target population of 391 public secondary principals, 391 bursars, 391 Parents Association (PA) chairpersons, and 7 school auditors. Data was collected using questionnaires for both principals and bursars, observation checklists for PA chairpersons and interviews guides for sub-county school auditors. The collected data was analyzed using ATLAS-ti software. The quantitative data analyzed was presented using frequencies, percentages and tables to give it meaning while qualitative data was interpreted in the form of themes and narratives. The results of the study established that there is a strong positive relationship (of  $r(85) = 0.879$ ,  $p < 0.05$ ) between principals' level of training and financial management of public secondary schools. The study concluded that training for principals led to improved school financial management and that lack of training for some principals who had not attended any in-service training on financial management led to poor management of finances in some schools. The study recommended that the Ministry of Education (MoE) should provide continuous in-service training on financial management for all principals so as to equip principals with the requisite financial management skills for improved schools.

**Key Words:** Relationship, Principal, Training, Financial Management, Public Secondary Schools

## INTRODUCTION

All over the world, communities have recorded an expansion in the provision of education that has led to increased funding mainly from governments, individuals and societies. The resultant effect has been a sharp rise in spending among educational institutions. This phenomenon has led to increased desire for financially efficient schools among education stakeholders globally. In the recent past, since the adoption of the Sustainable Development Goal (SDG) number 4 on access, equity and quality education, the education sector has attracted a big share of many governments' budgets worldwide (Education Aid Watch, 2015). This paradigm shift is aimed at achieving the global standards of allocating between 16-20% of each government's Gross Domestic Product (GDP) to education, hence, the increased concern by every stakeholder for school finances to be prudently managed (Yunas, 2014).

Moreover, school financial management entails the utilization of all the school funds to meet school goals which is the duty of the school principal. According to the Basic Education Act of 2013 (Republic of Kenya), principals' key financial management functions include; preparation of annual estimates of revenue and expenditure, receiving all grants and other public funds, incurring approved expenditure on behalf of the school, managing school debts and cash balances, and presenting accounts of expenditures before Boards of Management (Republic of Kenya, 2013). Principals also keep and avail books of accounts to the auditor general or any other appointed auditor for school audit. Sources of school finances include fees, government capitation, grants from Ministry of Education, donations, income from school assets and income-generating activities (Okumbe, 2007). It is therefore expected that principals should have the necessary financial management skills needed for establishing an internal audit system, yet such skills are not taught to principals, creating a functional gap.

Schools in Chile used to experience various financial management challenges and to curb the vice, the government introduced a policy on allocating equal capitation to all schools. Schools were also required to hire highly qualified teachers and streamline pre-service teacher training to be offered by universities to meet the needs of teachers' administrative duties. The policy as well placed all public secondary schools under municipal authorities and allocated them extra funds based on each school's unique needs, closely supervised school finances and identified to whom each school management authorities would present their books of account for audit (Crouch and Winkler, 2008). However, the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009) noted that finance management related challenges continued because in-service training for principals was poorly structured and provided. The training also failed to give guidance from the central government.

In the United Kingdom, mismanagement of financial resources dominated public schools especially cases regarding budgeting and accounting challenges. These challenges originated from residue expenditure arising from previous years' financial deficits (Allen et al., 2012). A policy was put in place to ensure that teachers who held postgraduate education were appointed as heads of public schools. This shows that the principals' level of training was directly linked to their effectiveness in secondary schools financial management. Further to this, UNESCO (2016) reported that about 44% of the principals had masters degrees, while 20% had doctorate degrees in education. From the policy the incidences of financial mismanagement dropped sharply. In some instances, the most successful principals were placed in charge of more than one school. This showed that adequate training equips school heads with financial management skills. Hence the need for more training for school principals in Kenya.

The principal's level of training is the highest educational qualification that a principal has attained. In a study done in Canada by Council of Ministers of Education and the Canadian (CMEC) (2014), initial teacher training was found to be inadequate in equipping principals with financial management skills. The Canadian government, through the teacher training strategic plan, 'Building on Our Successes 2005-2015', introduced a 1 year in-service training for head teachers to equip principals with financial management skills. Principals would also be mentored by a team of successful principals drawn from the Retired Head Teachers Association so as to alleviate financial management challenges. Each principal would be offered a five-day off in a calendar year to undergo a professional improvement training run by the Ministry of Education in partnership with teachers' professional bodies and the Federation of Teachers. The acquired financial management skills led to decline in financial management challenges. This shows that training and incentives were successful in ensuring good school financial practices in Canada and hence this study sought to establish the influence of principal's level of training on financial management of schools in Makueni County, Kenya.

Albugami and Ahmed (2015), conducted a study in Saudi Arabia to investigate whether ICT use in Saudi Secondary Schools contributed to successful financial management and found that financial management challenges in public secondary schools were rampant. The study established that 90% of the financial mismanagement cases were associated with principals' lack of training on the use of technology proficiency skills in budget preparation. Hansraj (2007), in a study in Malaysia, established that principals are trained on financial management in the initial teacher training. Therefore, financial management challenges were rarely experienced in Malaysia. Principals' training on management of school finances is in question in Kenya, and that is what informed the need for this investigation.. The current study sought to establish whether school

principals in Kenya receive adequate training on management of school finances.

Atunde et al.(2019) conducted a study on information and communication technology (ICT) and administrative performance of principals: a survey of public secondary schools in Ilorin Metropolis, Kwara State of Nigeria. Using descriptive survey design, a target population of 45 principals and 90 vice-principals (making a total of 135 respondents), the study established that there exists a significant influence of ICT use on the performance of principal's general management duties including financial management. The study, however also pointed out that public secondary school principals in Nigeria were not adequately prepared for the technological advancement due to low training levels on ICT use. While the study was done in an urban centre with the use of structured questionnaires and a small sample of 45 school principals and 90 deputy principals, the current study was done in a rural area using a total sample of 391 respondents and employed the use of the two sets of questionnaires with both closed and open-ended items, interview guides and observation checklists to collect data from the respondents.

According to Wango and Gatere (2016), in a study done in Kenya, it was established that secondary school teachers are trained on general school management at university level before being employed. Additionally, Karani (2013) established that some school principals who had received on top of the initial professional preparation had proved to be very effective financial managers of schools. However, initially, for one to be deployed as a principal, a teacher had to be in possession of a Master's degree in education, and have served as a deputy principal for at least three (3) years (Teachers Service Commission, 2018). However, this policy was changed later to accommodate even candidates who held undergraduate degrees in education in response to complaints of teachers' trade unions. But a closer examination of Kenyan university curriculum reveals that financial management is given very little attention at both undergraduate and master's level, implying that not all head teachers have skills in financial management. This is despite Kenya Education Management Institute (KEMI) offering diploma training in financial management with topics such as 'Finance and Accounts' and 'Procurement Plans' and 'Records', it is not a requirement for appointment to headship (Kenya Education Management Institute, 2018). However, by 2013, out of 7,686 principals, only 3,855 had been trained in school financial management according to a study by Karani (2013) and Musembi (2016). This means that majority of principals in Kenya have not undertaken this crucial training, hence complicating the need for effectively trained school managers.

In their studies, Karani (2013); Wango and Gatere (2016), observed that most principals in Kenya have a minimum of Bachelor of Education degree. It is expected that such a uniform level of academic attainment would lead all principals to effectively and prudently manage school finances. Moreover, according to Commission for University Education (2015) and (2016), not much is taught on management of school funds at undergraduate and post-graduate educational levels in Kenya. These findings imply that most principals in Kenya may not have adequately studied financial management, but only got introduced to it during in-service courses. It is expected that the higher the principal's level of professional training, hence the more the number of financial management in-service courses attended, the better the ability to manage school finances. However, financial management malpractices have dominated secondary schools despite the trainings that principals have undergone (Maronga et al.,2013).

In Kenya, professional secondary school teacher training takes place in universities at bachelor's and master's degree levels (Wango and Gatere, 2016). Further to this, a look at the Commission for University Education, 2015 outline of common educational units for undergraduate and post-graduate courses indicates that not many universities prepare teachers for school financial management. Management of finances is only introduced at doctoral level in education (Commission for University Education, 2016). For holders of non- educational degrees but with two teaching subjects, universities offer a one year post graduate diploma in education in which teaching methods and educational courses are taught and only 1 out of the total 19 units is learnt (Commission for University Education, 2016). This implies that most public secondary school principals in Kenya may not have studied management of finances but only get introduced to it after initial training. Sessional Paper No. 14 of 2012 on training and research recommends the need for principals to undergo in-service training on management of finances for quality education (Republic of Kenya, 2012). Additionally, Kenya Education Management Institute (KEMI) (2018) brochure on 'Finance and Accounts,' outlines the contents of the course offered on Open and Distance Learning mode as : "preparation of financial

records, management accounting, budget preparation, book keeping, submission of books of accounts for external auditing, finance and supply chain management, and preparation of financial procurement plans and records." However, the course is not mandatory leading to most principals in Kenya and more so in Makueni County having not undertaken the course (County Director of Education, Makueni County, 2024). This implied that such head teachers did not possess the required skills to manage school finances. Hence the need for this study to provide policy recommendations on training of head teachers for their assigned tasks.

Financial mismanagement in Kenyan public secondary schools is very rampant due to many principals' inability to perform their financial management task effectively as revealed by the Auditor General's report of 2018/2019 (Government of Kenya, 2019). The report pointed out that in some public secondary schools, goods and services that were not budgeted for had been procured. The report further highlights other mismanagement cases as; failure to develop procurement plans, embezzlement of funds since purchases were not supported with proper documentation, irregular composition of tender committees, and or failure to adhere to tendering procedures. The report further observed that principals never advertised for local labour whose cost exceeded the set threshold, did not present books of accounts for audit or had unresolved previous years' audit reports. In some other instances, schools were sued by suppliers over long outstanding bills or had school assets attached by auctioneers. Such cases of financial mismanagement in Makueni County occurred despite the principals' level of training, hence this study investigated principals' level of training and financial management in public secondary schools in Makueni County (County Director of Education, Makueni County, 2018). A study by Cheloti, Mutua & Kamau (2023) emphasized that principals' level of training was a critical factor that influenced their management practices including management of school finances, management of students and staff, and further had a bearing on students' performance. This study was conducted in Makueni county of Kenya.

### **Statement of the Problem**

One of the administrative roles of principals as provided for in Basic Education Act (Republic of Kenya, 2013) is to prudently manage school finances. It is also the role of the principal to collect fees, mobilize resources, prepare budgets, manage cash expenditures, prepare procurement plans and implement budgets. The Act further provides that principals are also expected to record expenditure, account for expenditure through reporting on budget implementation, and present books of accounts to the Ministry of Education's auditors of schools for audit.

The auditors' report of the Makueni County Education Office (2024) public secondary schools indicates that 146 out of the 391 Makueni public secondary schools had cases of financial mismanagement translating to nearly 37%, which has been constant over the previous two years. There were 102 warnings, and 46 were transferred to other secondary schools. There were no demotions since any head of public institution who is not substantively appointed is only liable for summary dismissal upon sufficient proof of any inefficiency (Teachers Service Commission, 2017).

Such rampant incidences of financial mismanagement in public schools took place despite the Kenya government having organized a financial management diploma training at the Kenya Education Management Institute (KEMI) whose target group was mainly heads of schools. Surprisingly, only 3,885 out of the total principal population of 17,864 had attended by 2018 ( Kenya Education Management Institute, 2018). In Makueni County, only about 23% of the principals had undergone the KEMI school management course with the majority of the principals (89.7%) having been recently appointed to the level of principal and not have had the opportunity to attend the course (County Director of Education's Office, Makueni, 2024). This therefore shows that majority of the principals still lacked training on management of school finances. Studies had been carried out on various aspects of educational management in Makueni County, but none has been conducted on principals' level of training and financial management, which is a key factor in management of schools. Hence the need for the current study.

### **Study Objective**

The objective of the study was to establish the influence of principals' level of training on financial

management of public secondary schools in Makueni County, Kenya.

## STUDY LITERATURE REVIEW

### Principals' Level of Training and Financial Management

A principal's level of training is the highest qualification attained and any continuous education provided to head teachers while in the field for improved competencies. Bush (2016) asserted that in the United Kingdom, school finances were effectively managed because heads of schools were highly trained and received professional development after initial teacher training. Principals were trained at the Centre for School Leadership (CSL) and given mentorship and coaching by senior head teachers. Head teachers were also required to have a Post Graduate Diploma in school leadership. This showed that the principal's level of training influenced their ability to manage school finances.

In the Philippines, Hazel (2023), investigated financial management competencies of public secondary school principals in the Pangasinan Province. Using descriptive survey design and questionnaires with Google forms targeting all the 302 school principals of the area's urban schools. The study revealed that educational attainment and especially those who were senior in the service and aged 51 years and above had recorded a success rate of 82.1% in school financial management. The study had considered seven variables of principals namely, age, sex or gender, civil status, highest educational attainment, length of service and school category. The current study used survey research design, questionnaires, interview guides and observation checklists as research instruments and was conducted in a rural setting. The current study used four study variables of principal's level of training, length of administrative experience, technology proficiency, selected demographic factors of age and gender, and financial management and investigated if a similar situation was found in Makueni County, Kenya.

A study by Nwafukwa and Aja (2015) found that in Nigeria, principals received a mandatory comprehensive and continuous training at the Advanced Certificate in Education (ACE) course in school management that included financial management skills. Principals were later mentored by the National Management and Leadership Committees in every province. The study adopted descriptive survey design and used simple random sampling technique to draw a sample of 1,000 respondents from a total population of 2,221 secondary school principals. The study was conducted in a peri-urban area using questionnaires only and established that principals needed to be given financial management skills especially on budgeting for effective school management. The current study drew its respondents from a rural population. The respondents included principals, bursars, P.A chairpersons and school auditors.

Additionally, a study by Ruharara and Onyango (2022) investigated into the challenges facing secondary school principals in controlling finances in Bukombe District noted that principals in Tanzania through the Executive Agency Act No. 30 of 1997 are trained and then undergo a two year residential Diploma training in Educational Management and Administration (DEMA). However, the same study established that despite all these efforts to reduce financial mismanagement cases, head teachers faced various financial management challenges and still lacked adequate training to effectively manage finances. Unlike the current study, Ruharara and Onyango (2022) used convergent parallel design with mixed research approach and a sample of 79 respondents while this study used descriptive survey design and a sample of 356 respondents.

Further to this, Alabu (2013) did a study on the influence of head teacher's personal characteristics on performance of administrative tasks in Migori. The study established that principals' training levels affect task performance levels. A study by Kiiro (2015) investigated the influence of KEMI training on principals' competence in management of schools in Westlands, Nairobi. The study found that the course highly influenced principals' performance of financial tasks. The study used respondents drawn from 1 education officer, 13 head teachers, and 105 teachers making a total of 119, while this study collected data from 118 head teachers, 118 bursars, 118 P.A chairpersons and 2 schools auditors whose total was 356 respondents.

Munge et al. (2016) studied the factors influencing financial management in public secondary schools in Nakuru County using cross sectional research established that public secondary schools in Nakuru County

had well managed finances due to principals' training on budget management and use of financial controls. These findings concurred with Mulwa et al. (2017) who in a seminar paper, 'Financial Management for Effective Schools: Bridging Theory and Practice through Competency Development among Secondary School Principals in Kitui County', attributed effective public secondary school principals' financial management to three factors, namely; principal's training, experience and education level. This underscored the importance of training on the efficiency and performance of any task, hence this study investigated the relationship between principals' level of training and school financial management in Makeni County.

## Theoretical Framework

The study was anchored on the Agency Theory which was advanced by Jensen and Meckling (1976). The theory holds that in any organization that deals with monies, there exists an agency and principal relationship between the person (here known as the 'principal') who hires another (the 'agent'). It is the agent who undertakes specific tasks on behalf of the hirer, the 'principal'. The proponents of Agency Theory further argue that during the process of executing the assigned activities, a conflict arises between the 'principal' and the agent. The misunderstanding emanates from the conflict of interests between the two parties. The agent strives to maximize any rewards arising from their effort if the reward is given or minimize their effort if the rewards are denied. On the other hand, the 'principal' tries to reduce the costs of hiring the agent or maximizes the output of the 'principal'. The resultant conflict of interest between the two parties further fuels the agency problems. Jensen and Meckling (1976) further point that these agency conflicts are often severe and common in public institutions including schools.

Agency theory was suitable for use in this study because public secondary schools receive government capitation grants, fees from parents and other financial support from donors. Such financiers are the 'principals' as referred to in the theory. Principals of school and bursars are the 'agents' because they carry out the day to day management of school finances. The government of Kenya through the Teachers Service Commission (TSC) and the parents through the Boards of Management (BoM) of various public secondary schools hire the services of head teachers and bursars, respectively to carry out the task of prudently managing school finances for which they get salaries and allowances. The theory examines the conflicts that arise between the school owners (the parents and the government) and the managers (school principals and bursars) and seeks to resolve the conflicts.

However, several scholars observe that Agency theory has some weaknesses. Turley and Zaman, (2013) argued that one of the underlying weaknesses of the theory is that the agent has a lot of information on matters on the ground compared to the Principal. This is illustrated by the fact that even when the organization is subjected to the routine external audit exercises, there seems not to be any significant difference between its results and those of the internal audit committee that exists within the organization. The resultant asymmetry of information complicates the ability of the principal to monitor the effective execution of the interests of the organization's stakeholders by the agent. The agent while performing duties and making decisions may hide or manipulate information to suit own needs. This results into conflict of interests between the agent and the principal referred to as 'Agency Problem' or 'Agency Dilemma'. The resultant conflict may negatively affect the motivation levels of both the workers and learners leading to reduced output and general decline in the overall school performance.

The agency theory has been used in several studies. Sikobe, Mwambia and Were (2017) studied an evaluation of factors affecting management of public funds in the Country Government of Nairobi, Kenya using agency theory. Additionally, Munge, Kimani and Ngugi (2016) used the same model to carry out a study on the factors influencing financial management in public secondary schools in Nakuru County, Kenya.

## STUDY METHODOLOGY

The study used descriptive survey research design in order to generate both qualitative and quantitative data. Descriptive survey enables the researcher to collect data on a specific prevailing condition (Greenfield, 2002, and Best and Kahn, 2005). Secondly, according to Creswell and Plano (2011), descriptive survey and mixed sampling approaches are both useful in exploring experiences and explaining perspectives of respondents on

relationships between the objectives and variables of study without any manipulation. This was done by examining the study objective namely, establish the relationship between principal's level of training and financial management of public secondary schools in Makueni County. Additionally, the use of descriptive survey design was of critical importance in examining the role played by principals' level of training in enhancing financial management of public secondary schools in Makueni county, Kenya. The study used a target population comprising of 391 principals, 391 bursars, 391 PA chairpersons, and 7 sub-county auditors of schools. A total sample size of 356 respondents was selected comprising of 118 principals, 118 bursars, 118 PA chairs, and 2 school auditors. The study used questionnaires and bursars, observation checklists for parents association chairpersons and interview guides for school auditors for data collection. The validity and reliability of the research instruments was ascertained before carrying out the study by use of piloting and the test-retest technique and computing a correlation coefficient value of 0.8 ( Kothari and Garg, 2018). Such a coefficient indicated that the research instruments were highly reliable since according to Mugenda (2019) a coefficient value of 0.7 or higher than 0.7 indicates a high degree of instrument validity. Considering this coefficient from the test therefore the instruments were highly credible for use in the study. Data was analysed using the ATLAS-ti computer software. Qualitative information obtained from the interview guides and observation checklists was put into topics and reported in the form of stories in line with the objective of the study. Quantitative data got from the respondents was put into frequencies, percentages and tables for easier interpretation. Using ATLAS-ti software, a Pearson's Moment Correlation Coefficient ( PMCC) denoted by (r) was computed to establish the level of relationships at 0.05 level of significance between the research variables in order to answer the research question. From the computation, it was revealed that there exists a strong positive relationship (of  $r = (85) = 0.879$  and a p value  $p < 0.05$ ) between principals' level of training and financial management of public secondary schools. According to Mueller (2019), the calculation of a p-value was useful in trying to explain relationships between the two variable of the study. A p - value of ( $p < 0.05$ ) or above indicates an acceptable level of relationship..

### Study Findings

In this study, the researcher administered 118 questionnaires to principals, 118 questionnaires to bursars, 118 observation checklists to parents association chairpersons in the sampled schools comprising of the four school categories - national, extra county, county and sub-county. The interview guides were administered on the 7 sub-county auditors. The recorded instrument return rate was 71.2 per cent for principals' questionnaires, 72 per cent for bursars' questionnaires return rate, and 72 per cent response rate for PA' s observation checklists . This return rate was adequate since according to Mugenda (2019), for descriptive survey, a response rate of 50 % adequate, while 60% is considered to be good and anything above 70 % is considered as being very good. However, for the interview guides, only 2 sub-county auditors were available for the study.

### Principals' Level of Training and Financial Management

The objective of this study was to establish the relationship between principals' level of training and financial management in public secondary schools in Makueni County. To achieve this objective, the principals were first requested to indicate their highest professional qualification. The responses are displayed in Table 1.

Table 1: Professional Qualification of Principals and Financial Management

Professional qualification		Frequency	Percent
	Diploma	0	0.0
	BED	54	64.3
	PGDE	20	23.8
	Masters	9	11.9
	PhD	0	0.0
	<b>Total</b>	<b>84</b>	<b>100.0</b>

Source: Field Data (2025)

From Table 1, it is evident that majority of the principals represented by 64.3% had a Bachelor’s degree as their highest qualification while 23.8% had a post-graduate diploma in education.

This was followed by 11.9% who were in possession of a master’s degree, while none had either a diploma (Dip Ed) or a doctorate degree (PhD) in education. This points to the fact that principals had the right qualifications to be able to participate in the study and provide reliable data. The researcher further requested the principals to indicate whether they attended any in-service trainings and respond on the relevance of such in-service trainings attended but which are relevant to school financial management. The responses on attendance of in-service trainings were presented in Table 2.

Table 2: Principals' Responses on Attendance of In-Service Training and Financial Management.

<b>Attended training</b>		<b>Frequency</b>	<b>Percent</b>
	Yes	57	67.9
	No	27	32.1
	<b>Total</b>	<b>84</b>	<b>100.0</b>

Source : Field Data (2025)

Table 2 shows that majority (66.9%) of the principals had attended an in-service training on financial management leaving out 32.1% who had not been trained in financial management. The 57 principals who had attended the training on financial management were requested to indicate the level of in-service KEMI training they trained as presented in Table 4.

Table 3 : Principals' Responses on Level of KEMI In-Service Training Attended

<b>Attended training</b>	<b>Frequency</b>	<b>Percent</b>
KEMI certificate	12	21.1
KEMI diploma	45	79.9
<b>Total</b>	<b>57</b>	<b>100.0</b>

Source: Field Data (2025)

It can clearly be observed as shown in Table 3 that majority (79.9%) of the principals who had been trained on financial management had a KEMI diploma while only 21.1% had a KEMI certificate. The principals were further requested to indicate the relevance of the training on a five-point Likert scale with five (5) for Highly Informative, four (4) for Slightly Informative, three (3) for Informative, two (2) for Useful, and one (1) for of no use as shown in Table 4.

Table 4 : Principals' Responses on Relevance of the Training Attended

<b>Attended training</b>	<b>Frequency</b>	<b>Percent</b>
Highly informative	77	91.6
Slightly informative	5	5.6
Informative	2	2.3
<b>Total</b>	<b>84</b>	<b>100.0</b>

Source: Field Data (2025)

In Table 4 it is demonstrated that majority of the principals (91.6 %) indicated that the training they attended on financial management was highly informative, while 5.6% and 2.3% were of the opinion that it was

slightly informative and none for just informative, respectively. However, for the responses of 'useful' and 'of no use', none responded. Principals were further required to provide information with regard to whether they attended any ICT skills training that was related to the use of ICT skills in financial management by indicating 'Yes' or 'No'. The responses were presented in Table 5.

Table 5: Principals' Responses on Attendance to ICT Skills Training and Financial Management

Attended training		Frequency	Percent
	Yes	40	47.6
	No	44	52.4
	<b>Total</b>	<b>84</b>	<b>100.0</b>

Source: Field Data (2025)

As demonstrated in Table 5 above, most of the principals (52.4%) of those interviewed, had not attended any ICT training on financial management leaving only 47.6% who had attended. The principals who attended ICT training were 39 in number and were requested to indicate the level of ICT training. The results were presented in Table 6.

Table 6 : Principals' Responses on Level of ICT Training Attended and Financial Management

Level of training		Frequency	Percent
	Certificate	37	92.5
	Diploma	3	7.5
	<b>Total</b>	<b>40</b>	<b>100.0</b>

Source: Field Data (2025)

It can be seen from Table 6 that majority (92.5%) of the principals indicated that the training on ICT that they attended was at certificate level while only 7.5% had attained a Diploma. The principals were further requested to indicate the relevance of the ICT training attended using a five-point Likert scale, in which 5-for Highly Informative, 4-for Slightly Informative, 3-for Informative, 2-for Of Little Use, and 1-for Of No Relevance to school financial management as shown in Table 7.

Table 7: Principals' Responses on Relevance of the ICT Training Attended and Financial Management

Attended training		Frequency	Percent
	Highly informative	35	87.5
	Slightly informative	3	7.5
	Informative	2	5.0
	<b>Total</b>	<b>40</b>	<b>100.0</b>

Source: Field Data (2025)

Table 7 shows that majority (87.5%) of the principals indicated that the training on ICT that they attended was highly informative, while 7.5 % and 5% stated that it was slightly informative and just informative, respectively.

The bursars were requested to indicate their responses to the statement,

"How would you rate the extent of your principal's level of training and its influence on the school's

effectiveness?" to which they responded as shown in Table 4.12 using 5 point Likert scale with; (5) for Strongly agree, (4) for Agree, (3) for Undecided, (2) for Disagree, and (1) for Strongly disagree with regard to different aspects of school principals on financial management. The findings were tabulated in Table 8 below.

Table 8: Bursars' Responses on Principals' Level of Training and Influence on Principals' Financial Management Aspects of:

Statements	5		4		3		2		1	
	F	%	F	%	F	%	F	%	F	%
a) Timely budget preparation	40	47.1	11	12.9	7	8.2	9	10.6	18	21.2
b) Budget implementation	45	52.9	9	10.6	11	12.9	13	15.3	7	8.2
c) Preparation of school accounts	43	50.6	14	16.5	12	14.1	9	10.6	7	8.2
d) Preparation of financial records	35	41.2	19	22.4	12	14.1	8	9.4	11	12.9
e) Timely readiness for annual financial audit	22	25.9	23	27.1	14	16.5	10	11.8	16	18.8
f) Debt control levels	36	42.4	28	32.9	5	5.9	5	5.9	11	12.9
g) Implementation of development projects	24	28.2	37	43.5	6	7.1	12	14.1	6	7.1
h) Ability to integrate ICT skills in managing school finances	43	50.6	18	21.2	11	12.9	7	8.2	6	7.1

Source: Field Data (2025)

In Table 8 it is shown that most of the bursars were in agreement that the principals' level of training influences budget implementation as denoted by 47.1% and 12.9% percent who strongly agreed and agreed combined to make 60%, while 8.2% represented the undecided, 10.6 percent disagreed and 21.2% strongly disagreed. The results implied that bursars had a lot of trust that principals had adequately been trained through going through the initial and in-service training that equipped them to confidently handle school finances compared to a small percentage that did not share a similar opinion. However, on the aspect of principal's level of training and its influence on budget implementation, most bursars (50.6%) seemed to strongly agree followed by 16.5% who agreed implying that most of the bursars (67.1%) for strongly agree and agree, respectively highly supported the assertion that principal's level of training positively influenced a principal's ability to manage school finances. This is as compared to 10.6 percent of the bursars who responded to the questionnaires by strongly disagreeing and 8.2 percent who strongly disagreed while another 14.1 percent who were indecisive. Most of the bursars were in agreement that the principals' training influenced preparation of school accounts as demonstrated by 41.2% who strongly agreed and 22.4 percent who agreed. All the same, 9.4 percent disagreed, another 12.9 percent strongly disagreed and still another 14.1 percent were undecided. A relatively small number of bursars as illustrated by 25.9% for strongly agree and a slightly higher number denoted by 27.1% who agreed. Nevertheless, 18.8% strongly disagreed and another 11.8% disagreed whereas 16.5% were neutral. From the findings, on the item that believed principals' training on financial management influenced principal's debt control levels of schools, a good number of bursars strongly agreed (42.4%) while 32.9% seemed to agree making a total percentage of 53%. This was contrasted by 12.9% who strongly disagreed, 5.9% who disagreed while another 5.9% were unsure of how to respond. Some bursars, who responded to the questionnaires, believed that principals' training on financial management influenced implementation of development projects as illustrated by 28.2% for strongly agree and another 32.9% of the bursars who agreed. However, 7.1% strongly disagreed, 14.1% disagreed while another 7.1 % represented a group that was undecided. Finally, majority of the bursars were of the view that the principal's training influenced their ability to integrate ICT skills in managing school finances as pointed out by 50.6 percent who strongly agreed and 21.2 percent who agreed both combined to make a total of 71.8%. However, 8.2 percent disagreed and 7.1 percent strongly disagreed while another 12.9 percent were hesitant to respond.

The researchers further sought to establish the relationship between a principal's level of training and financial management in public secondary schools in Makueni County using correlation coefficient. The results were

presented in Table 9.

Table 9 : Correlation between Principals' Level of Training and Financial Management

		Principals' Training	Financial Management
Principals' training	Pearson Correlation	1	.879 (**)
	Sig. (2-tailed)		.000
	N	84	84
Financial Management	Pearson Correlation	.879(**)	1
	Sig. (2-tailed)	.000	
	N	84	84

\*\* Correlation is significant at the 0.05 level (2-tailed).

Source: Field Data (2025)

From the results of the study in Table 9 it can be reversed that there is a strong positive relationship  $r(84) = 0.879$ ,  $p < 0.05$  between principals' level of training and financial management in public secondary schools.

#### PA Chairpersons' Observation Checklist Results on Principals' Level of Training and Financial Management

The researcher used a checklist to obtain data form the PA chairpersons using a scale of 1-4, where each is indicated as below: 1-Strongly disagree, 2- Disagree 3- Agree 4- Strongly agree.

Table 10 : PA Chairpersons' Opinions on Principals' Level of Training and Financial Management

Checklist	4	3	2	1
Principal's with highest level of training have;				
• managedfinances well have after In-service training on school management.	50 58.1	20 23.3	8 9.3	8 9.3
•principals trained in ICT in-service training have fewer school financial management challenges.	53 61.6	12 14.0	11 12.9	10 11.8
Such principals experience few or no challenges with;				
• budget preparation.	46 53.4	16 18.8	11 12.9	13 15.3
•preparing procurement plans.	46 53.4	20 23.3	12 14.1	8 9.4
•managing workers' payrolls and expenditure.	40 46.6	29 34.1	7 8.2	9 10.6
•reporting on budget implementation and school fees collection	47 55.3	29 34.1	5 5.9	5 5.9

Source: Field Data (2025)

As illustrated in Table 10, majority of the PA chairpersons were in agreement that the principals who trained in ICT in-service training have fewer school financial management challenges as reported by 61.6 percent who strongly agreed and 23.5 percent who agreed. However, 12.9 percent disagreed, 11.8 percent strongly disagreed. Most of the PA chairpersons were in agreement that the principals managed finances well after In-service training on school management as demonstrated by 58.1 percent who strongly agreed and 23.3 percent

who agreed. All the same, 9.1 percent disagreed while another 0.4 percent strongly disagreed. A good proportion of the PA chairpersons were of the view that the principals' training influenced reporting on budget implementation and school fees collection as pointed out by 55.3 percent who strongly agreed and 34.1 percent who agreed. However, 5.9 percent disagreed while 5.9 percent strongly disagreed. Most of the PA chairpersons believed that the principals' training on financial management influenced preparing procurement plans as illustrated by 54.1 percent who strongly agreed and 22.4 percent who agreed. Nevertheless, 14.1 percent strongly disagreed and another 9.4 percent disagreed. A large number of PA chairpersons reported that the principals' training influences managing workers' payrolls and expenditure as shown by 46.6 percent who strongly agreed and 34.1 percent who agreed. Nonetheless, 10.6 percent of the chairpersons strongly disagreed while 8.2 percent disagreed. These results agree with what was reported by the principals and school bursars.

### **Sub-County Auditors of Schools' Interview Guides' Report on Principals' Level of Training and Financial Management**

The researchers also interviewed the sub-county auditors of schools. While responding to the question on the number of public secondary school principals in their sub-county who had attended in-service training on financial management, it was reported that more than half of the principals had been given in-service training on financial management. The sub-county auditors also reported that, training in financial management was sporadic, with training sessions mostly provided through workshops organized by educational authorities or external agencies in collaboration with the County Director's Office and the relevant Kenya Secondary School Heads Association (KESSHA) leadership, and that such training highly influenced financial management of principals. These results are similar to those given by the principals, school bursars and PA chairpersons.

## **DISCUSSION OF THE STUDY FINDINGS**

### **Relationship between Principals' Level of Training and Financial Management**

The first objective of this study was to establish the relationship between principal's level of training and financial management in public secondary schools in Makueni County. To achieve this objective the principals were first requested to indicate their qualification. Table 1 shows that 64.3% of the principals had a Bachelor's degree as their highest level of qualifications. This shows that all the principals who were interviewed had the required training to manage school finances implying that such principals were knowledgeable in financial management of public secondary schools hence well informed to be able to provide the required information on financial management. Similarly, Table 2 indicates that only 56 out of 84 of the interviewed principals, which translate to 66.7%, had attended in-service training for principals. This is a large number and could be the reason why so many schools had poor financial management performance as it implied that the principals of such schools had little or no financial management skills.

This was in line with the findings of a study by Hazel (2023) that was conducted in Philippines to investigate on financial management competencies of public secondary school principals and which found that principal's high educational attainment and especially for those who were senior in the service was very necessary in school management.

Table 3 shows that the majority (91.6%) of the principals indicated that the financial management in-service that they had attended was highly informative. This means that only a few principals did not see the importance of the training and this explains why some never attended any training. From the findings, this therefore implies that the KEMI financial management training offered equipped the principals who attended with the prerequisite skills for effectively handling school financial management and the financial management challenges that were witnessed were perhaps from the principals who never attended the training or those who saw the training of having very little impact on their financial management skills.

Table 4 shows that most of the principals (52.9%) interviewed had not attended any ICT training on financial management leaving only 47.1% who had attended. This is a large number which was not trained on ICT and means that there was a need to sensitize principals on ICT training. From the results, it can be implied that

failure to acquire such useful ICT skills necessary for use in public secondary school financial management disadvantages principals and may be one of the causes of the persistent financial management challenges experienced in schools. This was likely to negatively affect their financial management practices.

This was likely to improve their financial management. These results agree with Bush (2016) in a study done in the United Kingdom who asserted that, school finances were effectively managed because heads of schools were highly trained and received professional development after their initial teacher training. The training led to improved performance of head teacher's financial management tasks such as budget preparation and resource allocation. The results were also in agreement with the bursars' results as shown on Table 5 in which the bursars indicated that the principals' level of training could highly influence budget implementation by the principals' financial management aspects of budget preparation, budget implementation, preparation of school accounts, debt control and ability to integrate ICT skills in managing school finances. The results were also confirmed by the findings in Table 5 which revealed that there is a strong positive correlation (of  $r(85) = 0.879$ ,  $p < 0.05$  between principals' training and financial management in public secondary schools. These results agree with the PA chairpersons as reported on Table 6 where 61.6% were in agreement that the principals who trained in ICT in-service training have fewer schools financial management challenges with only 15.7% disagreeing. Similar results were reported by the auditors who said that, training sessions mostly provided through workshops organized by educational authorities or external agencies had highly influenced financial management of principals.

From the findings on the bursars' opinions on principals' training and its influence on the financial management aspects of timely budget preparation, implementation, preparation of school accounts, preparation of financial records, timely readiness of for annual financial audit, debt control levels, implementation of development projects, and ability to integrate ICT skills in managing school finances as indicated in Table 7, it can be implied that principals' training on financial management mostly influences budget implementation with 52.9%, followed by preparation of school accounts with 50.6% which was at par with ability to integrate ICT skills in managing school finances as indicated by 50.6%, next being timely budget preparation represented by 47.1% , followed by debt control levels indicated by 42.4, then preparation of school financial records at 41.2%, next being implementation of development projects with 28.2% . These were closely followed by timely readiness for annual financial audit represented by 25.9%. The principals' training on financial management seems to have had the least influence on principals' implementation of development projects and the ability to integrate ICT skills in managing school finances, each at 7.1%. All of these aspects when combined, both principals and bursars strongly agreed with the agreed ratings totaling to 52.9 % . This implies that principals' training has a great influence on various aspects of financial management. Given that some principals have not undergone any finance management training as shown in Table 8, and those who had done so only opted for in-service training as indicated in Table 9, this could explain the challenges faced in management of school finances that have led to cases of financial mismanagement leading to loss of school finances as indicated in the study problem.

The results also agree with, Nwafukwa and Aja (2015) who argued that in Nigeria, principals received a mandatory comprehensive and continuous training at the Advanced Certificate in Education (ACE) course in school management that included financial management skills. Principals were later mentored by the National Management and Leadership Committees in every province. This implies that all the principals who were interviewed had the required training to manage school finances implying that such principals were knowledgeable in financial management of public secondary schools, hence well informed to be able to provide the required information on financial management.

## Study Conclusions

In conclusion, from the findings of the study it was concluded that there is a strong positive correlation between principals' level of training and management of school finances in Makueni County, Kenya. Training, therefore positively influences the different activities that constitute financial management of schools. This finding implies that principals who may not have attended any form of in-service training on management of school finances may be vulnerable to facing challenges while undertaking their financial management roles in schools.

## Study Recommendations

Based on the findings, the study recommended that the Ministry of Education should continuously in-service all principals on financial management, and further to that, the study recommends that universities and colleges should include financial management in their teacher training curriculum.

## REFERENCES

1. Alabu P.F. (2013) Influence of Head Teachers Personal Characteristics on the Performance of Administrative Tasks in Public Secondary Schools in Migori County (Master of Education Thesis) University of Nairobi, Nairobi. Published 2013. Political Science Journal. Retrieved 1/15/2023; <http://erepository.uonbi.ac.ke.8080/xmlui/handle/123456789/55953>
2. Albugami, S. and Ahmed, V. (2015). Success Factors for ICT Implementation in Saudi Secondary Schools: From the Perspective of ICT directors, head teachers, teachers and Students. International journal of Education and Development using ICT, 11(1), open campus, The University of West Indies, West Indies. Retrieved March 23, 2022 from <https://www.learntechlib.org/p/151051/>.
3. Allen, R. , Burgess, S., Radio, I., and McKenna, L. (2012). Understanding School Financial Decisions: A Research Report. London: Department for Education (DFE).
4. Atunde, M., Abdulraheem, B., Tijani, A., Ayoku, O., and Olaifa, A (2019). Information and Communication Technology (ICT) and Administrative Performance of Principals : A Survey of Public Secondary Schools in Ilorin Metropolis, Kwara State of Nigeria. (Published PhD Thesis). International Journal of Academic Research, ISSN:2520 3088. DOI: 1.21522/TIJAR.2014.07.01.Art001
5. Best, J.W. and Kahn, J.V.(2005). Research in Education (9th Ed.).New Delhi: Prentice Hall of India Private Limited.
6. Bush, T. (2016). School Leadership and Management in England: The Paradox of Simultaneous Centralization and Decentralization, Research in Educational Administration and Leadership 1(1), June 2016, 1-23. Official Publication of EARDA- Turkish Educational Administration Research and Development Association.
7. Cheloti, S.K., Mutua A. M, **and** Kamau L.M.( 2023). Head teachers' Leadership Styles as a Critical Factor Towards Learner's Academic Performance in Public Primary Schools in Kenya. International journal of research and innovation in social science (IJRISS) ISSN No. 2454-6186 | DOI: 10.47772/IJRISS |Volume VII Issue IX September 2023 Page 902 [www.rsisinternational.org](http://www.rsisinternational.org) . DOI: <https://dx.doi.org/10.47772/IJRISS.2023.70978>
8. Commission for University Education (CUE). (2015). List of accredited programmes and courses in Kenya.
9. Commission for University Education (CUE). (2016). List of accredited programmes and courses in Kenya.
10. Council of Ministers of Education, Canada (CMEC). "The development of education in Canada. Reports for Canada. Report on: The education systems in twenty-first century. Report two: Inclusive education in Canada-The way of the future. October. " CMEC, Toronto, ON, 2008, pp.7. Published: International Journal for Cross-Disciplinary Subjects in Education (IJCDSE) Special Issue Volume 4 Issue 1, 2014.
11. County Director of Education's Office, Makueni.(2024). Data on Public Secondary Schools Principals Exposed to KEMI School Management Training in Makueni.
12. County Director of Education's Office, Makueni.(2024). Quality Standards and Assurance Office, Data on Public and Private Schools in Makueni County, Makueni.
13. County Director of Education's Office, Makueni. (2018). Secondary Schools General Assessment Report, July 2018, Makueni. County Director of Education's Office, Makueni.(2022). Schools Auditors Report. County Audit Unit (2013-2015), Makueni.
14. Creswell, J.W. , and Plano, C.V. (2011). Designing and Conducting Mixed Methods Research, 2nd Ed., Thousand Oaks, C.A.: Sage.
15. Crouch, A. and Winkler, D. ( 2007). Governance, Management and Financing of Education for All : Basic Frameworks and Case Studies.

16. Education Aid Watch (2015). Global Campaign for Education. Johannesburg, South Africa. [www.campaignforeducation.org](http://www.campaignforeducation.org).
17. Government of Kenya. (2019). Report of the Auditor General for the National Government for the year 2018/2019. Office of the Auditor General: Nairobi.
18. Greenfield, T. (2002). Research Methods for Post-Graduates. (2nd Ed.). London: Arnold.
19. Hansraj, N. (2007). The Financial Management Role of Principals in Section 21 Schools in South Durban, Kwazulu-Natal, South Africa. (Unpublished Master of Education Project). University of South Africa, Kwazulu Natal.
20. Hazel, C.Q. (2023). Financial Management Competence of Public Secondary School Principals of Pangasinan Province, Philippines. (Published PhD Thesis of Urdaneta City University). International Journal of Advanced Multidisciplinary Studies Vol.111 Issue 3 March, 2023 eISSN: 2799-0664.
21. Jensen, M. C., and Meckling, W. H. (1976). Theory of the Firm :Managerial Behavior, Agency Costs and Ownership Structure. Journal of Financial Economics, 3(4), 305-360.
22. Karani, F.A. (2013). The Role of Teacher Education in Development of Educational Leaders and Managers: The Need for access, equity, sustainability and relevance within the context of globalization Conference Paper (30th July -1st August, 2016).
23. Kenya Education Management Institute (KEMI). (2018). [www.kemi.ac.ke](http://www.kemi.ac.ke)
24. Kiio, S. J. (2015). Influence of Kenya Education Management Institute Training on Head Teachers' Competence in Management of Primary Schools in Westlands Sub-County, Nairobi. Unpublished MEd Project, University of Nairobi, Nairobi <https://thesisbank.jhia.ac.ke/id/eprint/853>.
25. Kothari, C. R., and Garg, G. (2018). Research Methodology :Methods and Techniques (3rd Ed.), New Delhi :New Age International Publishers.
26. Maronga, E., Weda, C. W. & Kengere, D. O. (2013). An Investigation on the Influence of Government Financial Management on Kenyan Public Secondary Schools: A Case of Sameta Division, Kenya. (Published Doctor of Philosophy Thesis) Jomo Kenyatta University of Agriculture and Technology, Nairobi. International Journal of Scientific Technology Research Vol.2, Issue 9 September 2013. ISSN 2277-8616 [www.ijstr.org](http://www.ijstr.org).
27. Mueller, A. (2019). MAXQDA or ATLAS.ti ?How Software shapes research. Met-Hodos. Retrieved : July 22, 2024 from <https://doi.org/10.58079/rehk>.
28. Mugenda, O.M. (2019). Research Methods: Quantitative, Qualitative and Mixed Approaches. (3rd Rev. Ed.). Nairobi: Centre for Innovative Leadership and Governance (CCLG).
29. Mulwa, A. S., Ndaita, J., Kyalo, D. N. and Matula, D. P. (2017). Financial Management for Effective Schools :Brdging Theory and Practice Through Competency Development among Secondary School Principals in Kitui County, Kenya. (Seminar Paper).
30. Munge, M.N., Kimani, M. & Ngugi, D. G. (2016). Factors Influencing Financial Management in Public Secondary Schools in Nakuru County, Kenya. (Published MBA Project). Jomo Kenyatta University of Agriculture and Technology, Nairobi. International Journal of of Economics, Commerce and Management, United Kingdom, Vol 4, Issue 9 September 2016 <http://ijecm.co.uk/> ISSN 23480386.
31. Musembi, P.M. (2016). The Influence of KEMI Principals' Diploma in Education Management Training Course on Management of Practices of Public Secondary Schools in Matungulu Sub -County. (Unpublished MEd. Project). South Eastern Kenya University, Kitui.
32. Nwafukwa, P.O. and Aja, S. N. (2015). Financial Management Skills Required of principals for the Implementation of Universal Basic Education Programme in Junior Secondary Schools in Ebonyi State of Nigeria. (Published Doctor of Philosophy Thesis). Ebonyi State University, Nigeria. European American Journal vol. 3.No.5.pp.31-37.2015. [www.eajournals.org](http://www.eajournals.org) Issn. 2054-6297 2054-6300.!
33. Okumbe, J.A. (2007). Educational Management: Theory and Practice, Nairobi: Nairobi University.
34. Republic of Kenya. (2012). Sessional Paper No.14 of 2012: A Policy Framework for Education, Training and Research, Nairobi: Government Printer.
35. Republic of Kenya, (2013). Basic Education Act, Nairobi: Government Printer.
36. Ruharara, N. and Onyango, D. (2022). Challenges Facing School Heads in Controlling Finances among Bukombe District Public Secondary Schools, Tanzania. DOI:10.46606/eajmbs2022vo2101.00004 (January 2022).
37. Sikobe, D., Mwambia, F., and Were, E. (2017). Evaluation of Factors Affecting Management of

- Public Funds in the County Government of Nairobi, Kenya. ( Published Project, Kenya Methodist University, Meru). International Journal of Current Aspects in Finance Volume IV. Issue1/10/2017. Received from: [www.ijcab.org/journals](http://www.ijcab.org/journals) .
38. Taber, K.S. (2017).The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. ( Published Online : 7 June 2017). An Open Access publication.Res.sci.Educ.(2018)48:1273-1296.DOI: 10.1007/s11165-016-9602-2.
  39. Teachers Service Commission. (2017). Policy on Appointment and Deployment of Institutional Administrators, Nairobi: Retrieved:<https://tsc.go.ke> on 3/19/23.
  40. Teachers Service Commission. (2018). Circular for Career Progression for Teachers. TSC: Nairobi.
  41. Turley, S., and Zaman, M. (2013). Audit Committee Effectiveness : Informal Processes and Behavioural Effects. Published in May 2013.Accounting, Audit and Accountability.Journal20(August):765-788Doi:10.1108/095135707107793036. University of Hull.
  42. UNESCO.(2009). Education for All, Global Monitoring Report 2009: Governance, Management and Financing of Educationally Equity-focused Policies in Chile.Gonzalez, P (Author). UNESCO Digital Library. Documentcode: 2009/BD/EFA /MRT/PI/07 Programme and meeting document.
  43. UNESCO.(2016). Improving School Financing: The Use and Usefulness of SchoolGrants.Lessons from East Africa and the Pacific. UNESCO Publishing ManagementReform for Education 2050: Paris [www.iiep.unesco.org](http://www.iiep.unesco.org)
  44. Wango, G. and Gatere, A. (2016).Integrity and Financial Accountability in Schools:Role of Principals of Schools in Kenya University of Nairobi: Nairobi.(Published).International Journal of Education and Research Vol. 4 No. 4 April, 2016.
  45. Yunas, M . (2014) Financial management for Improving Efficiency of Schools: Issues and Concerns. (Published PhD Education Thesis). Peshawar University, Pakistan. International Journal of Education and SocialScience. [www.ijassnet.com](http://www.ijassnet.com) Vol. 1 No. 1: August2014).