

Influence of Professional Development Training on Headteachers' Financial Management Skills in Public Primary Schools in Kiambu County, Kenya

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Abstract

Financial management skills of primary school headteachers has been established to contribute to performance of such schools. However, in Kiambu County, such success has not been registered despite the numerous professional development trainings school managers have undergone and still undergo. Thus, this study investigated influence of headteachers' professional development training on financial management skills in Kiambu County, Kenya. The study adopted mixed methods approach and thus apply explanatory sequential design. Questionnaires were used to collect data from headteachers and their deputies whereas interviews from staffing officer and sub-county director of education. Data analysis began by identifying common themes. The relevant information was broken into phrases. Qualitative data was analyzed thematically along the study objectives and presented in narrative forms whereas quantitative data was analyzed using descriptive statistics SPSS Version 23 and presented using tables and charts. The study established that training of headteachers can be conducted in different modes which include; on-job, off-job, just-in-time training, mentoring and networking. These forms of training models enhance headteachers's record-keeping, investment, pricing and costing and budgeting skills. Suitability of training materials enhances headteachers's record-keeping, investment, pricing and costing and budgeting skills. From the study findings, it is evident that the most important variable in such success is a well-prepared and capable trainer or facilitator. Evaluation of relevance of the training curriculum enhances headteachers's acquisition of record-keeping, investment, pricing and costing and budgeting skills. The study thus, recommends that training institutions should design and plan quality integrated training programmes to match headteachers work schedule. Training materials need to be specifically designed to suit the content of training programmes to enhance faster understanding of concepts to be learnt. In other words, the training material should be redesigned to also focus on acquisition of financial skills for effective investment and business management. Trainers' need to update their skills to match the changing times such as adopting use of ICT and attitude change towards headteachers empowerment. Training institutions and trainers need to plan for quarterly and semi-annual evaluation of training programmes since they are effective in ascertaining of the efficacy of such programmes.

Keywords: Financial management, professional advancement training, mode of training, trainers' characteristics, training evaluation and training content, headteachers.

Introduction

Financial management skills have a lot of benefits for primary school headteachers. Headteachers with a better grasp of the financial management skills proactively manage school finances. Keegam (2003) posits that headteachers' learned financial knowledge about financial management skills and accounting processes has been established to facilitate communication with financial specialists. Given such assertions, Armstrong (2001) indicates professional development training of primary school headteachers help them acquire pre-requisite skills to improve their understanding of different aspects of finance which are necessary for the success of any business venture. According to Thomas (2011), in the US, professional development training of primary school headteachers on financial management skills increase efficiency and competency in record keeping and overhead costing.

The evaluation of financial management skills is critically important in monitoring school record-keeping processes, pricing and costing and budgeting in a manner that meets the demands and needs of the education stakeholders (Thomas, 2011). Professional development training of primary school headteachers on financial management skills can essentially be thought of as a measure of the extent to which the headteachers have acquired pre-requisite skills for running the daily financial transactions of schools. In Singapore, Stoll, Bolam and Collarbone (2011) noted that, in order to realize change, strategic initiatives are required and such strategies need not lack support from school management, lack of high level commitment and direction that are important to the implementation of financial strategies which guarantee sustainability due to prudent financial management skills.

In other words, for any sane school organization to competitively deliver on its services and core values, financial professional development training of primary school headteachers and other stakeholders on efficiency, competency and effective time management is paramount for it will help minimize costs, enhance budgeting and improve on efficiency. In most countries in Sub-Saharan Africa, the scenario with professional development being considered as a critical aspect in financial management in primary schools (Mosha, 2004). For example, in Nigeria, Ayeni (2010) noted that headteachers' financial performance is evaluated annually to determine whether they have the potential for three different career paths after their three years' teaching, and three career paths respectively are master teacher, specialist in curriculum or research or school leader. Cognizant of these assertions, Bisschoff and Mestry (2003), noted that, amongst schools in KwaZulu Natal Province in South Africa, mode and duration of professional development training of headteachers determine the level of acquisition of knowledge acquisition on finance skills. Bisschoff and Mestry (2003) indicated regular, longer-period professional development trainings of primary school headteachers are effective in improving the ability of the managers to acquire financial skills necessary for financial management skills. These findings affirm the fact that longer duration and regular professional development training schedules enable curriculum content coverage and leaves the trainees satisfied. However, studies on duration and mode of professional development training and headteachers' acquisition of financial management skills need to be relooked since performance of most

schools in record-keeping, pricing, costing and budgeting has been on a downward trend as though unabated.

In keeping with these assertions, Van den Akker and Thijs (2002) assert that, in most primary schools in Tanzania and Uganda, professional development training content, materials and trainer characteristics are dynamics of staff professional development training which aid the acquisition of skills necessary to improve service amongst employees in public primary schools. In Kenya, professional development training of primary school managers on management of finance enable headteachers to obtain the record-keeping, pricing, costing and budgeting skills and also acquire expertise in basic accounting such as recording and reporting (Okumbe, 2007). In other words, there is need for primary school headteachers to make meaning of accounting strategies and procedures, developing financial statements and balance sheets, accounting journals which include; accounts receivables and payables, inventory, sales, purchases and payroll.

In Kiambu County, most primary schools have registered dismal financial performance despite the numerous professional development trainings primary school Headteachers have undergone in the past. According to the Ministry of Education (2015), most headteachers have been demoted due to financial misappropriation. Despite these findings, few studies have interrogated the contributions of mode of professional development training, duration of professional development training, trainers' characteristics and content coverage, hence the study.

Statement of the Problem

Professional development training of headteachers is known to contribute immensely towards the successful performance of most primary schools. However, despite the professional development training which most primary school managers have undergone, the financial performance of most schools is still below expectations. In Kenya, record-keeping, pricing, costing, budgeting and elementary accounting such as reporting is wanting amongst primary school headteachers (Economic Survey Report, 2014). Most primary schools in Kiambu County are no exception where financial prudence of primary school headteachers is wanting. Despite these observations, little has been done to interrogate the quality of professional development training which most headteachers undergo. On the same breath, most empirical studies have not been conceptualized to examine the mode of financial professional development training, professional development training content, trainer qualities and evaluation of the financial professional development training programmes, hence the need for his study.

Theoretical Framework

The study was guided by the Professional Development Theory which was postulated by Krumboltz's (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. Krumboltz's theory offers insight on how to deal with the limited degree of control individuals have over some professional experiences. In this study, this theory offered a useful framework for describing and explaining

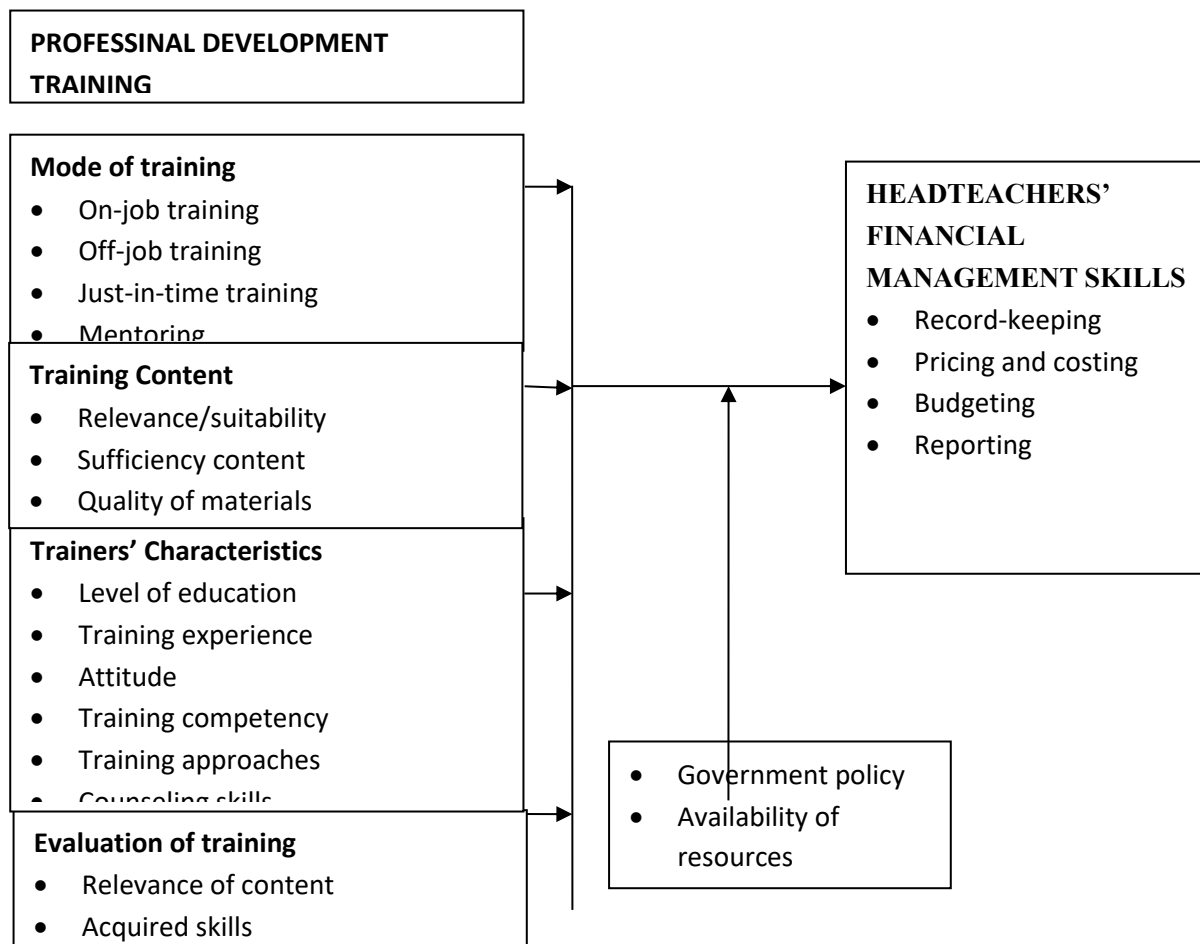
professional learning of headteachers. Krumboltz (1979) opened the doors of inquiry and the study of advanced professional training and thus established that there is a need to continue his study and to continue to support, design and implement curriculums tailored to the educational needs of the headteacher. This study was also 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 headteachers' financial, but also helps to explain the role and responsibilities assigned to headteachers by the schools. In the school context, the rationale of using this theory in this study was that it justified 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.

The Conceptual Framework

In this study, the conceptual framework was based on mode of headteachers' professional development training, professional development training content, and trainers' characteristics and evaluation of headteachers' professional development training which constituted independent variables. The dependent variable for this study were financial management skills. The intervening variables were government policy and availability of resources as shown in Figure 1;

Independent Variables

Dependent Variable



Intervening Variables

Figure 1: The Conceptual Framework of the Present Study

Scope of the Study

This study was mainly concerned with financial training needs of headteachers, mode of professional development training, professional development training content, trainers' qualities and evaluation of professional development training programme as the independent variables. This study was conducted in Kiambu County. Data was only collected from primary school headteachers, deputy headteachers, staffing officers and zonal educational officers.

Research Methodology

The study applied mixed methods approach, that is, quantitative and qualitative methods. The study applied concurrent triangulation research design since this is a single-phase design in which the researcher applied quantitative and qualitative methods at the same time and with equal weight. Target population for this study comprised of 1045 headteachers, 1045 deputy headteachers, 12 staffing officers and 12 zonal education officers all totaling to 2114. Using the Central Limit Theorem, the researcher selected a sample of 248 respondents, that is, 11.7% of 2114. Stratified sampling was applied to create 12 strata based on the number of sub-counties in Kiambu County. From each sub-county, purposive sampling was used to select 10 headteachers and 10 deputy headteachers considering schools which have had cases of financial misappropriation. At the same time, purposive sampling was also applied to select the staffing officer and zonal education officers. This procedure enabled the researcher to obtain a sample size of 120 primary school headteachers, 120 deputy headteachers, four staffing officers and four zonal education officers. Data analysis began by identifying common themes from the respondents' description of their experiences. Qualitative data was analyzed thematically along the study objectives and presented in narrative forms whereas the quantitative data was analyzed descriptively with the help of Statistical Package for Social Science (SPSS 23) and quantitative findings presented using tables.

Results and Discussions

In this section, the data analysis, presentation and interpretation are reported. The following main questions guided the study:

- i. To what extent do modes of headteachers' professional development training influence financial management skills in Kiambu County?
- ii. How effective is professional development training content on Headteachers' financial management skills in Kiambu County?
- iii. To what extent are trainers' qualities as a basis for enhancing Headteachers' financial management skills in Kiambu County?
- iv. How does evaluation of professional development training programme influence headteachers' financial management skills in Kiambu County?

Respondents' Background Information

The questionnaires were administered to the headteachers and deputy headteachers. Out of the 240 questionnaires administered to the headteachers and deputy headteachers, 236 were successfully filled and returned. At the same time, four staffing officers and four zonal education officers were also interviewed. This also registered response rates as shown in Table 1:

Table 1: Response Rates

Respondents	Sampled Respondents	Those who Participated	Achieved Response Rates (%)
Headteachers	120	118	98.3
Deputy Headteachers	120	118	98.3
Staffing Officer	4	4	100.0
Zonal Education Officers	4	4	100.0
Total	248	244	98.4%

From Table 1, headteachers, deputy headteachers, staffing officers and zonal educational officers registered a response rate of 98.4%. According to Creswell (2009), a response rate above 75.0% is adequate and of suitable levels to allow for generalization of the outcomes to the target population.

Influence of Finance Training Models on Headteachers' Financial Skills

The study also collected data on the influence of finance training models on headteachers' acquisition of financial skills and results. Most of the headteachers respondents indicated that on-job training model has not effectively improved headteachers' financial skills. Headteachers noted that when trainers come to train at work places, there is no adequate time to learn different concepts in financial management. During the interview, one headteacher noted,

"It is always difficult for me to concentrate during training at my workplace. This is because, at my workplace, there are lots of duties to undertake which has made any training at my workplace not really helpful".

This implies that holding any training at the headteachers' workplace poses a challenge since most headteachers are busy and cannot effectively participate in the on-job training. This further points to the fact that on-job training is not effective in enhancing headteachers' ability to acquire record-keeping, investment plans, pricing and costing projections, budgeting plans and e-financing skills. These findings were consistent with the assertions of Rothwell and Sredt (2012) who argued that training of headteachers in different self-help groups can be conducted on the job, which is carried out at the headteachers' workplace, and off-the-job which is carried out away from headteachers' work place.

Training methods include observing, questioning, interpreting, reviewing, coaching, e-learning, workshops, induction, job-shadowing, mentoring, seminars, classes, open learning, project work, workshop and simulation. When asked about the effectiveness of off-job training, majority of headteachers reported

that off-job training model is commonly adopted though has not improved their financial skills. During the interview, the headteachers indicated that off-job training offers them an opportunity to plan for the training sessions. An interview with a headteacher revealed,

“Most headteachers prefer off-job mode training since it accords them an opportunity to organize their time and schedule their daily programmes. It affords them the privilege of having time to be active and fully participate in the training process. They also have a moment to share their financial management challenges with their counterparts”.

However, most headteachers interviewees noted that off-job training has not actually translated into their ability to develop improved record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills. This was attributed to the fact that most headteachers indicated that much time during off-job training is focused on allowing headteachers from different schools to bond together and share experiences on the challenges about their business ventures other than focus on how they should develop and acquire financial skills. These findings are consistent with the assertions of Rothwell and Sredt (2012) who argued that headteachers’ training in different self-help groups can be conducted off-job which is carried out away from headteachers’ workplaces.

Further majority of the headteachers respondents noted that most MFIs apply just-in-time training model though it has not effectively addressed headteachers’ financial skills. Headteachers participants stated that just-in time training is quite preferable amongst headteachers since it raises the expectations of headteachers to receive money. This attests to the fact that just-time training has not been effective in enhancing headteachers’ financial skills since many of the meetings rarely focus on financial skills content which enhance book keeping, pricing and costing projections, investments and budgeting skills. On mentorship, most of the headteachers respondents stated that mentorship exist but on a very low scale. During the interviews, one headteacher indicated,

“We have never seen any mentor being invited to advise us on matters about investments and prudent budgeting. None has come to share any information on the relevance of having a full mastery of financial skills such as book keeping, pricing and costing projections and investment”

These views point to the fact that mentorship, though effective for training, has not been fully adopted to improve headteachers’ financial skills. As headteachers claimed, mentors should have the ability to impart the relevant financial management skills as a tool for prudent utilization of any financial resources obtained from the government or donors. These findings were also supported by most of the staffing officers and the zonal education officers. These findings further corroborate the theoretical perspectives of Penrose (1959) that headteachers entrepreneurs with finance skills such as record-keeping, pricing and costing projections, investments and budgeting plans could easily make correct decisions and advise their colleagues concerning the financial transactions within their enterprises. These decisions invariably distinguish between a high performing and low performing enterprise. Moreover, it influences the vision, mission, culture, and values of headteachers-based enterprises.

These findings are in line with the assertions of Penrose (1959) who underscores the vitality of the level of headteachers' financial training which positively impact on their finance skills such as record-keeping, pricing and costing projections, investment plans, budgeting plans and e-financing. On exchange programmes and networking, 80.8% of the headteachers respondents stated that such programmes have never been rolled out to benefit headteachers. They stated that they rarely have opportunities to attend any form of training outside their locality. This implies that exchange programmes and networking are new approaches of training which majority of headteachers are yet to understand and experience their effectiveness in acquiring financial skills. These findings further point to the fact that most headteachers lack exposure to training programmes such as these which can enable them to gain much practical experience and acquire new initiatives and contributions which can improve the performance of the businesses.

During interviews, majority of the staffing officers who equally noted that training of headteachers at school has not been effective. However, these findings were disputed by the zonal education officers who noted that, despite their busy schedule, most training activities which occur at headteachers' places of work have been successful and effective. The zonal education officers noted,

“On-job training has been effective since it accords the trainer an opportunity to practically understand the challenges they undergo in their daily activities. Through this, headteachers are able to acquire financial skills and put them into immediate practice”.

Majority of the staffing officers who noted that, despite the preference of off-job training model, majority of headteachers still manifest poorly developed financial skills. On the same breath, the zonal education officers concurred with these views and noted that most headteachers prefer to undergo training during their meetings when all of them are available and have enough time to concentrate. Despite this, the officers confessed that most headteachers still manifest inability to keep financial records, do effective budgeting, pricing and cost projections and invest prudently into viable business ventures. During the interviews, staffing officers also expressed similar views with majority of them being in favor of the view that, despite its preference as a training model, headteachers have not been able to acquire financial skills. Zonal education officers were also in favor of the view that just-in time training is preferred though has not been effective in enhancing headteachers' financial skills.

These findings support the assertions of a study conducted in Jordan to establish the modes of training in which Bates and Khasawneh (2014) found that the just-in-time training methods allow headteachers to access the information on financial management which they need to enable them to exercise ownership over the learning process and immediately link learning to practical application. However, from the study findings, it is evident that, despite its preference as a training model, just-in time training model has not effectively enhanced headteachers' financial skills. On the same breath, a record majority of the staffing officers also corroborated the views expressed by headteachers. They noted that exchange programmes and networking are new models of training which most training institutions are yet to embrace.

Zonal education officers also admitted that training institutions have not embraced a scenario where headteachers are given an opportunity to attend training outside their places of work or meetings. This

further attest to the fact that exchange programmes and networking have not been effectively applied as a model to train headteachers on financial skills. These findings lend credence to the assertions of Blanchard and Thacker (2012) that implementing headteachers exchange programmes as a method of training and development has become gradually popular. In other words, by participating in the headteachers exchange training programmes, headteachers are able to share information from different localities. This method supports headteachers’ development by giving them a chance to learn from different environments and the true meaning of this programme is training, sharing, earning and improving experience of the headteachers, both locally and internationally. Besides, the headteachers who gain much practical experience will come back with initiatives and contributions to improve their performance. Data was also collected from deputy headteachers and results are shown in Table 2:

Table 2: Findings of the Influence of Finance Training Models on Headteachers’ Finance Skills

Summary of Test Items	SA	A	U	D	SD
	%	%	%	%	%
On-job training enhances headteachers’ financial skills	71	12.3	1.3	10.1	5.3
Off-job training enhances headteachers’ financial skills	66.9	13.2	2.4	12.7	4.8
Just-in-time training enhances headteachers’ financial skills	80.5	12.4	1.6	3.3	2.2
Mentoring enhances headteachers’ financial skills	67.4	19.7	3.5	5.3	4.1
Exchange programmes enhance headteachers’ financial skills	69.6	13.8	1.6	10.6	4.4

Table 2 reveals that majority (71%) of the deputy headteachers strongly agreed with the view that on-job training enhances headteachers’ record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills. At the same time, 12.3% agreed. However, only a paltry 1.3% of the deputy headteachers were undecided, 10.1% disagreed whereas 5.3% strongly disagreed. Just like in qualitative findings, these findings also corroborate the assertions of Rothwell and Sredt (2000) who argued that training of headteachers in different self-help groups can be conducted on the job, which is carried out at the headteachers’ workplace, and off-the-job which is carried out away from headteachers’ work place. Training methods include observing, questioning, interpreting, reviewing, coaching, e-learning, workshops, induction, job-shadowing, mentoring, seminars, classes, open learning, project work, workshop and simulation.

The study also revealed that a fair majority (66.9%) of the deputy headteachers strongly agreed with the view that off-job training enhances headteachers’ record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 13.2% of the deputy headteachers. At the same time, 2.4% of the deputy headteachers were undecided, 12.7% disagreed whereas 4.8% strongly disagreed. The study also revealed that an impressive majority (80.5%) of the deputy headteachers strongly agreed with the view that just-in-time training enhances headteachers’ record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 12.4% of the deputy headteachers.

However, 1.6% of the deputy headteachers were undecided, 3.3% disagreed whereas 2.2% strongly disagreed. These findings are also consistent with the findings of a study conducted in Jordan to establish the modes of training in which Bates and Khasawneh (2005) found that the just-in-time training methods allow headteachers to access the information on financial management which they need to enable them to exercise ownership over the learning process and immediately tie learning to practical application. A fair majority (67.4%) of the deputy headteachers strongly agreed with the view that mentoring enhances headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills. 19.7% agreed. However, 3.5% of the deputy headteachers were undecided, 5.3% disagreed whereas 4.1% strongly disagreed.

The study also revealed that a fair majority (69.6%) of the deputy headteachers strongly agreed with the view that exchange programmes enhance headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 13.8% of the deputy headteachers. On the other hand, 1.6% of the deputy headteachers were undecided, 10.6% disagreed whereas 4.4% strongly disagreed. These findings further lend credence to the assertions of Blanchard and Thacker (2000) that implementing headteachers exchange programmes as a method of training and development has become gradually popular. In other words, by participating in the headteachers exchange training programmes, headteachers are able to share information from different localities.

These findings were also consistent with the findings of a study conducted in Bangladeshi in which Katz and Kahn (2000) revealed that headteachers in different self-help groups were found to have shared information with those from Vietnam. This method supports headteachers' development by giving them a chance to learn from different environments and the true meaning of this programme is training, sharing, earning and improving experience of the headteachers, both locally and internationally. Besides, the headteachers who gain much practical experience will come back with initiatives and contributions to improve their self-help group's process and performance.

Finance Training Content and Headteachers' Finance Skills

The study sought to find out how finance training content and materials impact on headteachers' finance skills. Most of the headteachers stated that content of finance training materials is not suitable to enhance their acquisition of financial skills.

Headteachers stated that materials for training provided by training institutions contain information which are not suitable for enhancing financial skills. At the same time, most of headteachers also noted that finance training materials only have content on loaning processes and interests thus irrelevant to promote headteachers' acquisition of financial skills. Majority of the headteachers respondents also reported that most Training institutions do not provide headteachers trainees with adequate training materials. During the interviews, one headteacher noted,

“The training materials are rarely relevant nor are they sufficient. They only contain information on voted heads and budget preparation and no other financial management skills”

These findings corroborate the assertions of Daffron and North (2010) that training materials must be selected carefully to ensure that they are appropriate for the training group and that they contain aspects of financial skills such as planning, pricing and costing, record-keeping, control, investment and expenditure, budgeting and working capital management. When asked about the effectiveness of language used in the training materials, many headteachers respondents noted that language used in most finance training materials is complex for headteachers to understand. During the interviews, one headteacher reported,

“I always find it difficult to understand the contents of training materials provided by training institutions since the language used is very technical and subjective. That is, the individual who is able to understand must have basic knowledge in accounts and interpretations confusing”.

However, the zonal education officers refuted the claims that training materials provided by the training institutions are not suitable, not relevant nor are they adequate. Majority of the staffing officers, however, concurred with the headteachers that language used in developing most of training materials is quite complex and technical for headteachers to understand. These views were also supported by zonal education officers who also indicated that sometimes headteachers require serious explanations for them to make meaning of the language used while developing the training materials. These findings support the assertions of a study conducted in Bangladesh by Armstrong (2012) which revealed that training materials, which are carefully chosen or prepared can communicate concepts and ideas better than words. Data was also collected from deputy headteachers and the results are shown in Table 3;

Table 3: Findings of the Influence of Training Materials on Headteachers’ Finance Skills

Summary of Test Items	SA	A	U	D	SD
	%	%	%	%	%
Suitability of training materials enhances headteachers’ financial skills	55.9	15.1	2.8	16.8	9.4
Relevance of training curriculum content enhances headteachers’ financing skills	59.1	23.5	2.7	5.9	8.8
Sufficiency of training materials enhances headteachers’ financial skills	58.9	17.2	2.0	19.3	2.6
Quality of training materials enhances headteachers’ financial skills	78.4	11.1	2.1	3.9	4.5
Guidance and counseling of headteachers loanees enhance their financial skills	80.3	9.1	3.6	4.1	2.9

Table 3 reveals that slightly more than half (55.9%) of the deputy headteachers strongly agreed with the view that suitability of training materials enhances headteachers’ record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills. At the same time, 15.1% agreed. On the contrary, only a small proportion of 2.8% of the sampled deputy headteachers were undecided, 16.8%

disagreed whereas 9.4% strongly disagreed. Like in qualitative views, these quantitative findings further corroborate the assertions of Daffron and North (2006) that training materials must be selected carefully to ensure that they are appropriate for the training group and that they contain aspects of financial skills such as planning, pricing and costing, record-keeping, control, investment and expenditure, budgeting and working capital management.

Implementation should create more coherence across the various training opportunities available to staff in public institutions, while also acknowledging the diversity of settings. The study also revealed that slightly more than half (59.1%) of the sampled deputy headteachers strongly agreed with the view that relevance of training curriculum content enhances headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 23.5% of the deputy headteachers. However, 2.7% of the deputy headteachers were undecided, 5.9% disagreed whereas 8.8% strongly disagreed. Similarly, slightly more than half (58.9%) of the deputy headteachers strongly agreed with the view that sufficiency of training materials enhances headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 17.2% of the deputy headteachers.

However, 2.0% of the sampled deputy headteachers were undecided, 19.3% disagreed whereas 2.6% strongly disagreed. These findings support the findings of a study conducted in Austria in which Schwoerer et al (2005) noted that training materials with enough content register cases of improved performance. Schwoerer et al (2005) further assert that these resources, when well applied, can lead to prudent management of finances by headteachers. On the contrary, a record majority (78.4%) of the deputy headteachers strongly agreed with the view that quality of training materials enhances headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 11.1% of the deputy headteachers. However, 2.1% of the deputy headteachers were undecided, 3.9% disagreed whereas 4.5% strongly disagreed.

An impressive majority (80.3%) of the deputy headteachers strongly agreed with the view that guidance and counseling of headteachers loanees enhance record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills. At the same time, 9.1% were also in agreement. However, 3.6% of the deputy headteachers were undecided, 4.1% disagreed whereas 2.9% strongly disagreed. These findings lend credence to the assertions that effective use of curriculum and content materials on finance during training have been found to contribute to headteachers' acquisition of finance skills.

Finance Trainers' Characteristics and Headteachers' Financial Skills

The study also sought to establish how finance trainers' characteristics influence headteachers' finance skills. During the interviews, most of the headteachers respondents stated that education of finance trainers does not determine the ability of headteachers to acquire financial skills. When probed further, a headteacher respondent observed,

"I may not know the level of education of my trainers, but I am only concerned with the ability of the trainer to make me understand different concepts in financial skills".

However, few staffing officers responded in favor of the view that trainers' educational level does not determine headteachers' acquisition of financial skills. During the interview, a staffing officer remarked,

“For effective delivery of training content, the trainer must have good educational background. Education enables the trainer have a grasp of the concepts being taught”.

These findings lend credence to the assertions of a study conducted in the Nicaragua amongst 211 respondents to establish the efficacy of professionals on headteachers training and financial management in which Michael and Dwivedi (2013) have shown that the most important variable in such success is a well-prepared and capable trainer or facilitator. Likewise, these views attest to the fact that trained professionals such as trainers and other stakeholders have been identified as a principal factor which contributes to headteachers's acquisition of pre-requisite skills to manage their enterprises. When asked whether training institutions hire experienced trainers, most of the headteachers respondents reported that training institutions usually hire experienced trainers, though has not improved financial skills amongst headteachers. During the interviews, one headteacher observed,

“Trainers hired by training institutions often have a wealth of experience in training clients for the Training institutions. Despite this, I still have challenges with my record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills”.

These findings lend credence to the assertions of Nwoye (2011) who noted that, with the majority of headteachers spending large portions of their working days in general education or training settings, trainers must be knowledgeable of the headteachers' core characteristics, relevant evidence-based training strategies as well as general strategies for training headteachers in different cadres or levels of education to ensure that headteachers succeed in realizing their full entrepreneurial potential. On trainers' attitudes, majority of the headteachers respondents noted that most finance trainers view headteachers as people who cannot acquire financial skills. Headteachers noted the society views their inability to manifest any for financial skills as appropriate. During the interviews, one headteacher noted,

“My ability to acquire financial skills has been made difficult by people's attitude. For example, our trainers view us as people with little understanding of financial concepts, lazy, not hardworking and that only men have the capability of undergoing complex financial training”.

These views point to the fact that attitude and biases which trainers hold against headteachers is a hindrance to the headteachers' ability to master financial skills. Besides, this points to the fact that gender stereotyping developed by trainers has a way of preventing headteachers from actively taking part in finance training. These views were echoed by most of the staffing officers who indicated that any trainer who manifests any form of gender bias towards headteachers is an obstacle to the headteachers' acquisition of financial skills. However, the zonal education officers of the deputy headteachers disagreed with the view that most of the trainers consider headteachers as people who cannot acquire financial skills. These further corroborate the views expressed by Michael and Dwivedi (2013) that beliefs the professionals have about headteachers'

ability to manage finances and their understanding of the challenges bedeviling headteachers after borrowing finance from training institutions, hold key to the success of such training. During the interviews, most of the headteachers also reported that finance trainers rarely possess guidance skills to enhance their ability to impart financial skills to headteachers. Headteachers stated that trainers do not show any care and concern for the financial challenges. One headteacher reported,

“When I share a challenge with my trainer, he does not appear to care about seeking for a solution. Sometimes, it is even difficult to ask the trainer any question about a topic learnt since he answers rudely and never provides any convincing answer. He often blames me for inattentiveness during training sessions”.

These findings affirm the fact that guidance and counseling skills play an important role in training and any trainer should have such skills. Any trainer with guidance and counseling skills have their trainees manifest impressive acquisition of financial skills. This further implies that trainer with effective counseling skill shave the ability to understand group dynamic which a hindrance to the headteachers’ acquisition of financial skills might be. Staffing officers also echoed similar sentiments with majority indicating that any trainer with effective guidance and counseling skills have the ability to help headteachers to manage challenges of self-rejection, low self-esteem and faulty self-concepts. Zonal education officers also concurred. These findings thus lend credence to the views expressed by Nwoye (2011) and Kehrhahn (2012) that have had difficulty identifying specific training and counseling skills or approaches of training which professionals should adopt to improve their effectiveness in enhancing headteachers's acquisition of important skills to undertake finance management. Thus, these views also attest to the fact that professional training of trainers and stakeholders predict management of finances among headteachers. Data was also collected from deputy headteachers and results are shown in Table 4;

Table 4: Findings of the Influence of Finance Trainers’ Characteristics on Headteachers’ Finance Skills

Summary of Test Items	SA	A	U	D	SD
	%	%	%	%	%
Trainers’ level of education enhances headteachers’ financial skills	69.2	14.1	1.3	10.1	5.3
Trainers’ experience enhances headteachers’ financial skills	66.9	13.2	2.4	12.7	4.8
Trainers’ attitude and cultural orientation enhance headteachers’ financial skills	80.5	12.4	1.6	3.3	2.2
Trainers’ counseling skills enhances headteachers’ financial skills	67.4	19.7	3.5	5.3	4.1
Trainers’ ability to integrate ICT enhances headteachers’ financial skills	69.6	13.8	1.6	10.6	4.4

Table 4 reveals that majority (69.2%) of the deputy headteachers strongly agreed with the view that trainers' level of education enhances headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills. At the same time, 14.1% agreed. However, only a paltry 1.3% of the sampled deputy headteachers were undecided, 10.1% disagreed whereas 5.3% strongly disagreed. Like qualitative views, these findings also corroborate the findings of a study conducted in the Nicaragua amongst 211 respondents to establish the efficacy of professionals on headteachers training and financial management in which Michael and Dwivedi (2003) have shown that the most important variable in such success is a well-prepared and capable trainer or facilitator. Hence, these findings affirm the fact that trained professionals such as trainers and other stakeholders have been identified as a principal factor which contributes to headteachers's acquisition of pre-requisite skills to manage their enterprises.

The study also revealed that a fair majority (66.9%) of the sampled deputy headteachers strongly agreed with the view that trainers' experience enhances headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 13.2% of the deputy headteachers. At the same time, 2.4% of the deputy headteachers were undecided, 12.7% disagreed whereas 4.8% strongly disagreed. These findings are consistent with the assertions of Nwoye (2011) that the best practice for trainers suggests that trainers should become well versed and trained in evidence-based instruction and behavioral techniques in order to help the headteachers obtain his or her therapeutic and training goals. The study also revealed that an impressive majority (80.5%) of the sampled Deputy headteachers strongly agreed with the view that trainers' attitude and cultural orientation enhance headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 12.4% of the deputy headteachers. However, 1.6% of the sampled deputy headteachers were undecided, 3.3% disagreed whereas 2.2% strongly disagreed. A fair majority (67.4%) of the deputy headteachers strongly agreed with the view that trainers' counseling skills enhances headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills. 19.7% agreed. However, 3.5% of the sampled deputy headteachers were undecided, 5.3% disagreed whereas 4.1% strongly disagreed. These findings corroborate the assertions of Nwoye (2011) and Kehrhahn (2012) that have had difficulty identifying specific training and counseling skills or approaches of training which professionals should adopt to improve their effectiveness in enhancing headteachers's acquisition of important skills to undertake finance management.

The study also revealed that a fair majority (69.6%) of the sampled deputy headteachers strongly agreed with the view that trainers' ability to integrate ICT enhances headteachers' record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 13.8% of the deputy headteachers. On the other hand, 1.6% of the sampled deputy headteachers were undecided, 10.6% disagreed whereas 4.4% strongly disagreed. These findings are also consistent with the findings of a study conducted by Kehrhahn (2012) which indicated that even when general trainers do report receiving academic instruction and/or professional development training related to the demands of different headteachers, they still do not feel completely prepared to instruct headteachers whose projects demand specific attention. These findings thus attest to the fact that professional training of trainers and stakeholders predicts management of finances amongst headteachers trainees.

Evaluation of Training Programmes and Headteachers' Financial Skills

The study also sought to find out how evaluation of training programmes impact on headteachers' financial skills. Majority of the headteachers respondents noted that assessment of the relevance of training materials is rarely undertaken. Headteachers noted that Training institutions rarely assess the relevance of training materials in order to enhance headteachers' acquisition of financial skills. During the interviews, one headteacher noted,

“Training institutions rarely assess how relevant the training materials are. They rarely assess whether the training materials contain book keeping, pricing and costing, investment and budgeting skills”.

These findings support the assertions of UNDP (2010) that, in training projects, all operations and issues that contribute to planning and implementation of a project are evaluated. According to UNDP (2010), these include effectiveness of training methods and training materials and the relevance of the training content. Most of the headteachers respondents stated that Training institutions do not frequently undertake a follow-up of headteachers' acquisition of financial skills. During the interviews, one headteacher remarked,

“Training institutions do not undertake an evaluation of the extent to which I have acquired financial skills”.

Staffing officers also echoed similar sentiments with majority responding in favor of the view that evaluation of headteachers' financial skills is not frequently undertaken. However, zonal education officers discounted this view. These findings support the assertions of Johnson (2013) who posits that having a well-structured evaluating system in place can help determine where the problem lies. views further corroborate the views expressed by Mingail (2012) in study conducted in Canada by Mingail (2012) who indicated that assessing the progress of headteachers trainees is one of the most important responsibilities of a finance deputy headteachers. These views point to the fact that evaluation activities should be integrated into the overall training plan to determine how effectively the training efforts are progressing. Out of the headteachers interviewed, most them responded in favor of the view that success of their training programmes is not adequately evaluated. During the FGD, a headteacher participant indicated,

“Training institutions only conduct an evaluation of the training programmes once a year. It is not undertaken quarterly nor is it undertaken on a continuous basis”.

These findings corroborate the assertions of Lubembe (2012) that the reason for evaluating is to determine the effectiveness of a training programme. This points to the fact that when the evaluation is done, it is hoped that the results are positive and gratifying, both for those responsible for the programme and for upper-level managers who will make decisions based on their evaluation of the programme. This affirms that the failure rates of most business ventures owned by headteachers is attributed to the fact that evaluation is rarely conducted to assess the levels of challenges which confront such ventures. However, zonal education officers discounted these views. On the same breath, most of the staffing officers supported

these views. However, zonal education officers disagreed. They indicated that evaluation of headteachers’ training programmes is often conducted and is a continuous process designed to improve quality of the training headteachers receive. These results affirm that evaluation of the progress of headteachers’ enterprises significantly influence headteachers’ record-keeping, pricing and costing projections, investments and budgeting plans. These findings support the views expressed by Lubembe (2012) in his journal about efficacy of follow-up or programme evaluation on headteachers empowerment, Lubembe (2012) found that the reason for evaluating is to determine the effectiveness of a training programme. These findings thus affirm the fact that training institutions need to carry out evaluation of training programmes since it helps in improving the quality of training activities which in turn results in greater benefits for headteachers trainees. Results of the evaluation are used to guide decision-making around various components of the training such as instructional design, delivery, results and its overall continuation, modification or elimination. Data was also collected from deputy headteachers and results are shown in Table 5;

Table 5: Findings of the Effectiveness of Evaluation of Training Programmes on Headteachers’ Financial Skills

Summary of Test Items	SA	A	U	D	SD
	%	%	%	%	%
Evaluation of relevance of the training curriculum enhances headteachers’ financial skills	58.8	21.6	4.1	10.4	5.1
Evaluation of headteachers’ finance skills enhances headteachers’ financial skills	61.6	17.7	3.9	10.5	6.3
Evaluation of programme success enhances headteachers’ financial skills	59.9	19.8	2.5	12.2	5.6
Evaluation of progress of headteachers enterprises enhances headteachers’ financial skills	65.9	13.4	3.7	10.3	6.7

Table 5 reveals that slightly more than half (58.8%) of the deputy headteachers strongly agreed with the view that evaluation of relevance of the training curriculum enhances headteachers’ acquisition of record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills. At the same time, 21.6% agreed. On the contrary, only a small proportion of 4.1% of the sampled deputy headteachers were undecided, 10.4% disagreed whereas 5.1% strongly disagreed. These findings corroborate the assertions of Johnson (2013) who posits that having a well-structured evaluating system in place can help determine where the problem lies. In the same breath, training institutions need to carry out evaluation of training programmes since it helps in improving the quality of training activities which in turn results in greater benefits for headteachers trainees. These findings also lend credence to the findings of a study conducted in Canada by Mingail (2012) who indicated that assessing the progress of headteachers trainees is one of the most important responsibilities of a finance deputy headteachers. These findings thus attest to the fact that evaluation activities should be integrated into the overall training plan to determine how effectively the training efforts are progressing. The study also revealed that a fair majority (61.6%) of

the sampled deputy headteachers strongly agreed with the view that evaluation of headteachers' finance skills enhances headteachers' acquisition of record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 17.7% of the deputy headteachers. However, 3.9% of the sampled deputy headteachers were undecided, 10.5% disagreed whereas 6.3% strongly disagreed.

These findings are consistent with the assertions of UNDP (2010) that in Kenya, most training institutions have embraced the principles of evaluation and follow-up of the headteachers training on finance skills. This is usually done at the end of a major project cycle, such as after one, two, or three years. Similarly, slightly more than half (59.9%) of the deputy headteachers strongly agreed with the view that evaluation of programme success enhances headteachers' acquisition of record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 19.8% of the deputy headteachers. However, 2.5% of the sampled deputy headteachers were undecided, 12.2% disagreed whereas 5.6% strongly disagreed.

Majority (65.9%) of the deputy headteachers strongly agreed with the view that evaluation of progress of headteachers enterprises enhances headteachers' acquisition of record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills as did 13.4% of the deputy headteachers. However, 3.7% of the deputy headteachers were undecided, 10.3% disagreed whereas 6.7% strongly disagreed. These findings support the views expressed by Lubembe (2009) in his journal about efficacy of follow-up or programme evaluation on headteachers empowerment, Lubembe (2012) found that the reason for evaluating is to determine the effectiveness of a training programme. These findings thus affirm the fact that training institutions need to carry out evaluation of training programmes since it helps in improving the quality of training activities which in turn results in greater benefits for headteachers trainees.

SUMMARY AND CONCLUSIONS OF RESEARCH FINDINGS

It is evident that training of headteachers can be conducted in different modes which include; on-job, off-job, just-in-time training, mentoring and networking. These forms of training models enhance headteachers's record-keeping, investment, pricing and costing and budgeting skills. These findings attest to the fact that training of headteachers in different self-help groups can be conducted on the job, which is carried out at the headteachers's workplace, and off-the-job which is carried out away from headteachers's workplace. Finance training content influence headteachers's finance skills. Suitability of training materials enhances headteachers's record-keeping, investment, pricing and costing and budgeting skills. From the study findings, it is evident that the most important variable in such success is a well-prepared and capable trainer or facilitator. That is, a trainer with a grasp of record-keeping, investment plans, pricing and costing projections, budgeting plans and e-Financing skills.

Evaluation of relevance of the training curriculum enhances headteachers's acquisition of record-keeping, investment, pricing and costing and budgeting skills. Assessing the progress of headteachers trainees is one of the most important responsibilities of a finance training officers and in training projects, all operations and issues that contribute to planning and implementation of a project can be evaluated. This includes many items such as the effectiveness of the training methods and materials used; the relevance of the training

content to the backgrounds of the headteachers trainees; the knowledge, attitudes and skills gained by the trainees and the types of services delivered by the trainers.

RECOMMENDATIONS

The study thus, recommends that training institutions should design and plan quality integrated training programmes to match headteachers work schedule. Training materials need to be specifically designed to suit the content of training programmes in order to enhance faster understanding of concepts to be learnt. The training material should be redesigned to also focus on acquisition of financial skills. Trainers' need to update their skills to match the changing times such as adopting use of ICT and attitude change towards headteachers empowerment. Trainers should also have basic training and understanding of gender-related issues and concerns so as to be in a position to understand the challenges which confront headteachers and make them not to attend any training. Training institutions and trainers need to plan for quarterly and semi-annual evaluation of training programmes since they are effective in ascertaining of the efficacy of such programmes.

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