



HEADTEACHERS TECHNICAL COMPETENCIES AND FINANCIAL PERFORMANCE: A CRITICAL ANALYSIS OF PUBLIC PRIMARY SCHOOLS IN NAROK COUNTY, KENYA

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ABSTRACT

The purpose of the study was to investigate examine headteachers' technical competencies and financial performance in public primary schools in Narok County, Kenya. This study used the convergent mixed method research design. Data was collected using questionnaires, interviews and observation checklists. The target population was 665 headteachers, 25 Curriculum support officers and County Auditor. The study used Kothari (2004) Formula to determine the sample size which was 85 Headteachers. Purposive sampling technique was used to select the headteachers while purposive sampling and Curriculum support officers. The study adopted the Katz theory of managerial skills. Piloting was conducted in Kericho County. Validity was established by with the help of university supervisors. Split half technique and Cronbach Alpha coefficient test was used to test reliability coefficient. A score of 0.7 was acceptable. Analysis of quantitative data was by use descriptive statistics and inferential statistics with the aid of SPSS Version 23. Qualitative data collected from open ended questions was analyzed using descriptive analysis. These were analyzed through summarizing the set of observations drawn from the respondents. The study findings show that headteachers technical skills had a significant negative influence on financial performance in public primary schools in the county. The study recommended that the Ministry of Education should consider strengthening the monitoring and evaluation aspect to ensure that the headteachers' are executing their mandate as required by law and that efforts re made to ensure that promote adherence to the school administrative structure and ensure that the learning environment is child friendly, safe and conducive. The Ministry of Education should consider organizing update trainings for headteachers to enhance their technical competencies. The headteachers should consider scaling up their application of acquired communication skills; and consider putting in place strategies geared at promoting teacher preparedness in their schools.

KEY WORDS: *headteachers' Technical Competencies, Financial Performance, Narok County, Public Primary Schools*

INTRODUCTION

The term competence is used to describe a set of behaviors that reflect a smooth combination of knowledge, skills, abilities and motivations and is related to performance in an organizational role (Ali, Bin, Piang & Ali, 2016). Studies around the world

show that competence in education creates an environment that develops empowerment, response and evaluation. School leaders' competence is the means to achieve the sustainable development goals (SDGs) of ensuring quality education for all (Watson, Thwaites, Griggs, Kestin & McGrath,

2014). The 1970s was a period that saw the development of leadership skills for industry leaders and the essence of leadership competencies in the United States of America and the rest of the developed world (Giles, 2016). Abari-Ibolya and Barath (2010) have demonstrated the central role of school leadership in Central Europe to increase the effectiveness of school management. In these countries, organizational success has been greatly attributed to leadership competencies.

Bitterová, Haková and Pisonová (2014) in Slovakia found that the practicing headteachers considered managerial competencies as significant for the effective performance of their mandate. Headteachers had put in place motivational strategies based on shared values of the school, and competency to create and develop a conducive learning environment. The success in Slovakia is a clear indication that managerial competencies influence the functioning of educational institutions. The current study will reestablish this association in the context of headteachers' competencies and effective school management of public primary schools

The head teacher plays a role in the preparation of educational institutions programs (Maina, 2014). It is a leadership role that differs from manager because the manager only plans, organizes, and controls the schools' financial resources (Itumbiri, 2013). Headteachers therefore may be competent but use influence to achieve the schools' goals. The study will fill this gap by analyzing the headteachers managerial competencies and effective school management. Furthermore, Norman (2010) explains that school administrators must have the skills to manage accurate, efficient, timely and effective financial reports; development of effective internal and financial controls; managing budget processes and managing bank accounts and company accounts and cash flows. Norman's suggestion brings to the fore the essence of such competencies, with a mindset that they have an influence on school management effectiveness.

According to the report of the Presidential Working Group on Education and Workforce, training for the next decade and other senior lecturers are crucial for effective management. The report also recommends that all heads of educational institutions finance be trained in financial management and regularly update their skills (Republic of Kenya, 2003). That is to say the headteachers must be well-prepared and equipped with the skills needed to manage the school more efficiently and effectively. Financial management is critical for the overall performance of the school and the headteachers should requisite technical competencies. That is why the Ministry of Education appointed the Kenya Education Management Institute (KEMI) to further enhance the basic competence (knowledge, skills and attitudes) of education managers (Onjoro, 2019). Kenya Education Management Institute (KEMI)

training is not compulsory and participants are asked to pay fee which discourages most headteachers. Narok County in 2018 had no candidate in KEMI training.

The quality of education in public primary schools in Kenya has remained unimpressive year after year. This situation represents a huge waste of financial resources. Consequently, educational objectives are not achieved. The complexity of the headteachers' school management tasks requires them to have requisite technical competencies. Unfortunately, School Headteachers in Kenya have inadequate formal training in technical competencies. They are appointed among the teaching staff with five years of teaching experience. In Narok County, studies reveal cases of poor financial management practices. This raises questions with regard to the influence of headteachers' technical competencies on financial performance. The study tested the following research hypothesis.

H₀₁: There is no statistically significant relationship between headteachers' technical competencies and financial performance in public primary schools in Narok County, Kenya.

LITERATURE REVIEW

Headteachers Technical Competencies and Financial performance

As indicated by Locke, (2010) specialized competency is the preference in learning, strategies and systems of a specific order or subject (Lunenburg, 2010). It incorporates the comprehension and capacity to perform successfully explicit errands as required occupations (Okumbe, 1998). Different staffs in school have different specialized capabilities, for example teachers have the educational competency, the bookkeeper or treasurer has bookkeeping competency, the guard has security competency among others. Head teacher and the departmental heads should have the capacity and learning to administer others (Lunenburg, 2010) as an extra specialized competency to their subjects of specialization.

Greensburg and Darker (2008) in New Jersey, US of America contend that boundaries to inspire representative promise to association emerge from absence of preparing to refresh work performance aptitudes just as energize a feeling of having a place, in this way bringing down effectiveness and diminished profitability in the association. With this regard the head teachers need to be armed with requisite technical competencies. The technical competencies for head teachers and departmental heads are two fold to be specific subject specialists and instructional supervisory. As subject specialists they gained the capabilities amid preparing and upgraded them through down to earth educating for a long time. Then again, the instructional supervisory capabilities are obtained through understanding and specially appointed in-administration courses. The head teacher must be a capable instructor in a

specific subject, ready to arrange the staff, obtain significant assets, and ready to assess performance. He ought to likewise have the capacity to relate well to the network and more extensive partner of the school.

The head teachers need specialized capabilities, despite the fact that the measure of time spends performing specialized exercises (Lunenburg, 2010) is constrained contrasted with different teachers. The head instructor intently screens the educating of the understudies. He may frequently need to watch, manage and create teachers and once in a while react to work performance related inquiries. In dissecting the job of a viable Headteachers, considers have singled out thirteen primary errand measurements for the head teacher's work (Marshall Sashkin and Quality Cluster, (1986), Lunenburg (2010) and Olembo et al (1992). These assignment measurements are sorted into administrative errands and building social linkages undertakings. The administrative undertakings incorporate figuring and actualizing strategies, guidelines and guidelines, while that of structure social linkages incorporate building up conduct standards to establish frameworks of brilliance performance. As indicated by Lunenburg (2010), successful Headteachers make viable and productive schools through structuring arrangements and techniques that help a culture of brilliance.

In England all things considered in numerous nations, one must be a leader of a school on the off chance that the individual is a certified teacher. Such an individual requires academic skills as well as necessities to comprehend the patterns in training. Additionally, it has been discovered in England that, other non-instruction capabilities, for example, MBAs and Experts Degrees have turned out to be extremely valuable in helping manage administration challenges. A decent head instructor is in this way one who completely comprehends training matters. In America, Pennsylvania State, there is an exceptionally organized two-arrange procedure of confirmation which prompts accreditations required for one to be a school overseer (Fry, Kitteridge, & Marshall, 2008).

An instructor who wishes to be a headteacher needs experience as a study hall educator first. There is a base standard of training and experience for one to be a chairman. There is an intricate profession way that prompts turning into a primary. After no less than three years and close to six years of educating with a temporary showing testament (level I), the hopeful may change over the temporary training endorsement to level II authentication which is a lasting showing declaration (Straus, 2003). To get this endorsement an educator needs to go to in-administration course and complete twenty-four credits (24) from an establishment of advanced education. Strauss includes that, to get confirmation as a foremost, one needs to finish an affirmed program of alumni level investigation setting him up

or her to deal with the hierarchical and general instructive exercises of a school. Lastly, to acquire overseer I temporary authentication, one must be suggested for accreditation as an essential by an approved affirmation officer of the advanced education organization where the degree was gotten with at least 5 years' involvement (Straus, 2003).

Head teachers, Deputy Head teachers, Training officers, Auditors and Heads of Divisions all have vital tasks to carry out in improving quality. The Training initiative and the executives expect to outfit these instruction supervisors with the abilities they requirement for the difficult errands (Sigilai, 2010). However, it is worrying that not exactly satisfactory pool of conceivable candidates for administration posts, worry over the pathways offered to hopeful leaders and a need to react to the information that great headteachers have any kind of effect for teachers and understudies. Regularly, associations in both people in general and private areas are confronting changes driven by political, monetary, sociological, mechanical, lawful and natural issues. So as to effectively address these difficulties school associations, need to guarantee that their instruction suppliers and administrators (head teachers) at all dimensions have a complete comprehension of their jobs, objectives and required skills (Bertrand, *et al.*, 2015). This study will establish to link between these technical competencies and effective school management.

The specialized aptitude is worried about master information in a given field, especially including strategies and systems and the capacity to investigate issues. It is with the correct method for doing things utilizing the right procedures (Massie, 1979). Head instructs need to know current issues and patterns in training. They ought to likewise be equipped in their branches of knowledge to set guidelines for the rest.

Since they are entrusted with the funds of organizations, they ought to be familiar with bookkeeping. Instances of reserve misappropriation are overflowing in the training segment in Kenya. The significance of preparing head teachers can't be over underlined be it in tuition based schools or government funded schools as their quality to an expansive degree decides a school's prosperity or disappointment.

Ngithi (2013) stresses that head teachers are fundamental to effective administration of instructive organizations. She further calls attention to that disregarding their performance, head teachers were delegated from among serving teachers the majority of whom had no earlier preparing in institutional administration. As per Ngithi (2013), he sees that preparation of instructive administrators is crucial for viable and effective organization of schools. He underscores that naming experts in Underdeveloped nations needs to rethink the intelligence of delegating school headteachers based on their showing background and not on organization. Mbamba

(1992), attests that financial changes and new needs inside the African mainland have in addition to other things made instruction progressively perplexing. Thusly, the administration of instructive foundations requests complex aptitudes that would empower administrators to direct the schools successfully and proficiently. Taken together, there are persuading explanations behind experts to effectively recognize, select, plan and guarantee the proceeding with improvement of teachers who consider themselves, to be future school leaders. Hawlerge (1990) states that, practically all teachers and headteachers utilizing PCs in government funded schools in the creating nations never prepared to do as such amid their underlying preparing and may have just had a brief in-administration course identifying with PCs.

Rwanda Vision 2020 recognizes the fortifying of instructor improvement in a Data and Correspondence Innovation (ICT) rich condition as one of the top government needs for the accomplishment of National financial advancement objectives (MINECOFIN, 2001). The administration of Rwanda is endeavoring to accomplish this through the in-administration of teachers by means of the institutional projects, for example, Kigali Establishment of Training that has propelled ICT projects to overhaul the abilities on PC utilization of the under-qualified teachers (Worker, 2007).

As indicated by Bargozzi and Warshaw, (1992) new advancements, for example, PCs are unpredictable and a component of vulnerability exists in the brains of headteachers regarding the fruitful appropriation of them, individuals structure dispositions and aims toward attempting to figure out how to utilize the new innovation preceding starting endeavors coordinated at utilizing them. Mentality towards utilization and goals to utilize might be not well shaped or lacking or else may happen simply after starter endeavoring to figure out how to utilize the innovation gear. Along these lines, all that are associated with training segment ought to endeavor to cultivate inspirational frame of mind towards the utilization of ICT in instruction part all in all not really at the school levels.

National Board for Science and Innovation (2010) expressed that, furnishing teachers and other instructive experts with access to and utilization of ICT is one key part to building up the important human capital which the training area requires for the wide reception of innovation. Teachers as multipliers of information are the key operators in regard to training change and development in instruction.

Every instructor prepared in the utilization of ICT is equipped for sharing that information among teachers themselves and the students inside and without their learning organizations, thusly there is change, frameworks need to recognize the advantages of PCs in training and there are changes in the whole instructing and learning process, Government frameworks have recognized the

advantages and there are sufficient guides to show that innovation based – training is setting down deep roots with the customary techniques.

The present concentration with all partners is to guarantee that innovation is utilized successfully to address issues that schools and government are pondering issues identified with understudy inspiration, cooperation, non-attendance, drop outs and sexual orientation inclination to give some examples. Headteachers have not been set up by the Administration for their new job as innovation leaders and have along these lines attempted to build up the human and specialized assets important to accomplish ICT results in their schools. Ouya and Mweseli (2006) states that not many head teachers in open elementary schools have themselves utilized PCs in significant ways with understudies and subsequently do not have the imperative educational vision and experience to manage teachers. Subsequently, head teachers must change the manner in which they think, sort out, plan, send, rouse and compensate performance.

Cuban (1993) noticed that position of PCs inside the scope of teachers and inside strong school societies was essential with the goal that teachers and students can improve their ICT potential. Mwangi (2014) contemplate saw that, teachers worked in schools where equipment and access to assets were double the normal on ICT use, were OK with innovation and utilized PCs for some reasons.

Gunter (2001) noticed that, without access to ICTs in pre-administration instructor preparing foundations, it's absolutely impossible teachers will actualize ICT combination viably. SAIDE (2003), report demonstrated that, the key issue being used of PCs in instructing and learning isn't that teachers did not have any desire to utilize them but rather the analyst discovered that teachers did not utilize PCs for a scope of reasons including; ICT asset arrangement was poor, web association was inaccessible or inconsistent, game plans were not made to guarantee adequate access to class PCs for either instructor or their students, and that headteachers needed information on the most proficient method to peruse on the web.

An examination by Marshall, (2009) in US on Experiences Decide Performance recommended that administration experience was found to build the likelihood of a constructive outcome by 40%. Aside from the expert and scholastic learning, it is usually trusted that experience may assume vital jobs on the performance of people. In numerous societies, the fantasy is that as individuals get smarter because of more introduction and experience. For instance, in African culture, experience is considered as a need for authority positions in various associations (Place for Substance Misuse Treatment, 2014). It saw that initiative styles and performance of individual contrast from culture to culture and nation to nation contingent on life examples, convictions and esteem framework or generally on the learning and

experience of the general population. In India, Kotur and Anbazhagan (2014) played out an examination on Training and Work-Understanding - Impact on the Performance. The examination showed that with increment in the Work-Experience the specialists will in general display moderately better performance in any case, on account of Instruction it is something else.

Wekhuyi (2014) contends that for headteachers to be skillful in monetary Administration they need consistent introduction to preparing courses, workshops so as to improve their capability conduct as opposed to relying upon experience alone it is rash to consider understanding as a study hall instructor as the main essential in the arrangement of grade teachers (in the same place). Argyriou and Iordanidis, (2014) in their investigation on the executives and Organization Issues in Greek Optional Schools demonstrated that it is critical to give experience which can viably help the prepared head teachers to adjust conduct and acquire learning for budgetary administration with its new the head educator ought to have, for example, money related administration course, compelling correspondence, human relationship, hierarchical information, instructive dimension, regulatory experience and political introduction.

An examination directed by Mwinjuma and Baki (2012) on Perceptions of Parents on Head Teachers' Financial Management Skills in Public Primary Schools in Tanzania uncovered that head teachers did not have adequate monetary administration abilities to play out their jobs. Based on the discoveries, the specialists suggested that all head teachers be prepared on sound money related administration standards to improve legitimate usage of school reserves. Thus, in Northern Uganda, Odubaker (2007) researched the relationship between head teachers' administration preparing project and improvement of money related administration abilities. The outcomes uncovered that there was a positive noteworthy relationship between preparing in money related administration and the head teachers' capabilities in the executives.

In Kenya monetary administration is a center capacity of institutional chief and it is a zone that has introduced anguishing background to those with little learning about it (Republic of Kenya, 2001). This demonstrates open essential head teachers are looked with absence of money related administration aptitudes subsequently the service of Instruction exertion to set up Kenya Training Staff Foundation (KESI) presently called Kenya Training the Executives Organization (KEMI) Kenya Training the Executives Foundation was predominantly settled to persistently overhaul the center capabilities, information and abilities of instruction headteachers (Republic of Kenya, 2011).

Elementary school head teachers need to familiarize themselves with standards overseeing sound administration of assets which includes

planning bookkeeping and inspecting. An investigation by Kenei (2016) because of headteachers' capability in assets the board on understudies' scholastic accomplishment in Marigat and Koibatek sub-provinces, Baringo District, Kenya set up that dominant part of the head teachers had low dimensions of skill in money related administration in spite of their dimensions of involvement in educating and scholarly capabilities .the discoveries uncovered that head teachers couldn't set up the school spending plan to be endorsed by the school the executives advisory group and in other monetary administration practices, for example, the utilization of vote heads in their uses. This examination accordingly will fill this hole by finding the relationship between headteachers authoritative experience and monetary administration. In the US, instructive administration the executives of schools were seen as the obligation of individual states instead of the national government, and the states had attempted endeavors to characterize the results they looked for from their training frameworks known as norms driven activities, where the measures comprise proclamations (rules) from the state about the aggregate desires for what the school need to achieve. Schools structure a powerful initiative that enables to lead and settle on educated choices that advance learning at school level.

Various investigations demonstrate that arrangement of preparing in budgetary administration for principals can prompt improved administration of money related assets in optional schools (Timilehin, 2010, Chetambe and Sakwa, 2013). Nyaga (2016) ponder on the variables influencing money related administration rehearses in open auxiliary schools in Embu West Sub-province reasoned that monetary preparing assumes an essential job of making the central increasingly dependable and educated about the job he plays as an overseer of school resources. Schools where the important has experienced monetary preparing are progressively compelling in the administration of funds. In 2012, the Kenya Education Management Institute propelled the Diploma in Education Management course, many school principals went to in light of the fact that support was declared to be compulsory. Along these lines, dominant part of principals went to in-administration preparing on money related administration in 2012.

Magak (2013) conducted a study on the Challenges facing head teachers in financial management in public secondary schools in Kisumu East District Kenya. The scholar summarized the challenges that school administrators faced in managing school funds. These included incompetency in procurement, inadequate and irregular auditing, and lack of accounting supportive documents and records and inability to prepare end year financial statements among others. The author sees the urgent need to examine the financial

management in learning institutions and adequately training school heads on financial management. School financial performance is one of the variables that the current study to examine in the context of headteachers technical competence. This will therefore fill this gap.

THEORETICAL FRAMEWORK

The study adopted two theories by Katz theory of administrative skills. Katz (1974) introduced an order of administrative competencies which was the primary significant arrangement of these competencies that were seen to be fundamental for all supervisors. The three skill approach proposed by the theorist encompassed conceptual skills, technical skills and human skills. The exploration work by Katz (1974) brought up that headteachers required three basic aptitudes to be specific specialized abilities, human abilities and applied abilities. Specialized abilities comprised of learning of and capability in a specific zone of specialization, for example, designing, PCs, money related and administrative bookkeeping, or fabricating and these aptitudes were typically progressively urgent for lower dimensions of the board since these headteachers were legitimately included or managing representatives doing the association's work. Utilizing these technical skills headteachers in primary schools can bring about quality managerial outcomes such as quality/good financial performance. These competencies are the most imperative particularly at school management level.

RESEARCH METHODOLOGY

The study used convergent mixed methods design. This design is appropriate since it allows the researcher to handle both quantitative and qualitative data (Creswell, 2014). Data can be collected using triangulation approach. This examination configuration is picked in light of the fact that the researcher gathered and dissected both subjective

$$n = \frac{(1.96)^2 \times 0.5 \times 0.5 \times 665}{(0.1)^2 (665 - 1) + [(1.96)^2 \times 0.5 \times 0.5]}$$

$$= 84.03057734$$

85 primary schools

The study adopted a multi stage sampling approach. The first stage involved classification of the population into geographical/administrative units, thereby using cluster sampling technique. Consequently, five clusters will be created namely Narok North, Narok East, Narok South, Narok West, Trans-Mara and Trans-Mara East sub counties.

The study also employed stratified sampling technique whereby the study will use three strata namely: Headteachers, Curriculum Support Officer and County Auditor. The next stage was the sample selection. A census approach was used in the identification of the Curriculum Support Officers, whereby all the 25 Curriculum Support Officers were used for the study. Purposive sampling technique was used in the selection of the CSOs as well as the County Auditor.

and quantitative data in the midst of a comparative time of the investigation methodology and after that association the two approaches (qualitative and quantitative) of results into general conclusions.

The study was conducted in Narok County, Kenya. The county occupies an area of 2,884.4 Km². Nakuru County comprise of Trans Mara West, Trans Mara East, Narok North, Narok West, Narok south and Narok East sub-counties. Despite the county being rich in resources, the academic performance in public schools is low as compared to other counties in the national examination results recording a total mean score of 251 (KNEC 2018) Hence, the county is deemed fit for the study.

The target population of the study comprised of 665 public primary school headteachers in Narok County, Kenya and 25 Curriculum Support Officers (CSOs) and County Auditor. There are 665 public primary schools with a total enrolment of 199,500 pupils and a teaching staff of 5,320 and an average teacher pupil ration of 1:40 (County Education Office, 2017).

The sample size of this study was calculated using a scientific formula by (Kothari, 2004) as outlined below;

$$n = \frac{Z^2 pqN}{e^2(N-1) + Z^2 pq}$$

Where:

n = the sample size for a finite population

N= size of population which is the number of primary school head teachers.

p = population reliability (or frequency estimated for a sample of size n), where p is 0.5 which is taken for all primary school head teachers population

p + q= 1 e: margin of error considered is 10% for this study. Z α /2: normal reduced variable at 0.05 level of significance z is 1.96

According to the above formula, the sample size for all the primary schools is:

The study used three research instruments to collect data namely: questionnaires, interviews and observation checklists. The questionnaire; one designed for Head teachers and an interview was used for the Curriculum Support Officers and the County Auditor of education to collect primary data. A pilot study was conducted in 10 percent of the study sample in Kericho County in 9 public primary schools amongst 9 school headteachers as suggested by Mugenda, (2008). The study ensured that the respondents participating in the pilot study do not form part of the study. The pilot study revealed deficiencies in the questionnaires before the final data collection is carried out. The information collected was used to improve the quality of the research instruments. Content and construct validity was conducted with the help of university supervisors.

Instruments yielding a Cronbach Alpha coefficient of greater than 0.7 were considered reliable and thus were used for the study.

The data was collected after receiving a letter from the board of graduate studies Kabianga, University which allowed aid in seeking permit from National Council for Science, Technology and Innovation (NACOSTI) after ascertaining the reliability of the research instruments. The researcher visited the sampled schools to request the headteachers to participate in the study. Letters requesting them for their involvement were dispatched during that pre-visit. The researcher conducted the interview sessions with the CSOs and County Auditor after booking for an appointment. Questionnaires were delivered to the respondents by the researcher with the assistance of research assistants on that day and they were collected after one week or as per agreement with the respondents.

Quantitative data collected from closed-ended questions will be coded and keyed into SPSS computer software databases; organized and cleaned of any errors that may have occurred during data collection. The questions were then coded for easy referencing. Analysis of quantitative data was by use of descriptive statistics and inferential statistics with the aid of SPSS Version 23. Descriptive statistics such as frequencies, means and percentages will be used. Data was grouped into tables according to responses of various respondents. Pearson's correlation coefficient analysis and regression analysis were carried out to establish the relationships between managerial competencies and effective school management. Qualitative data collected from open ended questions was analyzed using content analysis. These were analyzed through summarizing the set of observations drawn from the respondents. These data were classified and analyzed according to categories and sub categories or themes and sub themes based on the study objectives and research questions thereafter inferences and conclusions drawn.

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

The study was able to obtain a response from 83 headteachers, thus translating to 97.60% response rate, for the Curriculum Support Officers (100%) and for the Auditor 100%. This was sufficient to enable the researcher to come up with reliable conclusions and recommendations. Dommeyer, Baum, Chapman, and Hanna, (2002) reported that the acceptable response rate for on-paper surveys is 75%, therefore the attained percentage was good and found acceptable to the researcher.

Demographic Characteristics of the Respondents

Gender: The results show that 83.1% of the headteachers were female, while 16.9% were male. The results suggest that there were more male headteachers than female headteachers in public primary schools in Narok County. There were few females occupying managerial positions in school. The results are similar to those in a study by Likwop (2016), where it was established that there were more male headteachers than females in the County.

Level of Education: The results shows that 61.45% of the respondents indicated that their highest level of education was certificate level, P1, 25.30% had attained the diploma level, 9.64% had attained the degree level, while 3.61% indicated that their highest education was Masters level of education. This implied that the highest attained level of headteachers in most of the schools was the certificate level, P1. The results are contrary. The results of this study are in agreement with those in a study by Sankale (2015), who found that the highest level of education attained by majority of the headteachers in Narok County was the P1 level.

Working Experience in Current School:

The results in show that 55% of the headteachers had served in their current school for a period below 5 years, 15.7% had worked for a period of over 14 years, 13.3% had worked for a period between 5 and 7 years, 8.4% had served in their current school for a period of 8 to 10 years, while 7.2% indicated that a period of 10 to 13 years. This implied that majority of the headteachers had served in their current schools for a period of 7 years or below. The results resonate with those in a study by Sankale (2015) which revealed that most of the headteachers had been in their current school for a period less than years.

School Management Effectiveness

The results in Table 1 show that, 18.1% of the headteachers considered financial performance to be effective, while the rest 81.9% rated it otherwise. The indicator scored a mean score of 3.0482. This value was slightly above the neutral mean score at 3.0 (fairly effective). The results suggest that head teachers' competence were not effective in steering good financial performance. The findings are in agreement with a study by Magak (2013) who found that limited headteachers' competencies in most schools had negatively affected the schools financial performance. For instance, there were cases of over spending and under-spending, and poor maintenance of books of accounts. This was attributed to incompetent procurement committee and inadequate auditing knowledge by the head teacher.

Table 1: Effectiveness of Technical Skills in Enhancing Financial Performance

	N	Minimum	Maximum	Mean	Std. Deviation	% of Effectiveness
Good Financial Performance	83	2.00	4.00	3.1687	.40783	18.1%
Valid N (listwise)	83					

Joint Preparation of the School Budget with the Board of Management

The results reveal the 44.5% of the respondents were of the opinion that the headteachers' were effective in joint preparation of the budget for the school with the Board of Management, 39.8% indicated that the headteachers were fairly effective, while 15.7% were ineffective. The results suggest that in most of the primary schools in Nakuru County headteachers were not engaging the BOM in the budget preparation process. Argyriou and Iordanidis, (2014) observed that headteachers who lacked financial skills were not able to understand the essence of joint preparation of the budget for the school with the Board of Management.

Effectiveness in the Prioritization of financial allocation according to needs

The results show that 47% of the respondents were of the opinion that the headteachers were effective in the prioritization of financial allocation according to needs, 32.5% were of the opinion that the headteachers were fairly effective, while 20.5% show that they were ineffective. This implied that in most of the primary schools the headteachers had not performed well with respect to prioritizing financial allocation according to unit needs. The headteachers need financial skills to be effective in the prioritization of financial allocation according to needs. In a study by Akinfolarin (2017) it was found out that school principals' have managerial competencies in prioritizing financial allocation according to school needs.

Aligning School Budget to School Goals and Objectives

The results show that 42.2% of the respondents indicated that the headteachers were effective in were effective in ensuring that the school budget reflected agreed school goals and objectives, 42.2% were of the opinion that the headteachers were fairly effective, while 15.6% show that they were ineffective. This implied that in most of the primary schools the headteachers had not been effective in successfully aligning school budget to school goals and objectives. This was mainly due to the fact that most headteachers did not have adequate financial skills. The findings resonate with those in a study by Alia & Iwuoha, (2014) who observed that school managers and administrators are responsible for preparation of the school budget and ensure effective financial management in order to achieve

the objectives of the school, and therefore required related financial skills.

Effectiveness in Delegating the mechanism of Financial Matters

The results revealed that 26.1% of the respondents were of the opinion that headteachers were effective in delegating the mechanism of financial matters to capable staff, 39.9% were of the opinion that the headteachers were fairly effective, while 20.5% show that they were ineffective, while 24% indicated that the headteachers were ineffective. This implied that in most of the primary schools the headteachers were not effective in delegating the mechanism of financial matters to capable hands. The findings were contrary to results from a study by Akinfolarin (2017) which revealed that the headteachers had to a large extent delegated financial related tasks to teachers' in order to give them sense of responsibility.

Close Check on Financial Matters

The findings show that 43.3% of the respondents indicated that the headteachers were effective in were effective in in keeping close check on financial matters, 30.1% were of the opinion that the headteachers were fairly effective, while 26.6% show that the headteachers were ineffective in using this approach. This implied that in most of the primary schools the headteachers had not keen in checking financial matters, implying that they had ignored this aspect. The importance of keeping close check on financial matters was emphasized in a study by Warui (2013) who indicated that this helped enhance financial management effectiveness.

Effectiveness in keeping Accurate Financial Information about the school

The results reveal the 47% of the respondents were of the opinion that the headteachers' were effective in keeping accurate financial information about the school, 34.9% indicated that the headteachers were fairly effective, while 18.1% were ineffective. The results suggest that in most of the primary schools in Nakuru County headteachers were not keeping accurate financial information about the school as expected of them.

Ensuring Regular Audit

Data results presented show the 30.1% of the respondents were of the opinion that the headteachers' were effective in ensuring that that auditing was done regularly, 43.4% indicated that the headteachers were fairly effective, while 26.5% were ineffective. The results suggest that in most of the primary schools in the County, the headteachers

were not keen on ensuring that that auditing was done regularly as required.

Regular Preparation and Presentation of Financial Reports

The findings show the 37.3% of the respondents were of the opinion that the headteachers' were effective in ensuring that there was regular preparation and presentation of financial reports to the stakeholders, 41% indicated that the headteachers were fairly effective, while 21.7% were ineffective. The results suggest that in most of the primary schools (62.7%) in the County, the headteachers were not effective in the preparation of preparation and presentation of financial reports to the stakeholders.

Using Experts on Financial Matters

The results show the 48.2% of the respondents indicated that the headteachers' were effective in utilizing expert assistance is sought on reconciliation of books of account, 42.2% indicated that the headteachers were fairly effective, while

9.6% were ineffective. The results suggest that in most of the primary schools (62.7%) in the County, the headteachers were not effective utilizing the services of experts in technical matters such as reconciliation of books of account.

Availability of Financial Records in Primary Schools

The results from the observation checklists with respect to the availability of financial records in primary schools were as provided in Table 1. The results show that financial records availability in the public primary schools was as follows: School plans (24.1%), Records of Organized school events (15.7%), Financial Budgets (62.7%), Account and bookkeeping records (75.9%), Audited Reports (83.1%), and financial performance records (78.3%). This implied that the least available records in the primary schools in the county were school plans and records of organized school events. Moreover, the results suggest that over 15% of the schools did not have a complete set of required financial records.

Table 2: Availability of Financial Records in Primary Schools

Type of financial records	No. of schools having the Records	% of schools having the records
School plans	20	24.1%
Records of Organized school events	13	15.7%
Financial Budgets	52	62.7%
Account and bookkeeping records	63	75.9%
Audited Reports	69	83.1%
Financial performance records	65	78.3%

The results are presented graphically in Figure 1.

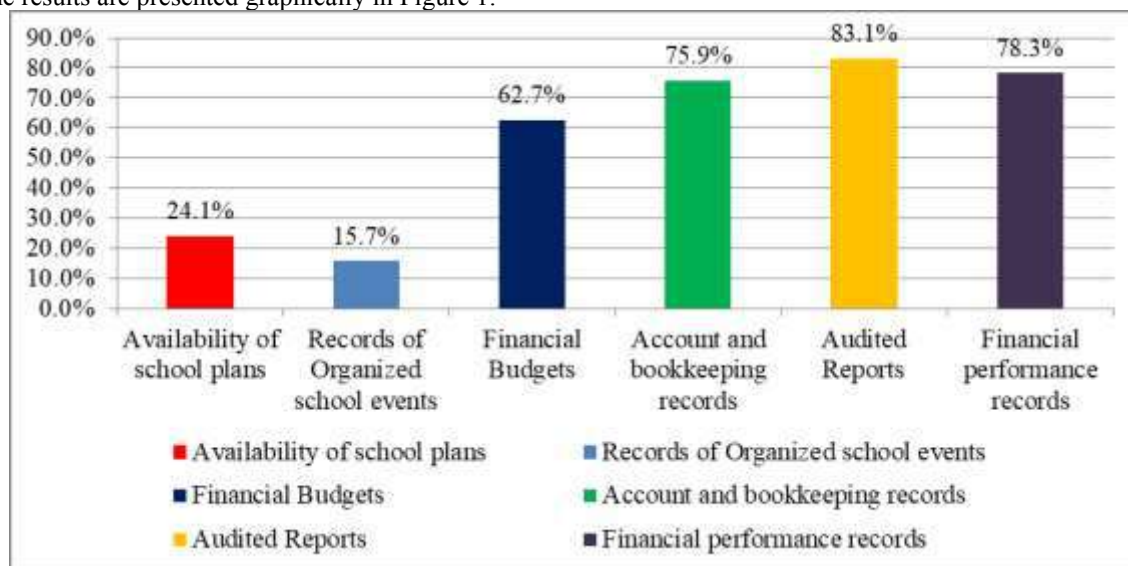


Figure 1: Availability of Financial Records in Primary Schools

Correlations between Headteachers Technical Skills and Financial Performance

The results for Pearson correlations between headteachers technical skills and financial performance were as presented in Table 2. Data results presented in Table 4.48 show that there was a

positive Pearson correlation between headteachers technical skills and financial performance as follows: ($r = 0.067$, $p = 0.545$). This shows that there was an association between headteachers technical skills and financial performance. Given that, the p value (0.545), was greater than the test significance level ($p < 0.05$), and thus, this relationship is not

statistically significant. This scenario is prompted by the fact the headteachers did not have adequate financial management skills. The results are similar to those in a study by Warui (2013) who established

that the headteachers training in financial management was deemed as very inadequate by the teachers thus, a factor which greatly hindered their effectiveness in productivity.

Table 3: Correlations between Headteachers Technical Skills and Financial Performance

		Headteachers Technical Skills	Good financial performance
Headteachers Technical Skills	Pearson Correlation	1	.067
	Sig. (2-tailed)		.545
	N	83	83
Good financial performance	Pearson Correlation	.067	1
	Sig. (2-tailed)	.545	
	N	83	83

Hypothesis 3 Testing

The third hypothesis stated that "*H₀₃ , There is no statistically significant relationship between headteachers' technical competencies and financial performance in public primary schools in Narok County, Kenya.*" Table 4.54 presents the beta coefficients and p value for relationship between headteachers' technical competencies and financial performance. The Beta value $\beta = 0.034$ and $p =$

0.545. The decision rule was to reject the null hypothesis if p value calculated is less than the confidence level $p = 0.05$. Since the p value associated with headteachers' technical competencies and financial performance was 0.545, a value greater than the 0.05 significant test the null hypothesis is accepted and thus, the results suggest that headteachers' technical competencies has an insignificant influence on financial performance.

Table 4 Relationship between headteachers' technical competencies and financial performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.045	.189		16.102	.000
Headteachers Technical Skills	.034	.056	.067	.609	.545

a. Dependent Variable: Financial Performance

CONCLUSIONS

The study also concludes that headteachers technical skills had a significant negative influence on financial performance in most of the public schools in Narok County. Head teachers had low technical skills in financial matters and this was negatively affecting the financial performance of the schools. This was prompted by the fact that the headteachers were not engaging the BOM in the budget preparation process, were not effective in prioritizing financial allocation according to unit needs had not been effective in successfully aligning school budget to school goals and objectives. In most of the schools the headteachers were not effective in delegating the mechanism of financial matters to capable hands, and had not keen in checking financial matters, implying that they had ignored this aspect. They had failed in keeping accurate financial information about the school as expected of them. Other contributing factors included lack of keenness in ensuring that that auditing was done regularly as required, Headteachers' laxity and inability to prepare and present financial reports to the stakeholders, and their ineffectiveness in utilizing the services of

experts in technical matters such as reconciliation of books of account.

RECOMMENDATIONS

The study recommends as follows:

1. The Ministry of Education should consider strengthening the monitoring and evaluation aspect to ensure that the headteachers' are executing their mandate as required by law, and that efforts are made to ensure that promote adherence to the school administrative structure and ensure that the learning environment is child friendly, safe and conducive. The management should ensure that there is adherence to financial policies and procedures put in place.
2. The Ministry of Education should consider organizing update trainings for headteachers to enhance their technical competencies, especially on financial matters. The Ministry needs to come up with a stringent policy requiring headteachers to attend courses such as KEMI, given that majority of the head teachers were of P1 level. The Ministry can

make KEMI qualification a requirement for one to become a headteacher of a primary school.

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