

Contribution of CSSC Training Program in Enhancing Decision for Catholic Sponsored Secondary School Heads in Musoma Diocese Mara Tanzania

Erasmus Satrunino Marando¹; Rev. Dr. Eugene Lyamtane ²; Sr. Dr. Catherine Muteti ³
Faculty of Education, Mwenge Catholic University

Citation: Marando E.S., Lyamtane E., Muteti C. (2022) Contribution of CSSC Training Program in Enhancing Decision for Catholic Sponsored Secondary School Heads in Musoma Diocese Mara Tanzania, *European Journal of Training and Development Studies*, Vol.9 No.3, pp.1-15

ABSTRACT: *The study examined the contribution of Christian social service commission management training program in enhancing decision-making on financial management process by heads of Catholic sponsored secondary schools in Catholic Diocese of Musoma. The study was anchored on Human Relations Theory of management which was developed by Marry Parker Follet. The study employed a mixed-method approach in which convergent design was be used. Targeted population community members of nine projects and one leader of CSSC in Catholic Diocese of Musoma. The sample for included eighty project school, heads of school's teachers and non-teaching staff. Data to answer the research questions of this study was collected using two data collection instruments namely; questionnaires, and interview guides. Questionnaires was used to obtain quantitative information from teachers, interview guide was used to collect qualitative data from non-teaching staff, heads of Schools and Chief Coordinator of CSSC. Validity of instruments was assured trustworthiness and dependability by requesting three researchers' experts from Mwenge Catholic University and the Validity of qualitative data was through peer review and triangulations. The reliability was tested by using the Cronbach's Alpha formula using Likert scale questions. The descriptive statistics was analyzed using mean scores, frequencies and percentages and presented in Tables. Analysis of qualitative data was through thematic and transcribe the data was presented in narrations form that which was supported by direct quotations. All along with the study, the researcher highly considered research ethics including the consent of the respondents and confidentiality of the information. The research findings revealed that the heeds of schools enhance the use of decision making on financial management skills in their schools as they were trained but they need to improve the use of the skills to involves all staffs. Basing on the findings of the research study, it can be concluded that the training of CSSC to school heads in Catholic Diocese of Musoma who attended the program enhances the use of decision making on financial management skills in their schools as they were trained in but only, they need to improve the use of the skill to involve both staffs means teaching staff and non- teaching staff on decision making on financial management. The study recommends that training shall be provided to both school managers and heads of schools to enable them to achieve school goals of teachers and institutions.*

KEY WORDS: effectiveness, decision making, financial management, Christian social service commission.

INTRODUCTION

Financial management is one of the most fundamental practices in any organization in the world including educational institutions. Financial management essentially means planning, organizing, directing and controlling the financial activities in schools so that the financial resources are used in an efficient and effective manner. Through financial management, administrators and management teams are able to manage the budget in a better manner and make informed decisions related to school budget (Fedena, 2019).

In a modern world, the educational sector has experienced a drastic increase in school management responsibilities with the rise of technology applications, abiding by new legislations and the pressure of the global economy (Kiwango, Mselle & Mtahabwa, 2018; Shkurina, 2018). Various forms of leadership training on financial resource management in schools in Europe have shown a need to train staff to work as a team. Financial management in schools in Slovenia have shown that schools have no prepared rules for planning and reporting as required by government legal provisions. The main reason for such situation is lack of knowledge on financial management by school heads.

In order to fulfil his financial management role, the Heads of school need more training on managerial skills such as involving his subordinates on decision making on various aspects such as financial management, human resource management and interpersonal skills. Different scholars underscore decision making a vital organ in the management of a school. For instance, Qamar and Rashid (2022), views the freedom to making decisions on issues pertaining the running and management of a school to yield greater satisfaction and commitment of the head of school. For Mokoena and Macharia (2018), heads of schools decision-making increases academic performance. Likewise, decision making influences teachers' work performance for they strive to accomplish what they have been instructed by their heads of schools or what they have participated in formulating.

Bokera (2017) conducted a research on how secondary schools manage financial resources in Tanzania. Edmund (2015) conducted research on the effectiveness of heads of schools in managing financial resources in public secondary schools. Ngondya (2013) conducted a research on Factors Affecting Financial Management Practices in Secondary Schools. Mapunda (2016) conducted a research on management of financial resources in public schools. From the reviewed literatures, roles of SMT in financial management in secondary schools have not been adequately addressed. The reviewed studies addressed the roles of principals or school heads in managing financial resources.

Mosha (2018) argue that financial management in the educational sector, specifically in Tanzania, like in other parts of the African continent, remains vital for the promotion of education quality in meeting the school vision and mission. Quality education can be achieved by providing the required school resources for improving the quality, equity and excellence education delivery.

However, school heads face numerous challenges in financial management, ranging from inadequate financial management skills, for instance, the incompetence of school financial statements preparation, failure to determine the cost variability and relevant costs, and financial shortages (Malingumu, 2019).

Despite the efforts put in place, heads of schools continue to encounter challenges in the management of school funds. According to Radzi et al., (2018) affects the quality of education provision in secondary schools. Ekundayo (2016) describes inadequate skills of school financial managers on school funds acquisition, allocation and utilization, leads to insufficient school facilities, low staff morale, below-average school supervision and poor academic performance of students in their examinations. This can be attributed to the lack of in-service training among heads of schools or even the absence of school bursars. In most incidences, the majority of schools, have no qualified accountants. The ordinary teachers in respective schools have been acting as school bursars (Abdalla, 2019).

Dwangu and Mahlangu (2021) revealed that transparency in financial management is probably one of the main challenges to school heads in deciding how to allocate them at school. They have to ensure that rules and regulations should be known to all teachers and parents who contribute to school financing. Thus, they have the right to know how funds are budgeted and spent. However, Tlali and Matete (2021) argues that teachers are willing to participate and take on responsibilities in financial management at their schools but they are not really involved by school managers. Teachers' participation is not only about taking part in the decision-making processes, but also it is in supervision and assessment on how school funds are utilized.

In Republic United of Tanzania with collaboration with privates' sectors have come with two agency that could help to train the novice heads of schools with the required skills for them to efficiently and effectively manage the schools. these agencies are Agency for the Development of Educational Management (ADEM) in 1997 and Christian Social Services Commission (CSSC) which is ecumenical body jointly established by the Tanzania Episcopal Conference (TEC) and the Christian Council of Tanzania (CCT) in 1992. Agency for the Development of Educational Management (ADEM) which is an Executive Agency established under the Executive Agencies Act Cap. 245 of 1997 with the mandate of improving education management through the provision of education management training, research and consultancy services (Mgullah, 2021). Moreover, the establishment of the Agency is a push by the Government initiatives for realization of Vision 2025 and the Tanzania Education and Training Policy (TETP) of 2014 which require graduates of each level of education with skills to sustain peace, to endure and resolve conflicts in society (TETP, 2014).

The Agency has the core function of training educational personnel in educational leadership, management and administration to raise the standard of education in Tanzania. The institutional objective is, therefore, to provide educational officials with skills in addressing challenges in the education sector and schools, in particular, to facilitate graduates to efficiently manage their institutions as well as advance themselves academically. CSSC offers the financial management

training program to enhance the heads of school with financial skills. This is due to the shortage of training institutes particularly for private schools' educational leaders means that many school heads are promoted to headship positions without necessary skills (Aina and Bipath, 2020). It is on the bases of all these challenges that CSSC came up with the special program to train heads of secondary schools under its jurisdiction. This training program is expected to improve school leadership of Heads of secondary schools (HoS) on the managerial skills particularly on decision making on financial management.

Despite of this training there are still complains on the way decision-making process by heads of Catholic sponsored secondary schools in Catholic Diocese of Musoma is implement. This made researcher to conduct a study on the effectiveness of Christian Social Service Commission management training program in enhancing decision-making process by heads of Catholic sponsored secondary schools in Musoma Diocese in Mara Region Tanzania.

Statement of the Problem

Despite the fact that efforts done by different agency in providing in-service training to the head of schools on decision making on financial management there is still a challenge in most Catholic secondary schools in Catholic Diocese of Musoma on involving of teachers and non-teaching staff on Financial management. There is still a traditional way of thinking about management of school as one-man task than involving others on different decisions (Ntuzela,2018) (Blake and Mestry (2021); Kibriya and Jones (2021); Qamar and Rashid (2022); Tlali and Matete (2021). This could be associated with a lack of leadership skills and poor decision they made. Lack of proper in-service training in leadership and managerial skills as well as financial skills made them to make decisions which may end up in problems. There is no empirical evidence to show the underlying factors behind the training programs provided to them and whether equipping them with the skills and knowledge is required. Thus, there was a need to assess the effectiveness of the Christian Social Service commission management training program in enhancing decision-making process by heads of schools in Catholic Dioceses of Musoma. Therefore, the study examined the role of head of school on decision making in managing financial resources. Therefore, to fill this gap of knowledge, the current study was conducted to assess the contribution of Christian social service commission management training program in enhancing decision-making process on financial management by heads of catholic sponsored secondary schools in Catholic Diocese of Musoma Tanzania

Research Question

How does the financial management trainings program offered by CSSC enhance decision-making process by heads of Catholic sponsored secondary schools in Catholic Diocese of Musoma?

Significance of the Study

The findings of this study help in bring awareness to the government through the Ministry of Education Science and Technology (MOEST) and the church on the effectiveness of Christian

Social Service Commission management training program in enhancing decision-making process by heads of Catholic sponsored secondary schools. The findings of this study create awareness to the heads of Catholic sponsored secondary schools about the importance of financial management training on enhancing decision making to heads of schools. School heads as financial managers of secondary schools are expected to possess financial skills of identifying various sources of funds for daily financing academic and other extra-curricular activities.

Theoretical Framework

The study was grounded on The Human Relations Theory of management which was developed by Marry Parker Follet in 1868 – 1933 and later supported by Elton Mayo 1923–1926 this theory is more relevant to this study and is the one which was used. The theory explains the relationship between the leader and followers as the sensitive to motivation and satisfaction. Its main features are: communication, motivation, influence, cooperation in problem solving, Coordination as the result of reciprocal understanding of all factors in the situation, (Luenendonk, 2019). The theory emphasizes the administrative system as both a social and economic entity. The theory suggests that management should consult with the labor force and actively seek its cooperation.

Strength of Human Relations Theory

The strength of the theory is that educational administrators are responsible for the promotion of relations between organization members are mutually satisfying. Harmony and high staff morale are considered essentials for improved teaching and learning. The theory gives rooms to the heads of school to consider the subordinates in their human factors. According to theory the school heads is required to have the necessary skills towards successful leadership which are: Interpersonal skills, communication skills, decision making skills and leadership that support the head of school to make a sound decision. With this theory the head of school uses the leadership skills together with subordinates to plan, organize and solve different challenges at school.

The weakness of the Human Relations Theory

The weakness of the theory is that it overemphasizing human needs at the expense of need for accomplishment or responsibility, or for organizational task and process (Structured and technical aspects). The theory does not show how the head of schools can use his acquired skills to make decision on the aspects of managerial skills such as financial management. The theory also does not show how the leader acquire the managerial skills for the successful leadership. It takes the consideration of the skillful leader who knows everything and had acquired all the skills and knowledge on leadership.

Relevance of the Theory to the study

The researcher applied Human Relations Theory to show how heads of schools can influence their subordinates through decision making towards the success that this is done through people and with people. By using the leadership skills which are financial management example of execution of budget by the heads of schools, with this theory the researcher emphasizes how the school head would consider subordinates working with them in solving different challenges at school such as financial management.

Empirical literature review

The main scope of a literature review of the study was to focus on empirical studies related to the contribution of CSSC training program of Catholic Sponsored secondary school heads in enhancing decision making on Financial management

Espinosa (2017) conducted a study on the financial management practices of school heads: teachers' perspectives in Spain. Qualitative research design using phenomenological approach established how teachers as participants make meaning of financial management at their schools by doing analysis of the participants' perceptions, attitudes, understanding, knowledge, values, feelings and experiences about their schools' financial management. The total number of participants was 11 for the in-depth interview, six for the focus group discussion and 24 teachers used questionnaires. Results highlighted that financial management practices of the school heads help schools to draw up a budget, set objectives, identifies the sources in terms of human resource, time allocation, teaching and learning materials and appropriate costing. The study adopted qualitative research design while in the findings the researcher collected some data by using questionnaires from teachers. The researcher could have enough sample since he used only Qualitative research design for reasonable sample mixed research design is preferable since it allows the collection of both qualitative and quantitative data. Moreover, the research did not show how financial management improve school heads decision making. Therefore, in filling these gaps, the current study investigated the financial management training enhances decision making process by the school heads.

In South Africa, Aina (2017) carried out a study about the financial management decision-making processes in public primary schools in Pretoria, South Africa. The study followed a qualitative research approach with a multiple case study research design from primary schools were purposively selected. Participants included governing body chairpersons, principals and financial managers of the schools. Data were collected by means of semi-structured interviews and document analysis. The findings from the data suggest that financial management enhances decision-making processes utilized in fee-paying public primary schools such as: needs analysis, budget drafting and procurement processes. The study also reveals that members of school governing bodies (SGB) in fee-paying schools situated in affluence areas are educated professionals who, as required by the South African School Act, exert a strong influence in financial management decision-making in schools. Therefore, there was a need for a study to be conducted to determine whether the teachers were involved in budget drafting and procurement processes. In addition, this study went further by determining whether the school managers make follow up to ensure that the teachers and others staffs are involved in making decisions on financial matters.

Chetambe (2018) conducted a study on the effects of financial training on financial performance of schools in Kenya: a survey of Administrators of Secondary Schools in Trans-Nzoia County. Descriptive survey design was appropriate for the study. The targeted population was 120 respondents from 40 public secondary schools which have been in existence for at least ten years and have functional academic departments. 120 respondents were used and were selected as

follows; 40 Public Schools were selected randomly giving rise to: 40 Principals; 40 bursars and 40 HODs. The study found out that Training is a problem-centered, learner-oriented, and time-bound series of activities designed to strengthen the competencies of employees. Training for school managers enables them to attain the required skills, knowledge and competencies in managing school resources. It also eliminates deficiencies in the background preparation of school managers. In addition, Training keeps school managers abreast of new knowledge in financial management and inculcates a sense of creativity in them. Training in Kenya is provided through organized seminars and workshops by district or Provincial Heads of Association and through Kenya Education Staff Institute (KESI). The findings by Chetambe (2018) could reflect the situation as it is in Catholic Diocese of Musoma where training workshops are organized.

Amos et al. (2021) did a study about the effectiveness of school heads' financial management skills in provision of quality education in secondary school in Tanzania. This study explored secondary data by reviewing documents and literature materials from online publications and libraries to attain the intended purpose of the study. The study found out that financial management skills such as mobilizing school funds, monitoring, evaluation of budget and auditing skills were essential for school financial management. The study also found that most of the school heads, bursars, and clerks possess insufficient skills in financial management as school managers. Other financial management challenges were a shortage of school funds, poor monitoring, evaluation and auditing of school finances. The study suggests strategies such as capacity building among the school heads, bursar and clerks. CSSC has taken a more to address those issues. However, problems are still experienced in schools. The study does not explain on the decision making of the heads of schools through the use of financial management training program. Due to the link between the Head of schools and CSSC training program on financial management, there was a need for current study to be conducted to explain how financial management skills improve heads of schools' decision-making process.

Edmund and Lyamtane (2018) did a study about the effectiveness of the heads of schools in managing financial resources in public secondary schools in Moshi Municipality, Tanzania. his study was quantitative research which employed cross sectional design. Stratified and simple random sampling procedures were used to obtain the participants. The instruments which were used in data collection were questionnaires, interview schedule and observation schedule. The researcher used quantitative methods to analyze data. Findings show that Heads of schools do not adhere to the financial guidelines given out by the Government. Also, procurements procedures at School are not adhered as the Government guidelines direct. The findings as well show that, financial documents management in Public Secondary Schools in Moshi Municipality does not follow the Government directives. Basing on the findings the following were concluded; Heads of Schools are ineffective and perform poorly in managing the school financial resources. They do not adhere to the procurement procedures given by the Government and perform at satisfactory level on disbursing and payments procedures of the school funds. The study based on the heads of schools managing financial resources while the researcher did not explain the influence of decision-making skills on heads of schools. the CSSC training aims to train heads of schools on decision making on financial management especial on how the heads

of schools can involve their subordinate on financial management of the institutions not only that but also on the exertive of school budget. Therefore, the current study investigated the financial management training on enhancing decision-making process by schools' heads and how it influences them in involving teachers and other staffs on financial management.

METHODOLOGY

The research adapted mixed-method approach under which convergent design was used. Convergent design involves the collection of both quantitative and qualitative data simultaneously for understanding the research problem (Creswell & Creswell, 2018). The advantage of this design is that it combines the qualities of both qualitative and quantitative data where by quantitative data allows generalizing and qualitative data provides information about the context (Creswell, 2012 and Creswell & Plano-Clark, 2018).

The study employed a mixed-method approach in which convergent design was be used. Targeted population community members of nine projects and one leader of CSSC in Catholic Diocese of Musoma. The sample for the study includes eighty schools; one CSSC coordinator, eighty heads of schools, ninety-six teachers and sixteen non-teaching staffs. Ogula (2010) argued that the ideal sample should be large enough to serve as an adequate representative of the population about which research wishes to generalize the results and small enough to be economically fair in terms of subject availability, expenses (time and money) complexity of data analysis.

The researcher collected both quantitative and qualitative data using questionnaires and interview guides according to the design employed. The descriptive statistics were analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 22. Descriptive data analysis was done using means, frequencies and percentages and presented through tables. Analysis of qualitative data started from the early stages of data collection where the researcher kept reading the transcript to be familiar with the emerging issues and then thematic were used where common themes from the transcribed data were generated to aid the interpretation and discussion of the findings. The transcribed data were presented in forms of narrations and supported by direct quotations

FINDINGS AND DISCUSSION

This paper contains findings on contribution of the CSSC training program of Catholic Secondary school heads in enhancing decision making on the financial management. The information to address this research question was acquired from the heads of schools, teachers, non-teaching staff and a CSSC zonal coordinator. The researcher used questionnaire to obtained information from teachers while interview guide was used to collect information from the heads of schools, non-teaching staff and a CSSC coordinator. The responses from teachers on the contribution of the CSSC training program of Catholic Secondary school heads in enhancing decision making on the financial management are presented in table 1.1.

Table 1 Teachers Responses on Contribution of Financial Management Training Program on enhancing Decision Making Process of Heads of Catholic Sponsored Secondary Schools (n=90)

S/N	Statements	SD		D		U		A		SA		Mean
		f	%	f	%	f	%	f	%	f	%	
1.	Head of school delegate power and authority to other staff members on financial matters.	9	10.0	8	8.9	8	8.9	30	33.3	35	38.9	3.82
2.	Head of school involve school members on making school budget from the lowest possible level	8	8.9	6	6.7	3	3.3	29	32.2	44	48.9	4.06
3.	Head of school give the opportunity to non-staff members to participate in income generated activities.	6	6.7	8	8.9	4	4.4	39	43.3	33	36.7	3.94
4.	Head of school plan well school activities and prioritize them	6	6.7	7	7.8	8	8.9	46	51.1	23	25.6	3.81
5.	Head of school empower staff members to perform financial school activities	0	0.0	2	2.2	3	3.3	45	50.0	40	44.4	4.37
6.	Head of school give the opportunity to staff members in income and expenditures.	4	4.4	12	13.3	6	6.7	35	38.9	33	36.7	3.90
7.	Head of school handle different challenges one at a time on financial issues.	2	2.2	4	4.4	7	7.8	45	50.0	32	35.6	4.12
8.	Teachers are paid their salaries and wages on time.	1	1.1	1	1.1	1	1.1	39	43.8	47	52.8	4.46
9.	There is a transparent and accountability on the financial matters.	8	8.9	4	4.4	5	5.6	44	48.9	29	32.2	3.91
10.	Head of school encourage staff on keeping their financial records and NSSF	3	3.3	7	7.8	4	4.4	42	46.7	34	37.8	4.08
Average Mean											4.05	

Source: Field Data (2022)**Key:** SD=Strongly Disagree, D=Disagree, U=Undecided A= Agree, SA=Strongly Agree

Data in table 1 presents the agreement of teachers on the contribution of the CSSC training program of Catholic secondary school heads in enhancing decision making on the financial management (M=4.05). Data on table 1 shows that great majority (81.1%) of teachers agreed and strongly agreed to the fact that head of school involve school members on making school budget from the lowest possible level, extreme minority (15.6%) of teachers disagreed and strongly disagreed on the statement and extreme minority (3.3%) of teachers were undecided to the statement. This mean that heads of schools were trained to work cooperatively with the teachers in the processing of school budget which is a positive determinant of teachers' motivation and recognition. The findings imply that heads of schools were trained to work cooperatively with their teachers in

making school budget. Involvement of teachers in making school budget has a direct impact on improving school development because teachers are the ones that presents the challenges and needs of the school that school budget has to complies with.

This is very much in line with what was emphasized by Edmund & Lyamtane (2018) that heads of schools needs to be trained on assessing financial resources, determining expenses, set goals, creating a plan, track budget implementation, monitoring, evaluation and support for the appropriate training on management of finances in public secondary schools. This finding is supported by the interview conducted with a Catholic school head who had this to say “*Yes, sometime I used to seek financial advice to some teachers. Besides the financial training I received from CSSC, teachers also contributed much on ensuring that school financial plans are well formulated and implemented.*” (SH 4, Interview, 29th June 2022). The information from the head of school implied that Catholic heads of schools are trained not only on financial management but to work cooperatively with the colleagues and accept their ideas concerning financial issues. Training in financial management is very important in preparing and capacitating heads of schools in addressing the financial constraints of the school.

Data in table 1 show that extreme majority (81.1%) of teachers agreed and strongly agreed to the statement that there was a transparent and accountability on the financial matters, extreme majority (13.3%) of teachers disagreed and strongly disagreed on the statement and 5.6% of teachers were undecided to the statement. This mean that the requirement for financial accountability and transparency among school leaders was among the training they received from CSSC. The finding implies that financial transparency as well accountability are key elements in the effective management of public secondary schools by determining the financial risks, rational financial decision-making and increasing accountability.

This is very much in line with what was found out by Dwangu & Mahlangu (2021) who maintained that a school is an institution where transparency and accountability on financial issues go hand-in-hand and should be held as statutory obligations. The transparency in school administration shouldn't be taken lightly. If a school is transparent, heads of schools can be held accountable for their actions of financial related matters. The findings also imply that financial management training enhance accountability and transparency has been carried out well among heads of schools, but has not been maximized so that it needs to be improved. This is because some pretentious education stakeholders still adhere to the rules and technical guidelines and do not yet have their own innovation/creativity that can support transparency and accountability in financial management.

There is the need for innovation and creativity in school financial management so that school financial management becomes flexible. To improve financial management transparency in school institutions, each school is expected to always develop innovations that adapt to the times, especially those related to technological devices so that public access to their information needs is more open and easier. Accountability in educational institutions can be managed properly by always complying with special rules or regulations in the implementation of daily education. This finding is supported by interview which was held with a non-teaching staff where one of them

commented that “*More than just to aid decision making procedures, transparency in our school is necessary to provide a solid answer to questions as where the budget is being directed to*”. (Interview: 23, June 2022). The information from non-teaching staff member means that financial transparency and accountability training among heads of schools help in making teaching staff members understanding concerning how the school budgetary covers.

Data in table 1 show that extreme majority (96.6%) of teachers agreed and strongly agreed to the fact that teachers are paid their salaries and wages on time, extreme minority (2.2%) disagreed and strongly disagreed on the statement and (1.1%) of a teacher is undecided on the statement. Heads of schools are trained not only on financial management but to improve teacher’s motivation through provision of their salaries on time. The finding is very much in line with what was found out by Dwangu & Mahlangu (2021) that there are several effects of teachers' delayed salaries and benefits on the teaching and learning process, such as poor preparation of lessons, students' poor performance in examinations, the lack of practical learning and study tours, poor classroom attendance, poor teaching methods and classroom management. This finding is in contrast with the information provided by non-teaching staff who commented that “*We don't know anything about school financial matter what we hear is all about head of school complaining that he has no money. Sometime these issues stressed us because we are not paid our salary on time*”. (Interview: 23, June 2022). The information from the non-teaching staff mean that they are not aware on anything concerning financial management. Furthermore, the findings revealed that heads of schools are not training well on management of human resources at their schools since they are not provided them with enough financial materials. There a need for the heads of schools to be trained well to improve their decision making in managing of the school

Data in table 1 show that greater majority (80%) of teachers agreed and strongly agreed that SCCS trained heads of schools to share opportunities with non-staff members of income generating activities, extreme minority (15.6%) disagreed and strongly disagreed with the statement and (4.4%) of teachers were undecided to the statement. The finding mean that head of schools were trained to identify the school income generating activities and shared it with non-teaching staff members. The finding is concurred with the information provided by the head of CSSC zone Director who had this to say;

...of the training given to the head of school is the establishment of projects in school. Some of the projects include maize farms, banana farms, dairy farming and school shop. Due to many responsibilities’ teachers have in teaching process; heads of schools were decided to shift those responsibilities to the non-teaching staff. The income obtained from these projects were supplement the funds collected from school fee to reduce financial crises in the schools. (Interview, June 29, 2022)

The information from CSSC zonal coordinator indicate that the school heads in involve non-staff members in the establishment of different school economic activities. This imply that school heads are trained to distribute works according to specialization. When a head of school decided to make specialization of work in the school activities improve the school income since school can get more income from school fees and other school financial activities generated and administered by non-

teaching staff. This finding is very much in line with what was found out by Hayes (2021) show that school heads and both teachers and non-teachers were plan together the objectives and activities to be achieved to improve school performance due to improved communication between management and the subordinates.

Therefore, financial management training offered by CSSC training program enhanced catholic school heads ability to make decision regard financial matters in the school. Financial management skills acquired by the heads of schools improve their decision making on how to distribute the available school fund to meet every school need. Heads of schools have skills that enabling them to work cooperatively with the teachers in the processing of school budget. Financial transparency as well accountability are key elements in the effective management of public secondary schools by determining the financial risks, rational financial decision-making and increasing accountability.

Financial management training of the school heads helps schools to draw up a budget, set objectives, identifies the sources in terms of human resource, time allocation, teaching and learning materials and appropriate costing. Financial management training of the school heads enables the heads of schools to manage financial resources more responsively to the performance and instructional needs of the teachers, it would be very crucial if school leaders like them get a continuous boost of their own professional development by acquiring relevant financial skills and abilities required to effectively manage resources in the school.

CONCLUSIONS

Based on the findings of the study found that most of the teachers agreed that heads of schools involve teachers in making decision on financial matters. The research findings conclude that the heeds of schools enhance the use of decision making on financial management skills in their schools as they were trained but they need to improve the use of the skills to involve all staffs

Recommendations

Based on the conclusion of the study the researcher recommends the heads of schools to be provided with different seminars and skills on how to use skills to involve their staff on decision making. Similarly, the study recommends that training shall be provided to both school managers and heads of schools to enable effective utilization of the strategies in manage teachers on the achievements of goals of teachers and institutions.

REFERENCES

- Aina, A. (2017). *Financial Management Decision-Making Processes in Public Primary Schools in Pretoria, South Africa*. [Unpublished Dissertation]. University of Pretoria.
- Aina, A. Y., & Bipath, K. (2020). School Financial Management: Insights for Decision Making in Public Primary Schools. *South African Journal of Education*, 40(4).
- Akhu Rasheeda, Alia. 2006. *Accountability and Effectiveness in Educational Administration*, 1st ed. Amman, Jordan: Dar Al-Ha
- Álvarez, J. (2021). Initial Development and Validation of the Secondary-School Academic and Career Decision-Making Scale. *Electronic Journal of Research in Educational Psychology*, 19(55), 605–624.
- Amos, O., Ephrahem, G., & Bhoke-Africanus, A. (2021). Effectiveness of School Heads' Financial Management Skills in Provision of Quality Education in Secondary School. *Journal of Education, Society and Behavioral Science*, 20-28.
- Blake, B., & Mestry, R. (2021). The Influence of Parental Demographics on School Choice Decision-Making in Western Gauteng, South Africa. *South African Journal of Education*, 41(3).<https://eric.ed.gov/?q=heads+of+schools+decision+making+UNESCO&id=EJ1315432>
- Boreka, A. B. (2017). *Assessment of Financial Resource Management in Public Secondary Schools in Tanzania: A Case Study of Kinondoni Municipality*. (Master's Dissertation), University of Dar es Salaam, Tanzania.
- Chetambe, H. N. (2018). Effects of Financial Training on Financial Performance of Schools in Kenya: A survey of Administrators of Secondary Schools in Trans-Nzoia County. *International Journal of Academic Research in Business and Social Sciences*, 3(10), 7.
- CSSC (2018). Analysis of Students Performance in E- learning schools; An Assessment of Performable of form II Students
- Edmund, S. (2014). *Effectiveness of Heads of Schools in Managing Financial Resources in Public Secondary School in Moshi Urban District*. (Master's Dissertation) Mwenge Catholic University, Moshi, Tanzania.
- Edmund, S., & Lyamtane, R. D. E. (2018). Effectiveness of the Heads of Schools in Managing Financial Resources in Public Secondary Schools in Moshi Municipality. *International Journal of Scientific Research and Management*, 6(05), 2018–2305. <https://doi.org/10.18535/ijstrm>
- Espinosa, F. M. (2017). Financial Management Practices of School Heads: Teachers' Perspectives. *Skyline Business Journal*, 13(1), 33–45.
- Ezema, V. S., Okenyi, E. C., & Ugwuanyi, C. S. (2021). Assessment of the extent of community involvement in the funding of primary schools in Enugu state, Nigeria: Implications for further research. *International Journal of Mechanical and Production Engineering Research and Development*, 10(1), 91-98.
- Garaba, A. M. Non-Teaching Staff in the Education System of Tanzania: A Review Paper on Training Practices and Service Delivery
- Gibson, B. (2022). Financial information for decision making: An alternative small firm perspective. *The Journal of Entrepreneurial Finance*, 1(3), 221-232.

-
- Hashim, K. (2016). Human Resource Management Strategies and Teacher's Efficiency within Schools: A Co-relational Study. *IAFOR Journal of Education*, 2(1). <https://doi.org/10.22492/ije.2.1.03> <http://adem.ac.tz/content/word-chief-executive>
- Kentucky Department of Education. (2020). School-Based Decision-Making Handbook. Updated. In *Kentucky Department of Education*. Kentucky Department of Education. <https://eric.ed.gov/?q=heads+of+schools+decision+making+&id=ED611984>
- Kibriya, S., & Jones, G. (2021). The Impact of a Safe Learning Environment in Schools on Students' Learning Outcomes: Evidence from Tanzania. *Quality Assurance in Education: An International Perspective*, 29(1), 15–28. <https://doi.org/10.1108/QAE-11-2019-0124>
- Kiwango, T. A., Mselle, L. J., & Mtahabwa, L. M. (2018). Technology integration for out of School time learning: The roles of teachers. *International Journal of Educational Policy Research*. 5(2), 24–30
- M'muyuri, M. M., Kibaara, T. & Severina, M. & (2021). Assessment of Students' Participation in Making Decisions on their Welfare Matters towards improving Discipline in Public Secondary Schools in Meru County, Kenya. *Journal of Education*, 4(3), 120-137.
- Mapunda, C. (2016). *Management of Financial Resources in Public Secondary Schools in Ulanga District, Morogoro*. (Master's Dissertation) University of Dar es Salaam, Tanzania.
- Masomo, P. I., Lyamtane, R. D. E., & Muteti, S. D. C. (2021). Involvement of school management team in the preparation of financial plans in secondary schools managed by the Catholic diocese of moshi, Tanzania. *International Journal of Contemporary Applied Researches*, 8(4), 68-89
- Mbuli, R. S., & Zhang, J. (2020). Analysis of teacher professional development in Tanzania: View point school management practice. *Journal of Social Sciences Advancement*, 1(01), 30-37
- Mgullah, S. M (n.d). A word from the chief executive. Retrieved on 22 October 2020, from *Municipality*. (Master's Dissertation). Digital Research Repository. Mzumbe University, Tanzania.
- Mwita, M. S. (2021). Human Skills by Heads of Secondary Schools towards Effective School Management in Makambako Town, Tanzania. *Ast African Journal of Education and Social Sciences*, 2(4), 7.
- Ngondya, L. J. (2013). *Factors Affecting Financial Management in Private Schools in Kinondoni*
- Ntuzela, M. A. (2018). The Role of School Management Team in Developing Teachers' Leadership: (Master's Dissertation) University of Kwazulu-Natal, South Africa.
- Ntuzela, M. A. (2018). *The Role of School Management Team in Developing Teachers' Leadership*: (Master's Dissertation) University of Kwazulu-Natal, South Africa.
- Ogula, P. (2010). *A Handbook on Educational Research*, (2ndEd.) Nairobi, Kenya: New Kemit
- Okendu, J. N. (2012). The influence of instructional process and supervision on academic performance of secondary school students of Rivers State, Nigeria. *Academic Research International*, 3(1), 332
- Olembo, I. (1986). Financing Education in Kenya: Prospects, Regional conference of the commonwealth Council for Education Administration
- Pearce, M. L. (2017). The effects of instructional leadership on teacher efficacy Publishers.

- Qamar, Z. A., & Rashid, K. (2022). Exploration of Decision-making styles exercised by Heads of Secondary Schools in Punjab and the Effects of Gender on Decision-making. *Journal of Bulletin of Education and Research*, 42(2), 15.
- Sabancı, A., Ahmet Şahin, A., Sönmez, M. A., & Yılmaz, O. (2016). The Correlation Between School Managers' Communication Skills and School Culture. *International Journal of Progressive Education*, 12(3).
- Sabancı, A., Sahin, A., Sonmez, M. A., & Yilmaz, O. (2016). School Managers' Interpersonal Communication Skills in Turkey. *Online Submission*, 6(8), 13-30.
- Sakarneh, Bilal. 2011. Administrative Corruption. Amman, Jordan: Dar Wael for Publishing.
- Schildkamp, K., Poortman, C., Luyten, H., & Ebbeler, J. (2017). Factors promoting and hindering data-based decision making in schools. *School Effectiveness and School Improvement*, 28(2), 242–258. <https://doi.org/10.1080/09243453.2016.1256901>
- Shkurina, E. (2018, 12 20). Retrieved 3 22, 2020, from Financial management Functions of The School Principal: <https://blog.youragora.com/financial-responsibilities-of-school-principalsexplained>
- UNESCO. (2021). Striking a Balance between Centralized and Decentralized Decision Making: A School-Based Management Practice for Optimum Performance. *International Journal on Social and Education Sciences*, 3(4), 656–669.
- Victor, A. A. (2017). Analysis of Principals' Managerial Competencies for Effective Management of School Resources in Secondary Schools in Anambra State, Nigeria. *IJSSHE-International Journal of Social Sciences, Humanities and Education*, 1(4), 10.
- Wadesango, N., & Bayaga, A. (2018). Management of schools: Teachers' involvement in decision making processes. *Reading Psychology*, 6(11), 6.