INFLUENCE OF THE KENYA EDUCATION MANAGEMENT INSTITUTE’S PROFESSIONAL DEVELOPMENT OF PUBLIC SECONDARY SCHOOL PRINCIPALS ON SCHOOL MANAGEMENT IN NYAMIRA COUNTY, KENYA

SIMEON NYACHAE MORWABE
E55/CTY/PT/2773/2014

A RESEARCH THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, SCHOOL OF EDUCATION, IN PARTIAL FULFILMENT FOR THE REQUIREMENT OF THE AWARD OF DEGREE OF MASTER OF EDUCATION (EDUCATIONAL ADMINISTRATION), KENYATTA UNIVERSITY

JULY 2020
DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works - including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature_________________________ Date____________________
Simeon Nyachae Morwabe
E55/CTY/PT/27783/2014

This thesis has been submitted for appraisal with our/my approval as University Supervisors.

Signature_________________________ Date____________________
Dr. Hellen Guantai
Lecturer,
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University

Signature_________________________ Date____________________
Dr. Gabriel Madanji
Lecturer,
Department of Educational Management,
Policy and Curriculum Studies
Kenyatta University
DEDICATION
This research study is dedicated to my family especially my siblings James, Thomas, Sarah, Jane, George, Mary, Gladys, Peter and Grace, my parents Mr. and Mrs. Morwabe, my wife Janet Nyaboke Nyachae and our daughter Tamar Kerubo Nyachae as well as all those who supported me during this period.
ACKNOWLEDGEMENT

This research study is a result of support from several sources; first, I would like to give praise and honour to the Almighty God for giving me sufficient grace and power to write this project. I would also like to thank my able supervisors Dr. Hellen Guantai and Dr. Gabriel Madanji whose guidance and insights were very useful to me. I would also like to acknowledge the Kenyatta University management for ensuring a good and conducive learning environment during my study period.

May God bless you all.
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>ACE</td>
<td>Advanced Certificate in Education</td>
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<tr>
<td>ADEM</td>
<td>Agency for the Development of Education and Management</td>
</tr>
<tr>
<td>B.ED</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>BoM</td>
<td>Board of Management</td>
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<tr>
<td>CEP</td>
<td>Certification of Educational Principalship</td>
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<tr>
<td>COBADES</td>
<td>Community Based Development Services</td>
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<tr>
<td>CPD</td>
<td>Continuous Professional Development</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>EHP</td>
<td>Early Headship Program</td>
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<td>FSE</td>
<td>Free Secondary Education</td>
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<tr>
<td>KEMACA</td>
<td>Kenya Educational Management Capacity Assessment</td>
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<tr>
<td>KEMI</td>
<td>Kenya Education Management Institute</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
</tr>
<tr>
<td>KIA</td>
<td>Kenya Institute of Administration</td>
</tr>
<tr>
<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<tr>
<td>KSG</td>
<td>Kenya School of Government</td>
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<tr>
<td>KSSHA</td>
<td>Kenya Secondary Schools Heads Association</td>
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<tr>
<td>KU</td>
<td>Kenyatta University</td>
</tr>
<tr>
<td>KUPPET</td>
<td>Kenya Union of Post Primary Education Teachers</td>
</tr>
<tr>
<td>M.ED</td>
<td>Master in Education</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organizations</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<td>--------------</td>
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<tr>
<td>NPQH</td>
<td>National Professional Qualification for Headship</td>
</tr>
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<td>ODFL</td>
<td>Open and Distance Flexible Learning</td>
</tr>
<tr>
<td>PD</td>
<td>Professional Development</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents Teachers Association</td>
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<tr>
<td>QAS</td>
<td>Quality Assurance and Standards</td>
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<td>SDG</td>
<td>Sustainable Development Goals</td>
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<tr>
<td>SMI</td>
<td>School Management Initiative</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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ABSTRACT

Professional Development of secondary school principals in Kenya is necessary in equipping them with the requisite skills and competencies in school management thus effective in their role as school managers. Within the intricate functioning of educational establishments in the 21st century, the principal is central in initiating school progress and management efficacy and thus, there exists a necessity of ensuring that the principal has the managerial skills to enable one undertake the duties efficiently. On this basis, this study sought to find out the influence of Kenya Education Management Institute’s professional development of public secondary school principals on school management in Nyamira County, Kenya. The study sought to determine the influence of skills acquired by principals in financial management, human resource management and curriculum implementation from the Kenya Educational Management Institute on management of public secondary schools in Nyamira County, Kenya. The study was anchored on the Peter Principle Theory that explains the influence on a worker's effort followed by an upgrade to a fresh and new post, with new sets of demands that may lead to failure if not accompanied by requisite skills. The theory stipulates that a teacher who is promoted to principalship without the necessary management skills is likely to fail. Descriptive research design was used as the framework for the study. The target population were all the 168 principals in Nyamira County. Simple random sampling method was employed to get a sample size of 105 respondents from the 168 target population. Data were collected using questionnaires. The study was piloted in Nyamira County in institutions with similar characteristics as those under study. Reliability was tested by use of Test-retest. Content Validity was determined through use of expert judgement. Qualitative data were analysed thematically using themes generated from literature related to the study objectives. Quantitative data were analysed by use of SPSS (Anova and Pearson Correlation) and summarized into percentages and frequencies. The study is significant in that it may identify the strengths and weaknesses of the KEMI training with a view to making it more effective. The study establishes that there is a positive influence of KEMI Training on the Principal’s management of financial resources, human resources and curriculum implementation on school management. The findings reveal that the KEMI diploma course statistically predicts management of schools. The study concludes that KEMI training by the principals has a statistically significant influence on school management by principals in public secondary schools in Nyamira County, Kenya. The study recommends that the training on management practices be made part and parcel of the pre-service training curriculum for teachers by the Ministry of Education, Science and Technology (MoEST).
CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the study; it contains the background of the study, discussions on the variables, statement of the problem, purpose and objectives of the study, research questions, and significance of the study, limitations and delimitations of the investigation, study scope, assumptions, theoretical and conceptual framework and the operational definition of terms.

1.2 Background of the Study

According to McCrimmon (2008), Educational Management can be defined as the organizational process involving planning, setting of goals and administration of endowments needed to achieve the set objectives, and measuring results in an educational setting. In education, according to the Education Glossary (2004), the phrase professional development refers to a varied range of focussed teaching or forward-thinking professional education envisioned at helping those in education advance their knowledge, capability, skills, and efficiency in running an educational program. An in-service program on the other hand is a professional training or staff development effort, where teachers, as professionals, are trained and discuss their work with others in their peer group. It can therefore be argued that both professional development and in-service training entail an unrelenting, all-inclusive, and intensive training aimed at improving the efficacy of principals in uplifting learner accomplishment and school management.
Kenya’s Basic Education Act (2013) describes a school manager as any individual or body of people involved in the supervision of the affairs of a basic education learning institution. A principal is therefore the overall in-charge in a school’s day to day activities. The consistent surge of disturbances in schools, financial mismanagement and overall administrative malpractices in Kenya over the years puts the principals’ capability in sharp focus with respect to their role in the management of schools. The Basic Education Act (2013) puts the overall running of affairs in the school squarely on the shoulders of principals as school managers. As observed above, administration can be described as the art of getting individuals together to achieve stated objectives through arranging, sorting out, sourcing, leading or coordinating, and directing with the aim of achieving final objectives. Consequently, the principal as a school manager is in charge of the achievement of school and education objectives.

Masters (2002) argues that school heads in the contemporary society are relied upon to shape a collegial relationship among staff in the school, procure and dispense accessible assets, improve the expert advancement of instructors under them, enhance learners' scholarly and co-curricular execution on standardized tests, and build group organizations and linkages. According to Master (2002), all these skills require specialized training on school management; either pre-service or in-service, which unfortunately is not provided for at pre-service training level for teachers in Kenya and in many of the developing countries where teachers end up getting promoted to principalship without additional training for this new specialized responsibility. The anticipation in such a scenario, according to the Uwezo Report (2015) is therefore that the professional development offered by KEMI should
bridge this managerial skills gap by offering training that address the various challenges that principals face on a daily basis as school managers.

Sessional Paper No. 1 of 2005 requires the Kenya Education Management Institute to provide professional development to all education managers. KEMI provides both short term and long term training; the long term diploma in Education Management takes one year, then there are two categories of short courses: a one month course and one week training. The courses cover the following skills: finance management, human resource management, monitoring and evaluation, plant management, ICT integration in education, project management, curriculum development and implementation, education policy and administration, public relations, among others. All these courses are offered through distance learning. The TSC requires that any education manager ought to undergo the training before and during service. Based on studies and commissioned reports, most of which are mentioned in this study, schools continue to experience challenges in misappropriation of finances, poor human resource management, ineffective plant management, inefficiency in monitoring and evaluation among others (Masters, 2002). This is the opposite of what is expected. Since principals go through the KEMI training as a prerequisite for appointment as school managers, they are expected to navigate and mitigate through these challenges by employing the expertise they gain in the training; unfortunately, studies point out that this is not the case as reported in the Uwezo Report (2015). This is what formed the basis of this study.

According to the Kilemi Mwiria Report (2015), one key explanation that has often been advanced for ineffective management and performance in educational establishments is the inadequate training of school heads for school administration
and governance, and thus the report calls for a robust specialised progression in professional development of school heads to curb the managerial challenges experienced in secondary schools. The Kilemi Mwiria Report adds that in the contemporary setting of intensified prospects, secondary school heads are under immense pressure to better the instruction, training and performance through management. They are required to be edifying leaders, disciplinarians and assessment masters, community leaders, special programs overseers, budget analysts, policy and curriculum implementers, public relations specialists, and expert supervisors of permissible, prescribed, and strategy obligations. They are in other words anticipated to act as negotiators and balance the constant-contradicting interests of parents, educators, learners, education executives, teacher unions, county and national agencies, and of course remain subtle to the flaring range of learner desires. That work depiction is without a doubt overwhelming and deserves due training and skills to undertake it (Uwezo Report, 2015).

1.2.1 Professional Development of Principals in other Countries

According to (Dowson and Walker, 2000), in the United States of America for instance, there are Principal Centres intended to give rehearsing and aspiring heads the opportunity to meet in various setups to investigate and consider current school and administration themes. Their projects are wider and meet the exceptional needs of principals through gatherings, fora, study gatherings, workshops, classes, grants, and awards to seek after self-planned school-based ventures. Based on this initiative, principals in the US have been ranked as most effective in management and this has equally minimized management and administrative related challenges. On the other
hand, in Kenya, despite the KEMI training, management and administrative challenges have escalated.

According to Bush and Oduro (2003), in the UK the New Vision Programme (NVP) got established to cover the governance advancement desires of school heads in the first three years of school principalship. To ensure that principals attend the training, funds are made available from Head Teachers Leadership Management Programme. Bush and Oduro (2003) further argues that the programme has an uncommon content mixture and process with an emphasis on participants’ personal and school contexts. The key learning practices and conventions of the course are: instruction and mentorship, analytical apparatuses, management learning selections, peer tutoring and inter-visitation. Just like the US, this coaching and mentorship has greatly influenced the form of management that principal’s exhibit and fewer cases of malpractices and mismanagement have been reported experiences among principals as its methodology of distance learning denies principals these aspects.

Bush and Oduro (2003) argue that in Kenya, however, the KEMI training lacks the peer tutoring and visitation, is short on mentorship and sharing of experiences as principals are left at the mercy of their own limited competencies to undertake the massive responsibilities of school management. The coaching and mentorship programme for new principals is a critical component in the effective management of schools as seen from the experiences in other countries. Despite these shortcomings, the KEMI training encompasses much of the other theoretical aspects and therefore principals should be able to at least minimize management-related challenges facing their schools but unfortunately, this is not the case. Schools continue facing serious management-related challenges; even as principals continue
to receive the KEMI in-service training, which is meant to address these challenges.

In Hong Kong, proficient improvement of potential school heads started in the mid-1980s, and required every senior instructor to undertake training in school administration prior to getting nominated as acting heads and later, heads. Educational reforms have put demands on principals requiring them to get more hands-on training and behave like instructional frontrunners, warranting suitable preparation and specialised growth for administrators of schools. These reforms in the training of principals has seen schools in Hong Kong record improvements in the overall school management (Dowson and Walker, 2000). Two contrasting scenarios emerge between the training of principals in Hong Kong and in Kenya: In Hong Kong, principals must get training in administration before promotion to principalship and once they train, they are first put on probation before confirmation as principals. Equally, their training is more hands-on and practical. This is totally in contrast to the KEMI training that is abstract and lacks the practical aspect. In Kenya, once appointed as principals, they are also not required to be on probation.

In Singapore, on the contrary, there is a strict policy that educators seeking to rise to principalship follow to propel their professions past the classrooms. Principals start their profession as classroom instructors where they are required to show their viability as educators and be distinguished by their principals for administration duties at the school level. They are required to attend a formal training program intended for future principals and carried out by the National Institute of Education, Singapore. This structured gradual progression has seen schools effectively managed and today, Singaporean education system is one of the best in the world. (Emmanuel, 2014). Unlike in Singapore, there is no existing program that prepares
classroom teachers in Kenya for their future role as principals. Instead, teachers are promoted to principalship without a structured gradual professional growth. The lack of a proper grounding in administration and management through training and hands-on experience implies that teachers in Kenya do not have the required skills and knowledge to be effective school managers and this ultimately influences school management.

Mathibe (2015) takes note of the fact that in South Africa, contrary to the UK and USA, any educator can be designated to the duty of principalship regardless of the fact that he/she had a school administration/initiative capability or not. Such receptiveness to selection to the most elevated office in a school, as indicated by past studies, does not just discredit Frederick Taylor's perspective of “getting the right man” for the vacancy but additionally puts school administration in the hands of “getting” unfit staff and studies have demonstrated that in South Africa, schools have genuine administration challenges extending from understudies distress, fumble of school reserves, poor execution and general school botch which numerous instructors credit to the absence of essential school administration aptitudes. South Africa’s case is similar to Kenya’s in the sense that both lack an effective structured pre-serve and in-serve mentorship and training of principals. Promotion to principalship in both cases is not based on any training but excellence in classroom teaching. This may explain the similarity in the challenges faced by both countries in the management of schools.

In Nigeria, any instructor of extensive classroom acquaintance can get selected to the position of school principal without taking regard of the school administration or leading capabilities. This is the case because of the general belief that accomplished
instructors can be elevated to the rank of heads of secondary schools (Peretomode, 2014). This state of affairs has seen serious mismanagement of schools in Nigeria and most education stakeholders hold the view that the situation has been compounded by the lack of requisite skills and preparation for the school chiefs hence the need for teacher professional development programs. The management challenges faced by Nigerian schools are very similar to those faced in Kenya; possibly because of the almost similar approach both states have taken in the promotion of teachers to principalship although in Nigeria experienced teachers are picked to head schools while in Kenya, even young teachers are recruited as heads.

1.2.2 School Leadership in Kenya

In Kenya, the need for preparation and development of principals can be traced back to the Training Review Committee (Wamalwa Report, 1971) which discovered that there was no regular systematic programme to train school managers and therefore saw the need to train such professional officers in administrative and managerial aspects of their work. It recommended that courses to meet these need be run at Kenya Institute of Administration (KIA). Legal Notice 19/2010 of the Basic Education Act (2013) legally mandates KEMI to carry out capacity building in education to equip principals with the necessary skills in school management and administration.

After independence, principals were selected on proposition by the stakeholders (church or community), then after some time their selection depended on rank and presently it depends on merit where they must be interviewed prior to being selected. The National Policy on Appointment, Deployment and Training of School Administrators and Managers (1999) reports that up to 1987 TSC used to promote
teachers who were recognized as appropriate by the central, a nearby government officials, school support or TSC ground operatives as principals. (Bush and Oduro, 2006).

However, this arrangement was characterised with incompetence and serious school management challenges. The Government of Kenya in answering the principals’ management needs, established Kenya Education Staff Institute (KESI) in 1981 after recommendations by the Maina Report of 1978. In 2010, KESI was changed to Kenya Education Management Institute (KEMI) through the gazette notice of 19/2010 published by the National Council for Law Reporting in the Attorney General’s office. The Maina report notes that educational administrators are originally trained for teaching and not for management and therefore there is a need to train teachers on management. The committee reports a series of deficiencies of administrative training among the educational administrators and thus the necessity to establish KEMI which subsequently started operating in 1981 although it was legally established in 1988 under Legal Notice No. 565, (Republic of Kenya, 1988).

The Uwezo Kenya initiative (2015) reports that in Kenya, as an initiative of improving professionalism and address the issue of capacity building for principals facing management challenges, KEMI with backing from United States Agency for International Development (USAID) introduced a free Diploma in Education Management course for all 19,833 heads of primary and six thousand and nine secondary heads in 2011. The report continues to note that since the partnership between the government of Kenya and USAID ended in 2011, principals are required to pay for the KEMI professional development courses. This change was followed by a drastic decline in enrolment for the KEMI training among principals;
implying that cost remains an issue. However, since the implementation of the Basic Education Act (2013), which made it mandatory for one to possess at least a six month professional development course in management for promotion to a management level, enrolment has not been an issue.

Both the Kilemi Mwiria Report (2015) and Uwezo Report (2015) allude that over the years, there has been a rise in management-related challenges in schools ranging from financial mismanagement, poor curriculum implementation, human resource challenges, issues in project management and inability to carry out efficient monitoring and evaluation among others. All these aspects are part of what the KEMI professional development is designed to address yet, the issues remain prevalent.

Since the principal is seen as an administrator of a project, who is anticipated to strategize, execute, manage, conserve and assess the whole education scheme in terms of physical and human resources, learners, fiscal inputs and syllabus implementation, then a necessity exists for their sufficient professional preparation in management. Whereas the KEMI training has these elements in their curriculum, as Odhiambo (2005) explains, a majority of the instructors continue to be elevated to principalship without the preliminary preparation in school administration contrary to government policy. Makori and Onderi (2013) continue to argue that the training by KEMI for principals is not sufficient for one to be certified as a school manager as it lacks in depth and it is not practical-oriented.

Both Olembo (1992) and Okumbe (1998) agree that relevance of training is brought out on the kind of duties the heads of schools are expected to engage in. Reports
indicate that most schools in Kenya have stalled projects, cases of financial misappropriation, strikes in school, poorly motivated teachers, dilapidated structures, and register poor academic performance and Olembo argues that this has a direct link to the little orientation and training that principals receive once deployed.

According to Kitavi and Westhuizen (1997), a good professional development program for principals must encompass the following aspects, must be relevant to their context, learner-driven and highly interactive. These are the key aspects the KEMI curriculum is expected to have because the success of the school depends upon effective leadership by the principal which in turn require skills and knowledge on management and leadership. These abilities describe the principal’s capability to inspire, direct, control and supervise the rest in the school to the attainment of the set objectives and converse them outwardly and inwardly. These skills can only be acquired through a well-choreographed, deliberate and detailed training. A program that encompasses such aspects as enumerated above should lead to excellence for those who go through it. The KEMI training encompasses most of these aspects and therefore it is expected to be effective in addressing the challenges in educational management in secondary schools. However, these challenges seem to be prevalent despite the training. This study therefore sought to establish whether the KEMI training has the capacity to influence school management and the challenges therein. This study proceeded from the cognisance of the fact that in Kenya, there exists laid down benchmarks for reckoning the aptitude of an individual who qualifies for appointment as a principal. Benchmarks that ought to be exhibited by minimal management challenges and effective management of our schools.
Between 2011 and 2015, over 300 principals were interdicted by TSC for management-related misconduct. This trend exemplifies the seriousness of the issues under discussion as shown in the table below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Interdictions</th>
<th>Demotions</th>
<th>Transfers</th>
</tr>
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<tbody>
<tr>
<td>2011</td>
<td>23</td>
<td>82</td>
<td>568</td>
</tr>
<tr>
<td>2012</td>
<td>42</td>
<td>79</td>
<td>812</td>
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<tr>
<td>2013</td>
<td>68</td>
<td>102</td>
<td>878</td>
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<tr>
<td>2014</td>
<td>91</td>
<td>213</td>
<td>1002</td>
</tr>
<tr>
<td>2015</td>
<td>108</td>
<td>387</td>
<td>1654</td>
</tr>
</tbody>
</table>


Table 1.1 shows the trends of interdictions, demotions and transfers among principals in Kenya emanating from school management challenges among schools where principals have gone through the KEMI professional development. This status has been attributed to many factors including misappropriation of resources, poor performance, and indecent behaviour, among others. Since principals undergo training on school management through KEMI, the ideal situation is that such cases of school mismanagement should not be so prevalent and hence the study sought to establish whether the prevalence of the management challenges could be attributed to gaps in the management training offered by KEMI.

1.3 Statement of the Problem

In an ideal environment, specialised professional development of principals as done through the KEMI professional development is meant to equip secondary school
principals with the right skills in human resource and financial management, curriculum implementation, among others. These skills are supposed to influence positively on the principals’ ability to manage and consequently have a functional school with fewer management-related challenges. However, this is not the case as manifested by some of the management challenges principals continue to face in their everyday supervision of schools in spite of the KEMI professional development which is meant to address these challenges.

There has been evidence of financial misappropriation, poor implementation of curriculum, human resource mismanagement, student unrests, and high dropout rates, among others despite principals undergoing the structured KEMI training. In view of this problem, this study sought to find out the influence of the KEMI professional development of secondary school principals on school management with a view to establish its training’s effectiveness towards school management.

1.4 Purpose of the Study

The study aimed to assess the influence of the KEMI professional development of public secondary school principals on school management in Nyamira County, Kenya with an intention of informing the educational stakeholders in Kenya.

1.5 Objectives of the Study

1. To determine the extent to which KEMI’s professional development of principals in financial management influences school management in public secondary schools in Nyamira County, Kenya.
2. To find out the influence of KEMI’s professional development of principals in human resource management on the management of public secondary schools in Nyamira County, Kenya.

3. To establish how KEMI’s professional development of principals in curriculum implementation influences school management in public secondary schools in Nyamira County, Kenya.

1.6 Research Questions/Hypothesis

1. To what extent does skills in Financial Management from the KEMI professional development affect school management in public secondary schools in Nyamira County?

2. How influential is training by KEMI on Human Resource Management on the management of public secondary schools in Nyamira County?

3. In what way does training in curriculum implementation by KEMI influence school management in public secondary school in Nyamira County?

HO1: KEMI professional development of principals in financial management does not have any influence on school management.

HO2: KEMI professional development of principals in human resource management does not have any influence on school management.

HO3: KEMI professional development of principals in curriculum implementation does not have any influence on school management.

1.7 Significance of the Study

The Teachers Service Commission and Ministry of Education: This study may help the Teachers Service Commission to understand the level and influence of
professional preparedness, training and development for secondary school principals on the education sector. The results of this study may assist the management of Kenya’s education sector in developing and implementing strategic policies that will put in place measures to curb the challenges of professional preparedness, training and development offered by KEMI for public secondary school principals in Kenya.

**Educational Practitioners:** Other Education Managers including principals in private schools, teacher training colleges and other stakeholders may be able to adhere rigorously to practices that consistently and reliably produce decisions that significantly improve school management. This study shall act as an enriching factor in their data bank and be a tool for diversification and a key success factor in school management by generating data on school professional development and what can be done to improve it for effective school management.

**Future Researchers:** This study would also be a foundation for future researchers carrying out their studies in educational management and particularly in the area of professional development for school principals. It shall be a key reference point in exploring other possible gaps and intervening factors in school management like nature of school, school location, personality of the principal, school politics among other factors.

### 1.8 Limitation of the Study

**Uncooperative Respondents:** Some principals were too sensitive and secretive in sharing their experiences; the researcher was hindered from accessing some data that respondents felt was too sensitive to disclose. To solve this challenge, the investigator assured the respondents of their confidentiality by using pseudo names hence ensuring that the questionnaires did not possess their actual names.
Attitude: Attitude of some interviewees, towards the questionnaires such as lack of readiness to frankly give responses to questions posed. There was no assurance that every respondent could answer all the queries herself or himself. However, the study mitigated this by guaranteeing to them that the information they provided will only be for academic purposes.

Lack of previous studies in the research area: Literature review is an important aspect when carrying out any research or study. The literature review findings are used as a foundation to build on the research. In this study, however, particularly on KEMI training post the Basic Education Act (2013) era, there is little literature within this area. This had a slight effect on the contextualization of the study in Kenya. The researcher was, however, able to circumvent this by relying on past studies in other jurisdictions and consulting experts in the area.

1.8.1 Delimitations of the Study

Sample: The study never considered private schools although they would have had vital inputs to the proposed study. The assumption was that the sample size and use of public schools only would be adequately representative of the situation in all secondary school in Kenya. This generalization may have affected the findings given that private schools do not necessarily operate under similar circumstances as public schools. There were also other players in education whose contributions could have been important in this study like KNUT, KUPPET, BOM and PTA organizations but were not contacted.

Scope of the Study: This research was limited to the KEMI professional development of secondary school principals and its influence on school management in Nyamira County. This assumed that professional development was the only
variable that influenced on school management, which was not entirely correct. The reality was that other myriad factors like funding, nature of school, school demographics, local politics, personality of the principal, among other factors equally had an influence on school management but they were not considered in the study.

The study was carried out in Nyamira County. It was hoped that the location of the study has similar features as the rest of the other 46 counties hence its findings were representative. However, it was notable that the other counties may be different and may be facing unique contextual challenges and therefore Nyamira County was not fully representative of all the counties.

1.9 Assumptions of the Study

The basic assumptions of the study were that:

1. KEMI Professional development of secondary school principals plays a role in school management.

2. That principals in Nyamira County face management-related challenges that reflect the challenges faced by school principals in other counties in Kenya.

1.10 Theoretical Framework

The theoretical framework in this study was based on the Peter Principle theory. The Peter Principle Theory explains the influence of a worker's effort, of an upgrade to a fresh and new post, with new sets of demands. Peter and Hull (1969) contends that since previous performance is persistently used to forecast upcoming performance, ultimately, individuals are raised to a post where they would not be operational due to a new set of skills that are mandatory in undertaking that assignment.
This is well illustrated in Figure 1.1 shown below:

![The Peter Principle Diagram](image)

**Figure 1.1: Theoretical Framework**

**Source:** Raymond Hull (1969)

The Peter Principle theory whose proponent was educationist Dr. Raymond Hull, holds the view that a worker's incapability to satisfy the necessities of a specific position that he is elevated to might not be the result of general incompetence with respect to the worker as much as it is because of the fact that the position essentially requires dissimilar abilities in comparison to those the worker really has. For instance, an educator who is great at instructing might be advanced into the position of head, notwithstanding the fact that being a decent classroom instructor does not really imply that the said individual is qualified to be the head of the school.

Obilade (2009) in concurring with the principle says that numerous employees and directors work well and are appraised quite well in prior occupations to the extent
that they get elevated to higher positions, which frequently require aptitudes that they might be having, until the point when they reach that level where their performance is ineffective and where they are not any more useful to the organization.

The TSC including the instructive framework depends generally on years of experience and progression to lift individuals from one post to the other, particularly from the classroom to the administrative level. The threat here is in elevating a person from a place of competence to that of inefficacy. There had been instances of people who performed well in lower posts, yet who later when promoted to higher positions, these elevated responsibilities become excessively troublesome for their skills.

This theoretical framework is anchored on the proposition that a secondary school principal's inefficiency in satisfying the necessities of the position that one is elevated to may not be the consequence of general ineptitude with respect to the principal as much as it is because of the way that the position essentially requires unexpected abilities in comparison to those the school head really has. In school management, principals require specialized skills in management to undertake their responsibilities and the absence of such skills is assumed to result in mismanagement. These skills are supposed to be acquired through teacher professional development. This study therefore was anchored on this theory on the premise that given requisite skills on management through professional development, principals may be in a better position to tackle and resolve the said school management challenges as opposed to being promoted from the classroom to principalship without the required management skills.
A principal should therefore not be entirely blamed for school mismanagement if such a principal has not been armed with the necessary skills required to undertake the job of secondary school principal.

1.11 Conceptual Framework

![Conceptual Framework: Influence of the KEMI Professional Development on School Management](image)

**Independent Variable**

- KEMI Professional Development

**Intervening Variables**

- Financial Management
  - *Indicators*: proper budgeting, book keeping and record keeping, etc

- Human Resource Management
  - *Indicators*: Fewer staff conflicts, motivated staff, minimal students’ unrests, etc

- Curriculum Implementation
  - *Indicators*: Syllabus coverage, availability of learning resources, etc

**Dependent Variable**

- School Management
  - *Indicators*: Improved human relations, Prudent financial management, Curriculum implementation

- Nature of school
- Local politics
- Availability of resources
- Gender of the principal

*Figure 1.2: Conceptual Framework: Influence of the KEMI Professional Development on School Management*

The Interplay among the Variable in the Conceptual Framework

The independent variables shown were components of KEMI’s professional development of principals in secondary schools which have an interplay leading to the dependent variable i.e. school management.

Human Resource Management

Human resource in a school environment infers all the personnel (both the teaching and non-teaching staff) hired in the school to undertake some activities and their capabilities of performing them. Principals have a responsibility of managing the human resources in their institutions. Proper running of this resource translates to improved output and adeptness. Competence in management of human resource is key in enabling principals to carry out human resource planning which involves forecasting labour supply and demand, determining human resource gaps and developing action plans to address these gaps thus making school management effective.

KEMI training on HRM fosters skills in job design, organizational culture, training and development of staff, health and well-being of staff and students, staff motivation, conflict resolution mechanisms, remuneration, recruitment and selection of staff, student attitude management, staff appraisals and promotions, staff and students safety among other aspects that are key in effective school management. The absence of these skills in a principal implies one’s inability to handle staff and students’ welfare and consequently, the school is plunged into a human resource crisis as the principal is not equipped to handle day-to-day issues pertaining to staff and students.
Financial Management

Financial management in a secondary school emphasizes on choices concerning how much and what types of assets to acquire, how to raise the capital needed to purchase assets and running the school so as to maximize its value.

Financial management skills influence on budgetary execution of projects and inspecting resulting in prudent expenditures hence effective financial management. A principal who has undergone through the KEMI training on financial management is expected to face fewer financial-related challenges in the running of the school. This is indicated by minimal financial misappropriations and losses.

Financial skills imparted by KEMI include aspects of budgeting, procurement, financial laws and regulations, fiscal policy, investment, asset management, planning and economics among other aspects. All these form a critical part in the principal’s day-to-day management of the school.

Therefore, in the event that a principal lacks the requisite skills in financial management, chances of facing and effectively addressing challenges emanating from school finances are minimal and thus this leads to school management challenges that ultimately hinder effective school management.

Curriculum Implementation

Principals require exposure to skills on curriculum implementation to enable them evaluate and select the most appropriate resources for their schools and be able to effectively cover the syllabus.

KEMI’s training on curriculum implementation is geared towards ensuring
proficiency in learning and teaching in school. Curriculum implementation skills are meant to equip the principal with the necessary skills in time tabling, how to monitor and cover the syllabus, learning and teaching resource mobilisation, how to effectively implement information gathered from benchmarking tours among others. A principal trained on curriculum implementation should therefore be able to ensure the school implements the curriculum effectively and efficiently. This should lead to effective management of curriculum implementation in the school.

Skills on curriculum implementation incorporate the following aspects: Time tabling, monitoring and evaluation of syllabus coverage, availing teaching and learning materials, government policies and regulations on curriculum development and implementation, benchmarking with other schools, etc. Since schools exist primarily as learning institutions, these skills on curriculum implementation are essential in assisting the school manager effectively run the school as a curriculum implementing institution.

A school head therefore is by design a curriculum implementer and monitor. This is an immense responsibility that requires skills. Failure to equip the principal with relevant skills in curriculum implementation and monitoring makes the principal’s ability to effectively manage the school in implementing curriculum, untenable.
1.12 Operational Definition of Terms

A Professional

Refers to someone who has been officially certified by a specialized body belonging to the teaching profession though having wound up a required training and/or exercise and whose proficiency can ordinarily get measured following a recognised set of accepted ideals.

Curriculum

Refers to the lessons and academic content taught in a school or in a specific course or program.

In-Service Training

Refers to a professional training or staff development effort, where teachers and heads, as professionals, are trained and discuss their work with others in their peer group.

Management

Refers to planning, organizing, staffing, coordinating, communicating and budgeting done by the principals in their administrative task areas with a view to achieving better academic results, good financial management, human resource management, improved student discipline and good community relations among others.
<table>
<thead>
<tr>
<th><strong>Policy</strong></th>
<th>Refers to a course or principle adopted or proposed by a government, a party or individual in education.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-service</strong></td>
<td>Refers to that training given to would be employees of an organization, in this case teachers, initially, at the diploma colleges or at the university as a preparation for their administrative performance of human and financial management.</td>
</tr>
<tr>
<td><strong>Principal</strong></td>
<td>Refers to somebody who leads the whole community school. S/he is tasked with the management of the chief managerial tasks in the school including but not limited to overseeing all learners and educators. They are sometimes referred to as head teachers in some nations.</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>In this study, it refers to the process of improving and increasing capacities of principals through access to education and training opportunities in the workplace, through an outside organization, or through watching others perform the job.</td>
</tr>
<tr>
<td><strong>Professional Training</strong></td>
<td>In this study, it refers to organized action with the aim of divulging information, knowledge and/or directives to improve the 25</td>
</tr>
</tbody>
</table>
principal’s functionality or to aid him or her reach a desired knowledge or skill level to be a professional.

**School Management**

Refers to a multifaceted human enterprise in which diverse means are brought together and availed to attain and to realise the aspiration and anticipated objectives in a school setting.

**Teacher Professional Development**

Refers to a process of espousing all undertakings that improve specialized career advancement or an official and casual experiences all through the career of a teacher.

**Training**

Refers to a planned action targeted at divulging information and/or knowledge to advance the one's functionality. In this case, a principal.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter analyses the various studies undertaken on professional development of secondary school principals. The chapter presents the various literatures existing on the subject and a summary. The review of literature was guided by objectives. These themes were: Influence of KEMI Training in Financial Management on School Management; Influence of KEMI Training in Human Resource Management on School Management; and Influence of KEMI Training in Curriculum Implementation on School Management. The literature covered include: influence of the KEMI Diploma training on school management, in-service training/professional development in other countries, professional development in Kenya, challenges to professional development of heads of secondary schools, existing professional development of secondary school principals, existing strategies for dealing with challenges associated with professional development of heads of secondary schools and summary and gap identification.

2.2 Influence of the KEMI Diploma Training on School Management

The KEMI Diploma course for secondary school principals in public schools encompasses different aspects including but not limited to: financial management, human resource management, curriculum implementation and administration, monitoring and evaluation, project management, educational sociology and psychology, among others. However, this study focused on three aspects as per the objectives, namely; financial management, human resource management and
curriculum implementation. These three were considered critical and the bedrock of school management.

2.2.1 Influence of KEMI Training in Financial Management on School Management

Financial management can be defined as the effective and competent supervision of financial resources in a way that helps an organization attain its set objectives according to Emmanuel Adu (2014). Proper supervision of these resources is important in the general development of an educational setup regarding the operative and effective use of the resources owned by the institution. Effective school management therefore necessitates proper utilization of school resources for informative tenacities. Given that the administration channels financial reserves in favour of education infers that need exists for effectual supervision of these recourses. This implies that the schools’ accounting officers need to be properly imparted with skills on the required effective fund management. The appropriate school funds supervision is a significant constituent of effective school management since funds are part of a school’s central operation unit. This is vital for the actual delivery of education and guaranteeing maximum benefits and culpability according to the Sessional Paper No.1 of 2005.

In a school setup, it is the responsibility of the school head to allocate, utilize and monitor finances allocated to him or her by the school management board. These delegated functions empower the principal to match the financial resources with the education needs of the school according to Olembo, Wanga and Karagu (1992). In Kenya, the Board of Management (BOM) is responsible for gathering and being answerable on how school financial resources get utilised. Nevertheless, the BOM
ought to seek for the endorsement of the County Education Board (CEB) through the school head to take and utilize the resources according to Okombo (2005). The principal, as the secretary to this team is the Accounting Officer according to the Ministry of Education, Science and Technology (2003). It is imperative, therefore, that principals in public secondary schools be acquitted with the skills required in running the efficient funds administration, for instance, the proper recording of all finances in terms of receipts and expenditure for the benefit of learners and the school community (Okombo, 2005). Being financial controller of the school as well as accounting officers, the head teachers stand answerable for all the cash inflows and outflows made on the school’s behalf. It is against this backdrop that school heads are required to be equipped with financial and accounting knowledge and skills as Mutuva (2012) argues.

From the foregoing, it is worth noting that the significance of financial management training for organizational leaders cannot be over overemphasized. According to Obilade (2009), who conducted a training needs assessment for secondary schools in Nigeria, financial management training rankes highest among other aspects of training for principals. Specifically the respondents were of the view that they needed training on budget preparation, book keeping, preparation of financial statements and resource mobilization among other financial aspects.

Mwinjuma and Baki (2012) conducted a cross sectional study on Perceptions of Parents on Head Teachers’ Financial Management Skills in Public Secondary Schools in Tanzania and revealed that school heads lack sufficient skills on financial management to perform their roles. This study was carried among 60 parents’ representatives to the PTA in public secondary schools. On the basis of the findings,
the study recommends that all principals be trained on sound financial management principles to enhance proper utilization of school funds.

Similarly, in Northern Nigeria, Obilade (2009) researched on the relationship between principals’ training in financial management and school management competencies in financial practices. The study revealed that there was a positive significant correlation between financial management training and the school heads aptitudes in school management. As can be noticed from literature, no known research has been conducted to establish the influence of the KEMI training in financial management on school management in Nyamira County. This study, therefore, sought to address the gap by investigating the influence of KEMI training for public secondary school principals in finance management on school management in Nyamira County.

2.2.2 Influence of KEMI training in Human Resource Management on School Management

According to Kariuki (2007), Human Resource Management can be defined as the utilization of principles of administration on supervision of persons in an establishment. The concern of HRM lies in individual-linked functions like hiring, training and progression, review of performance, compensation, protection and well-being, safety and industrial relation (which are roles of employee supervision, managerial and supportive in nature), and structuring of human capital (stocking of worker aptitudes, acquaintance and proficiencies) also referred as Human Resources Development (Kariuki, 2007).
Therefore, a head teacher in a school performs various human resources management functions like getting engaged in staff hiring (instructors and support staff), well-being events for both learners and employees, career advancement of the workforce, inducting staff members and setting functions and work description for the employees. Some of the ways in which school heads can advance and encourage workers to improve performance quality include: ensuring that their deputies can take charge for them when required and giving teachers a chance to attend appropriate in-service training (INSET) and other activities.

Bridges (1997) and Shaft (1989) proclaim that teenage students experience identity and muddle calamity and as an educator you require all the skills you can amass to work with learners facing the turbulent nature of puberty. Consequently, heads are obligated to get well versed with the educational strategies, syllabi and emergent matters like HIV/AIDS, ICT, globalization, trends in human resource, among others that can influence the performance of schools. This can get availed by proper preparation and professional progression but according to Kamau (2004), Kenyan heads of school seem not be properly prepared professionally to counter these kinds of trials including disputes ascending from Kenya’s ethnic miscellany as Munene (2005) asserts. Information and critical thinking aptitudes are not inborn but instead learnt through expert preparing and advancement. Hedge and Oduro (2006) stress the significance of expert advancement declaring that in managing an extensive variety of issues and overseeing associations with a wide range of gatherings inside and outside the school, principals should have the capacity to counsel from a supply of mastery and involvement keeping in mind the end goal to distinguish answers for what are frequently perplexing instructive difficulties. A principal that fails to
possess these vital skills is likely to negatively affect how one runs the school as he would not comprehend the individual dynamics of the various sets of learners in her/his school.

Masters (2002) writes that practically, professional growth for educational administrators embraces a tremendously extensive range of subjects and setups. For instance, professional advancement practices might be financed by educational institutions, state or supported by a grant or some private source. Most of these trainings could vary from a single-day session to a fortnight workshop to an advanced-undergraduate suite that can take years. The KEMI training’s mode of delivery is done virtually although there is provision for contact hours between the principals and specialized personnel in each of the field covered in the training. This implies that the KEMI training is compliant with most accepted standards for an in-service course.

Drake and Pierce (2002) provide insights on the professional development usually offered at KEMI for principals which they argue is detached from the intricacies of the actual world settings. They argue that the training lacks depth in mentorships and prospects of testing leading abilities in actual settings and the standard of admission lacks exactitude and, consequently, several graduates will end getting “certified,” though not really “qualified” to facilitate institution-based changes as managers. The contemporary school head is no more the “principal” instructor as used to be some years back, but rather a manager of an increasingly complex educational setting and therefore the KEMI professional development should equip school principals with the necessary skills to handle such complexities in finance, human resource, and curriculum implementation, among others.
Principals ought to delegate vital renounce abilities like overseeing a subject panel or inviting role models to talk to teachers, students and support staff. The school head should also plan enlightening visits and expeditions: adopt a constructive and impartial stand, recommend commendable instructors for elevation and be attentive to the overall welfare and distinct challenges facing his or her staff. The school head is also responsible of supplying all the basic needs teachers require: and habitually involve all stakeholders like the instructors, union representatives in matters management (MOEST, 2004).

Principals, however, like other teachers in Kenya, are trained for classroom management. Many of them have only the basic training they received in their pre-service course having done only one unit in administration. This is hardly enough to prepare them for their managerial skills which include ensuring and maintaining academic excellence. Many principals may therefore be facing challenges in performance of their duties as a result of inadequate training and this is where the KEMI Diploma course becomes critical in imparting the necessary HRM skills in the principal to enable one play the role as a school manager effectively.

Principals' training is necessitated by the fluctuating societal nature responsible for coming up with fresh concepts, new know-hows, and practices. It is one of the nerve centres of an education system which can be used to raise standards of education at less cost than any other activity. Thus, workers should be kept abreast of any new developments (Oderi and Makori, 2013). Instructors are without a doubt the most imperative resources any state can possess. This is owing to the fact that a well-organized advancement of human capital relies on the eminence and efficacy of
teachers from whom principals are appointed. Teachers thus play a key role in the overall HRD in any state (Okombo, 2005).

Human resource is a fundamentally different resource from other resources as it can be motivated or demotivated, cooperate with management or resist it, perform a huge number of tasks, feel emotion, think, learn and is critical to organizational well-being (Kariuki, 2007).

For successful steering of institutions, principals therefore need to be equipped with human skills that enable them to work with other people, interconnect and function in teams and abstract competencies that help one to comprehend and better adopt the actions that would ensure mutuality in organizations (Mutuva 2012). They must warrant that all members of staff have a clear account of their duties, which ought to have gotten established and settled upon amid the heads and the employees. Staff appraisal and induction are also critical to the head teacher.

Okumbe (1998) asserts that “many teachers have and will be given principalship without any formal training on people supervision skills.” The picking of a teacher as the school head makes him entangled in new errands and commitments, new challenges and with less free time thereby finding himself in a different state. This becomes an uphill task for them having had no previous experience in their new roles. According to Makori and Onderi (2013), on employee getting hired and initiated, a worker ought to be established to better fit the duties required of him. He notes that no one is ever faultless when hired and some drill education ought to be initiated to develop their competence. The nature and eminence of the leadership
and administration each school head provides greatly determines the effectives of school management.

Managing human resources available at school is one of the most important tasks of a school principal as Kariuki (2007) asserts. The triumph of any school progress largely relies on how active the head can organize these crucial resources. Good management of human resources leads to improved productivity and efficiency (Okumbe, 1998).

Obilade (1996) conducted a training need assessment for secondary school heads in Nigeria. The findings revealed that for effective performance, school heads require training on aspects such as staff appraisals, maintaining decent discipline within the school, disciplining or initiating chastisement of instructors or other workers, resolving or handling conflicts, motivating teachers and staff, identifying training needs of staff, and guiding and training teachers and staff regularly, among others. Adu (2014), on the other hand, undertook a study to examine the relationship between principals’ supervision training plan and improvement of personnel management competencies in Northern Uganda. The study established a positive significant correlation between training and personnel management competencies. The study also found a positive and significant relationship between training in school governance and the principals’ aptitudes in school management.

This study sought to examine the influence of the KEMI training for public secondary school principals in human resource management on school management among public secondary schools in Nyamira County.
2.2.3 Influence of KEMI Training in Curriculum Implementation on School Management

Mathibe (2015) defines curriculum as all that is taught in the school setup including the time-tabled subjects and all other facets of its life that influence school life. The public schools’ curriculum in Kenya is uniform for all schools. The school heads ought to be conscious of all guidelines that direct the curriculum administration. Among the aspects of the curriculum that the school head manages include; preparation of school timetable, ensuring syllabus coverage, guaranteeing that counselling and guidance services are extended to learners, initiating or designing school-based programs, comprising events appropriate to local settings, helping teachers come up with incessant assessment practices, organizing and coordinating examinations (external and internal); arranging co-curricular events and assisting instructors to come up with learning aims for their sake and that of the learners as Obilade (2009) portends.

The Ministry of Education, Science and Technology (2004) outlines the principal’s management role to comprise that of curriculum delivery. Curriculum encompasses all subjects instructed and all events schools offer and might include the time dedicated to every subject and action. Curriculum ought to be lively and excite on ideas and instructive drives of the school and the state. According to the MOEST (2004), the additional deliberations in the curriculum management include: permitting Special Education Needs SEN), offering practical learning and knowledge, considering cultural aspects, customs or civilizations of the local community, lobbying for help in implementing the curriculum, the learning capability of the learners, and the gender matters relating to the communal or school setting.
The delivery of the curricula encompasses direction in the professional lesson preparation, and actual administration mode. Timetabling is the process by which the syllabus gets delivered in schools. The resources essential for the delivery of the curriculum include: instructors, instructional areas, finance, spell, provisions, and materials for teaching. School heads use the timetable to organise funds to deliver the highest probable educational prospects for learners in a manner that is less costly. The timetable must be centred on the learner. There must be room for covering all events in the school which include, assemblages, registering, guidance of learners and wellbeing, as well as growth of staff (MOEST, 2004).

It is crucial therefore for the school heads to oversee the execution of curriculum and offer actual advice on programmes likely to improve instruction and knowledge in schools and this function requires the requisite skills in curriculum administration.

The heads can do this by recognising precise programme needs and prepare a guiding strategy that can promote teacher-learner accomplishment. The head is additionally accountable for guaranteeing the coverage of the syllabus, and creating and upholding and educational attainment by men of settled upon performance pointers. These comprise rates of success in Kenya Certificate of Secondary Education (KCPE) and internal assessments; and truncated rates of dropout and repetition (MOEST, 2004). With this compendium of roles that the head teachers are supposed to play as curriculum managers, it is worthwhile for them to receive relevant training to effectively carry out their functions.

Peretomode (2014) notes that aspects of managing curriculum such as material development and curricular assessment are significant apparatuses of the training programmes of school heads in Uganda. On the other hand, Adu (2014) examined
the connection between head teachers’ administration training plans and syllabus management among secondary schools in Uganda and established a positive significant relationship between training in the supervision of the syllabus and the principals’ capabilities in school management. The reviewed literature indicates the absence of a single study in Nyamira County which has specifically examined the influence of principals’ diploma training course by KEMI in curriculum implementation and supervision on school management. It was, therefore, important based on this literature, to investigate whether there was any influence of the KEMI diploma training in the management of curriculum in public secondary schools among principals on school management in Nyamira County.

2.3 Influence of Professional Development of Secondary School Principals on School Management

IIEP (2010) argue that education quality is dependent mainly on the manner in which educational establishments get administered rather than the availability of assets. Other studies show a strong correlation between the quality of school administration and governance offered by the head and the capacity of a school to improve teaching and instruction exists. Therefore participatory and consultative management leadership within the school system in Kenya is an important and critical aspect that cannot be ignored especially during this period of technological advancement and commitment to the realization and attainment of Sustainable Development Goals (SDGs) and Kenya Vision 2030. Consequently, management of secondary schools becomes an important concept towards the attainment of the set national and international educational goals and obligations. However, the way principals of public secondary schools manage school projects in Kenya has come under a sharp
scrutiny which most critics in education argue may cost the country the attainment of the educational SDGs, national education goals and the Kenya Vision 2030.

It is on this basis that the study committed to look at the management challenges faced by secondary school principals, the KEMI training and its effects on school management and suggesting strategies for improving school management through the KEMI training for principals. Training for principals is necessary in increasing productivity hence investing in employee training should be geared towards the improvement of retention rates for employees, ensuring customer satisfaction and creativity in the running of schools. Ideally and based on evidence from research, effective training of principals should save effort by plummeting the time one spends solving issues and saves resources in the long run by generating a competent staff and all these attributes will greatly contribute towards the attainment of Kenya’s Vision 2030 and the SDGs.

In the management of the training and education process, principals play a vital role and are seen as the steering wheel behind any school and the key to the improvement of the quality of erudition according to Garet et al (2001). He argues that in our efforts to strengthen this critical role, a clear definition of the said role through relevant continuous professional training and development to support the principals to enable them manage and develop schools effectively is of paramount importance.

Bush and Heystek (2006) in their study argue principals go through personal and system failure mostly because they’re required to involve themselves on a challenging assignment minus any specific professional training and education and
this equally has ethical implications. Kitavi and Westhuizen (1997) argue that heads who lack requisite management skills face substantial disquiet, obstruction and in some instances professional segregation and this progressively illustrate a picture of principals who struggle to serve as instructional heads and incline towards seeking just and ethical distinctiveness. It is therefore expected that professional development like KEMI should be able to limit these managerial frustrations among principals.

Over the last couple of years, principals across Kenya have been accused of various management related lapses and offences. They are said to lack efficiency and accused of failing to provide leadership and direction in the management of their schools. This inefficiency of the principals has also been blamed for the falling standards of education according to Olembo (1998). All these inefficiencies on the part of public secondary school principals in Kenya are often, if not at all times, attributed to the lack of professional training and development of these school managers. Principals are said to lack the necessary managerial abilities required in the administration and leading of schools. Elevation and precedence are no longer appropriate prerequisites for one’s eligibility into school management. Research indicates the need for principals to be skilled in monitoring and evaluation, have knowledge on their role and be trained on how to conduct staff appraisals and promotion of their staff’s professional development (Adey, 2005).

Principals in Kenya are in charge of monitoring student performance and achievements; evaluating school projects, programmes and plans; coordinating all activities undertaken by staff; teaching and instruction; development and implementation of school and educational plans; participate in the appointing and
appraising of school staff; developing and implementing school procedures and programmes; communicating government/BoM/PTA decisions the school community; managing the finances among other functions of the school which all require specialized skills that can only be obtained through professional training and development (Obilade, 2009). Their role is therefore a demanding one as they are forced to create a balance between teaching and instruction and engaging in managerial tasks.

Secondary schools have habitually functioned as establishments under a bureaucratic system with a centralized tactic by principals which does not focus on the teachers’ competence to offer teaching and instruction but on the power of mandates to instruct them on what to do. However, as Livneh (2009) argues, a professional principal must commence from the supposition that classroom instructors have expertise and capacity to be responsible in making decisions that are in the best interests of their learners in school and that as experts in their areas of subject expertise, teachers work together and therefore learning from each other’s experiences and best practices. Knapp (2003) notes in his study that power inside the school as a whole system or within units of the system is largely dictated in part by links with other parts of the system. Teachers have traditionally lacked this connection with other parts of the school system, including teachers in other classrooms within the same school, other schools or the central office. A principal who is professionally trained should have the skills to develop productive power among the teachers by enabling an environment that provides greater opportunities for obtaining useful information and resources for purposes of addressing issues and problems within the larger school system.
However, not many principals have the requisite skills to execute governance tasks with other experts in the school (Turner, 2004). Most are sourced right from teaching in the classroom, with more familiarity in handling teenagers rather than fellow specialists. The supposition that principals already possess the managerial skills on appointment to assume the duty of principal successfully is invalid according to Adey (1998). In their exploration, Adey and Jones (1997) recognize that for principals to achieve leadership across the entire school, they ought to develop the capacity to view developments from a whole-school perspective and that makes the difference between a school manager who is a professional and one who’s not. Harding (1990) argues that there is without a doubt a priority to create awareness among principals concerning their essential role in the developmental planning of the whole school and make it available to them the necessary professional training and development to enable this to happen.

As Daresh and Male (2000) point out, principals are experiencing frustration, alienation and isolation which illustrate the task of those responsible for managing schools. Marzano (2005) outlines 21 responsibilities of school principals as managers that he thinks are essential for efficiency and effectiveness ranging from communication to time management. Issues such as retirement age, staff retention, work-related strain, modifications to school governance roles and obligation global and operational changes owed to socio-political effects have caused disconnection and fear among school managers (Cocklin and Wilkinson, 2011).

The discoveries of the study by Notman and Henry (2011) in New Zealand show that effective heads have all experienced specialised preparing and advancement and have a good masterly of the ensuing key administration abilities: administration,
correspondence, consultancy, capacity to know when to lead, basic leadership, basic reflection and relational connectedness with individuals from the school group. Principals predict that effective authority and administration aptitudes ought to envelop struggle determination abilities, group building and accord building, part demonstrating, vision building, cultivating a fruitful domain, correspondence and group initiative (Walker and Carr-Stewart, 2006).

Evidence collected by Salfi (2011) reveal that professional training and development of principals enable them to empower teachers to lead and decentralize leadership and school management responsibilities throughout the institution, develop a unanimous school vision, consult other stakeholders when making critical decisions affecting the school, develop a mechanism through which teachers enrol for professional development and all the stakeholder from parents to the local community to contribute in the improvement of the school. Since school management is a position for specialists, many countries, especially those in Africa, have started to gradually embrace the idea of providing specific professional training and preparation programmes for principals (Bush, 2008).

The study by Lingam and Lingam (2014) in Fiji regarding the perception of principals towards a leadership and management programme offered by the government reveal that some concepts like financial management and budgeting, adoption of various strategies for delivery of programmes, contextualizing specific training and on field-based training are considered necessary in school management and should be strengthened in future training programmes. In South Africa, a professional training programme entitled ‘Advanced Certificate in Education (ACE)’ was introduced for principals in 2007 (Bush et al., 2011). The programme
has five key areas: comprehending school management in the context of South Africa; managing curriculum implementation; managing financial resources and plant resources; human resource management and school leadership and managing educational laws and policies. Studies done after the ACE was implemented indicate that principals who benefitted from the programme encounter fewer management related challenges in school administration than those who did not. While some like Mentz et al (2010) have been critical of the program by arguing that the programme’s focus on ‘managerialism’ instead of a critical exploration of ‘leadership issues’ is a weakness and Bush et al. (2011) who say ACE lacks a mechanism of aligning it to the work situation, most responses from principals and studies demonstrate that the items of covered by the programme like mentorship, financial management, education law and policy, interacting and site-based valuation are considered as having a constructive influence amongst contributors’ feedback (Lingam and Lingam, 2014).

A comparative research on principals' recognition on the improvement programs amongst Canada and South Africa in a venture entitled 'Worldwide Study of the Preparation of Principals (ISSP)' by Mentz et al. (2010) came out with the ensuing topics that principals recognize as most helpful in the projects: encountering associations with understudies, guardians, partners and kindred school heads; mentor–mentee sharing of encounters; aptitudes of contention determination and critical thinking; association with guardians and the neighbourhood group; administration that is esteem-loaded and formal preparing programs. Making reference to studies and discoveries from the investigation and assessment of expert preparing and advancement programs in both creating and created nations can help
uncover various interlinked and related elements that offer understanding to the current investigation of the expert preparing and improvement needs of the principals.

Tomlinson, (1997) takes note of the fact that in numerous nations in Africa, expert and vocation improvement requirements for principals have been left to the people. Cardno (1996) calls attention to that it is the obligation of the concerned government establishments to recognize the expert preparing and improvement needs of principals and make arrangements to meet them. In any case, Covey (1989) includes another point of view by expressing that while schools and the legislature have a commitment to offer proficient preparing and advancement to staff in training, teachers ought to proactively perceive their own particular capacities and commitment to make things occur in their expert lives. Tomlinson (1997) plots the three phases of expert advancement as including arrangement for the post, enlistment into the post and improvement in the post.

Execution evaluation is a fundamental piece of administration and makes a connection to alternate components associated with dealing with the execution of a school as an association and the people inside it (Cardno & Irvine, 1997). The planned reason for evaluation is to profit both the instructor and the school as it prompts the confirmation that the execution desires of both staff and school administration are being met and ranges of change recognized. Hence, professional development should be aimed at developing the appraisal skills of principals. Adey and Jones (1998) further argue that principals’ appraisal needs have enabled them to focus on their roles as school managers and how to fulfil their responsibilities effectively. Proper conduction of appraisal seeks to alleviate the issues that principals are currently facing.
In their role, principals as managers are called upon to support staff in their school and this underscores the need for coaching and mentorship as a professional development tool. Villani (2002) states that induction programmes that include mentorship and coaching as a critical and core element form an important part in effective teaching and instruction. Priority should therefore be given in enabling principals understand the essential role they play in the developmental planning of the school as whole and the government should provide them with the necessary professional training and development to do this (Brown, Boyle and Boyle, 2000; Harding, 1990).

The principal plays a key and executive role in school management and influences the overall effectiveness of the school. The principal facilitates, brokers, provides resources, encourages, command, and cheerleading and these are roles that require specialized knowledge and skills through professional training and development to be effective according to Dillon (1986). The principal acts as the mainspring to the watch and a locomotive to the ship. She/he is the heart of school and school administration and therefore ought to be knowledgeable and well skilled on management issues especially school management. In Kenya, principals attend various KSSHA organized seminars, workshops, meetings, and training on management and administration offered by KEMI in order to be effective and skilled on the dynamics of school management. This study looked to assess the KEMI training with a view to establishing its influence on school management.

2.4 Professional Development of Principals in other Countries

Livingston (2009) in his book ‘Myth of the Well-Educated Manager’, argues that educational management is a multifaceted and extremely dedicated field and so its
effectiveness demands one to be technically competent, possess administrative capability and have an understanding of educational aspects across the globe. The educational managers ought to possess specialized instructional skills, appraisal techniques to appraise the teachers’ functionality and the familiarity of syllabus and operation of the system of education. The quest for quality education has made significant demands on school principals and consequently, due to educational reform, the role and responsibilities of principals have changed to a great length. The increases in both quantity and range of tasks, as well as accountability for actions, have made the role of the principals even more complex. The changes in curriculum, teaching and instruction and of course governance requires the principals to acquire new leadership roles in quality development and quality assurance/standardization. Educators, researchers and policy-makers in education are in agreement that the quality of leadership offered by a principal is crucial to the success of school management.

According to Whitehurst (2002), in early 1980s, the Hong Kong administration started considering the need for specialised training for the upcoming school chiefs of secondary institutions and made it obligatory for all special instructors to get trained in school administration prior to getting chosen as vice heads. By 1991, the administration launched a School Management Initiative (SMI) in all schools whose aim was to offer a structure for institutional-based supervision for operative schools. Whitehurst says this was necessitated by the understanding that many heads were neither sufficiently experienced nor adequately trained for the role of school management. Proper management structures and processes were discovered to be lacking while some principals were deemed to be less sufficient in accounting for their actions or lack of them.
In the late 1999, Hong Kong’s Department of Education anticipated that all heads and deputies sought to undergo a needs appraisal, have a paradigm shift, and an attitudinal course and attend critical training encompassing human resources management, financial management and strategic school administration for freshly chosen heads. Despite fierce opposition, the plans were reorganised and implemented and today both the newly appointed and serving principals (after three years of service) are obligated to undertake the trainings in school supervision and ought to gain a certificate provided by the Education Department prior to getting selected as school chiefs. Choy and Bugarin (2006) in a study conducted after these reforms show that principals are now are able to administer their schools efficiently and most management related challenges have greatly subsided to very minimal levels.

Turner (2004) argues that in Singapore up to early seventies school principals’ duties involved overseeing day-to-day events that are primarily non-professional and usually clerical in nature. However, from the midst of seventies there has been more noteworthy straightforwardness and more open dialogue and investment of instruction arrangements between the administration and people in general. As the Ministry of Education worked towards change of schools in the eighties, principals were step by step given more self-sufficiency to settle on the administration of inside operations of their schools. They were then made more responsible for guaranteeing the prosperity of their learners and staff, and enhancing the scholarly execution of their learners. By the late 1980s, principals were not any more uninvolved directors yet as Chief Executive Officers exclusively in charge of planning and managing the fate of their schools. They were relied upon to give a
response to the developing unusualness and nature of the outside school condition and reason to control their schools forward as inventively imaginative pioneers.

In 1985, the Ministry of Education started to give formal expert preparing to vice school heads by requiring those in line to be principals to go to a leading class which was to result in them gaining a Diploma in Educational Administration that was planned and carried out by the Institute of Education. At that point, the determination of contender for school authority turned into a matter of extraordinary significance and greatness to the legislature and this prompted an adjustment in the process by which planned principals are distinguished and prepped.

Ashton et al, (2002) have written that this move has significantly seen a shift in the running of schools in Singapore which has triggered an improvement in the global ranking of education where Singapore’s education set-up is always cited as a benchmark for most educational developments in the world. This is an idea that Kenya’s Ministry of Education through KEMI can take up and implement as a measure of ensuring that all prospective principals are equipped with requisite skills needed to navigate through the challenges that come with school management as this practice is not currently being carried out in Kenya.

In conclusion, identification and promotion of school heads in Singapore is a complex system that is predisposed by the interaction of many factors aside from the educational prerequisite and proper functionality of qualified teachers. Educators with the intention of becoming heads would use many avenues in advancing their careers beyond teaching. The most usual pattern is one where teachers begin their careers as classroom instructors and in which it was necessary for them to exhibit
their competence as educators then be acknowledged by their heads for managerial errands at the school either as departmental heads or subject heads in their respective schools. If they pass this test by proving themselves competent, the principal may recommend them for selection as deputy principals.

At this juncture of their instruction vocation, it is expected that they will be selected by their heads to join a formal preparation exercise made for potential heads and undertaken by School Management Initiative (SMI). However, this has to be sanctioned by the Ministry of Education which uses its own standards to define the fitness of contenders for principalship according to a study by Chelimo and Wasanju (2007). The goal here is to ensure that principals are properly skilled and guided in the execution of their duties as school managers. Fortunately in Singapore, this professional preparation and training for principals before and during principalship has borne fruits as the number of management-related challenges in schools has significantly dropped and performance in school management improved.

In the United Kingdom, the government of Tony Blair in 1998 proclaimed the establishment of the National College for School Leadership (NCSL) that is mandated to develop superlative school administrators, current and upcoming. The college’s aims include: to transmute children's accomplishment and wellbeing using outstanding school management; advance good supervision inside and outside the school and ascertain and develop tomorrow’s leaders. In summary, NCSL has from its setting been planning specific training subjects for upcoming overseers in the educational division (National College for School Leadership, 2008). For instance, the Associate Head Teacher Programme is aimed at boosting deputies to go into
school management through a blend of hands-on-experience, nationwide expansion and exterior mentoring backing.

Studies sampled above from the US, Singapore, Hong Kong among other countries demonstrate that various nations are initiating endeavours aimed at giving proficient preparation to educators wishing to make a career in school supervision. Results from the evaluated nations show that times of involvement and position are never again factors representing all that is expected to delegate one into authoritative obligations in the school. According to Masters (2002), Sadly, involvement in numerous African nations demonstrates that the systems for delegating instructors as principals is unsystematic and are not in light of any broadly acknowledged proficient criteria. It in this way requires the administrations in Africa to address the issue by settling in proficient preparing and advancement of principals as a compulsory prerequisite for anyone wishing to be a chief.

The NCSL in the United Kingdom is a case of such establishments where trying principals are professionally prepared and arranged through the National Professional Qualification for Headship (NPQH) program and as Asunda (1983) notes, they are then accepted through Early Headship Program (EHP) and elevated to principalship while those in benefit are persistently created through Head for the Future (HftF) program as per Kariuki (2007).

In Africa, professional preparation and advancement of principals is not as articulated and orderly as it is in the developed nations. Studies demonstrate that much of the time, it is either missing totally or not formal (Bush & Oduro, 2006). Clair and Adger (2009, in their study note that most studies on principals
concentrate on problems facing principals in the performance of their duties even though there are efforts being made by some countries in coming up with programmes for professional preparation and advancing of heads. As covered above, in South Africa for instance, Moloi and Bush (2006) argue that apartheid period affected both education and social infrastructure and this affected the effectiveness of leadership and management practices of most public schools in South Africa.

Bush and Oduro (2006) posit that in most parts of Africa, there exists an official necessity for heads of schools to be professionally prepared as school chiefs yet in reality, they are selected on the premise of an effective record as classroom educators with the understood supposition that this offers an adequate beginning stage for school administration. Notwithstanding, as Kitavi and Van der Westhuizen (1997) note in regard to Kenya, great teaching capacities are not really an accurate indicator that the selected individual will make a skilled school chief. Van der Westhuizen (2004) agrees with this view and concludes that across-the-board modifications in the instruction system with little or no training have reduced numerous sitting school chiefs unproductive in the overseeing of the affairs of their schools.

In Seychelles, the University of Lincoln (UK) in partnership with MOEST provides teaching at Master's level to heads of schools while the Tanzania Agency for the Development of Education and Management (ADEM) offers training for potential principals and other educational administrators as well as serving heads in both primary and secondary schools.

In the current century, there exist an apprehension that school management is a
professional occupation requiring specific skills that can only be acquired by training according to Bush and Oduro (2006) who also note the following reasons for this paradigm shift:

The development of the part of school principal; in decentralized frameworks, the extent of supervision has expanded. The expanding multifaceted quality of school settings; principals need to draw in with their groups to lead and oversee adequately. Recognition that planning is an ethical commitment; it is unreasonable to select new heads without viable enlistment and recognition that powerful arrangement and improvement have any kind of effect; principals are better pioneers following specialised preparing. Munene (2005) posits that South African principals are not fittingly talented and prepared for school administration and authority.

From the above, it is evident that school management is a complex undertaking that requires specialized skills for one to be effective. It is not right to appoint principals on the pretext that their training and practice as teachers is enough to undertake the role of school managers because evidence from studies has shown, from that an effective professional development is necessary for principals and that such a program makes a difference in the overall management of the school.

2.4.1 Professional Development of Secondary School Principals in Kenya

Unlike the USA, England and Scotland who have a formal system of certifying, licensing and credentialing aspiring school heads, Kenya has no formal system of training principals before assuming office. Principals were traditionally appointed from serving deputy principals or senior teachers without any specific training on school management according to Kitavi and Westhuizen (1997). Many concerns
have been raised by educationists over this method on the basis that rapidly changing global and education conditions require the preparation and continuous professional development of principals to facilitate their knowledge acquirement and that of skills necessary for their ever dynamic duties (Kindiki, 2009).

The Kamunge Report (1988) and Koech Report (1999) in their writings accentuate that preparation of heads has the potential to facilitate qualitative development and uplift educational ideals in Kenya. The Commonwealth Secretariat (1996) and Bush and Oduro (2002) refer to the link amid quality management and school efficacy highlighting that the head of the school plays a critical role in ensuring schools are run effectively. One of the means of guaranteeing that roles like such are meritoriously undertaken is by preparation and continuous professional training of heads of schools. Professional training and development is important since once one is appointed, principals undertake several tasks as school managers. The Teachers Service Commission outlines the responsibilities of a principal as including but not limited to be the school accounting officer, inferring and instigating strategy verdicts relating to training, general organization, synchronisation and oversight of activities in institutions as well as upholding high teaching and education ideals.

Uwezo Report (2015) alludes that KEMI course sought to take an extensive period than a fortnight as opposed to the present in-depth instruction usually seen as crush suites by members. Consequently, not much coverage and comprehension happens to enable principals make use of the lessons they learn in their institutions since so much is assumed to be taught within a very short time hence not effective considering that schools continue to experience management related challenges that the programme was designed to address. Preparation and advancing of school
supervisors should be systematic from the Heads of Departments to Deputy Principals and eventually to Principals. For example, courses for heads of departments should induct them into how to run a department and at the same time be geared towards preparing them for deputy headship, while courses for deputy headship should induct them into deputy ship while preparing them for headship. Subsequently, heads of schools ought to unremittingly and steadily be prepared and made ready by induction instantly after their selection and constantly advanced thereafter to be ready for management.

The Wallace Foundation notes that school chiefs are the focal spring of leading impact in its 2012 report, The School Principal as Leader: Guiding Schools to Better Teaching and Learning. The report takes note of the fact that the best heads undertake five key strategies well: moulding a dream of academic improvement for all learners; making an affable atmosphere; developing administration in others; enhancing guideline; and overseeing individuals, information and procedures to encourage school change. The Wallace Foundation (2002) argues that Professional advancement in the instructive group should concentrate on more than preparing educators: it ought to likewise enable principals to pick up the apparatuses required for them to improve their efficacy in management. Societal changes have led to renewed pressures on schools and the individuals who supervise them. Know-how, statistical shifts, redefinitions of “family,” testing and responsibility, decentralization and site-based administration, changes in the economy, different authoritative activities, for example, Basic Education Act of 2013, among others have shaped a link of contradictory hassles and prospects for heads of schools. These deviations have led to “a turning of the role of principal 90 degrees from everywhere.”
A pivotal reform initiative implemented by the Government of Kenya was the establishment of the Kenya Education Management Institute (KEMI) which is charged with the enhancement of educational managers’ aptitudes and triggering a paradigm alteration among school principals. However, a report on the Kenya Educational Management Capacity Assessment (KEMACA, 2008) conducted by the Ministry of Education – through USAID financing – concluded that in spite of the sizeable resourcing, majority of the principals still feel that they have either not gotten inducted properly for their duties or do have key managerial capabilities despite having attended this course offered by KEMI. As a policy initiative, the Teachers’ Service Commission obliges school heads to attend at least two advancement courses offered by KEMI every year. The courses serve as a prerequisite for recruitment or promotion to principalship. The TSC has also recommended that educational administration be mainstreamed into initial teacher training curriculum in the universities; however, as yet there is no evidence to show this has been done or will be done (TSC, 2007).

Given the questions that have been raised regarding the quality of the training on offer and the dearth of empirical research on school management in Kenya, this research is both timely and significant in unravelling this matter.

In addition as Kenya is currently engaged in the expansion of its school system (as can be evidenced in the roll out of free primary education since January 2003, and secondary schooling since January, 2008), this study’s argument is founded upon three pillars: the current provision of courses by KEMI; a potential quality measure of courses; and a measure of return on (financial) investment in courses by both the government and principals. In making this argument, drawing on courses on offer by
KEMI, we intend to ask questions about the cost of those courses, the influence on school management and most importantly, the utility of frameworks for school management.

In the background of this study, it was alluded that in Kenya the Wamalwa Report of 1971 discovered that there was no regular systematic programme to train school managers and administrators and therefore, recommended for the training of such educational officers in managerial aspects of their work as school and educational managers. The report recommends that courses to meet these need to be run at the Kenya Institute of Administration (KIA). The Report of the Committee of Review into Kenya Institute of Administration as the Muigai Report of 1978 indicates was commissioned to inform the government on the feasibility of establishing KESI in which it notes that enlightening supervisors were formerly qualified for instructing and not unescapably for school administration. It reports of a dire shortage of managerial preparation amid school managers and recommends for the establishment of KESI.

According to the School Management Guide of 1999, KESI was launched in 1981 but granted legal rank in 1988 through legal notice 565 of 1988. Its functions are: identifying staff informative expansion needs and providing in-service preparation to encounter those necessities, organising training for administrative personnel in education as well as conduct research on staff training and professional development programmes in the field of education. In 2010, Legal notice number 163 and the Basic Education Act Cap 211 officially changed “Kenya Education Staff Institute” wherever it occurs and substituting therefore the expression “Kenya Education
Management Institute”. Legal Notice 19/2010 of the Education Act legally mandates KEMI to undertake capacity building activities in the education sector.

Currently KEMI provides professional development courses to principals, their deputies and departmental heads in school administration which is offered mostly during school holidays for two weeks. Nelson (2006) postulates that this interval is so petite to gratify the needs for the multifaceted role of school management. The author continues to argue that school management is so demanding that if principals have to be trained properly, then it should be done over some reasonably considerable period of time. This would enable the education managers to understand the complexity of issues in management like ICT, human resource, finance, among others and how to deal with them with effectiveness. A study by Muthini (2004) on principal’s perception of KEMI programmes in Nairobi Province (Kenya), finds out that principals feel that they ought to be consulted on courses they wish to be covered since as the man on the ground, a principal is in a better position to identify areas a principal may need to be updated on during the professional development on school management.

There’s need therefore for continuous professional development of principals before and after appointment as the TSC Policy on Appointment, Deployment and Training of school Administrators and Managers notes that heads have to gets skilled in advance and after selection to principalship and that they can only start practicing as heads if they have a Certificate in Education Management from KEMI (Muthini, 2004).
The Ministry of Education, Science and Technology (MoEST) in 2011 launched out a new diploma programme on education management which is currently being delivered through Open and Distance Flexible learning (ODFL). This programme targets all principals and head teachers of secondary and primary schools and is being offered at Kenya Education Management Institute (KEMI). Initially, this programme was offered for free through a partnership between the Kenyan government and USAID. The programme was initially designed for a duration of one year to complete and involves first, second, third and fourth tutorial programmes, a project work before one sits for the final examinations and graduates with a diploma.

The objective is to equip all principals and head teachers of secondary and primary schools with proper school management skills necessary for their role as school managers.

Research carried out in Kenya on principals' preparation requirements made various proposals. For instance, Oludhe (1999) prescribes that for purposes of improving the efficacy of teachers, school administrators, and educational program executers, a powerful in-benefit preparing ought to be carried out on them. This proposal is made with the understanding that the arrangement of principals has for the most part been done on the premise of educators' involvement in the work put, to the detriment of considering whether they have experienced preparing to set them up for their new parts, before taking over office. Nelson (2000) underscores the necessity of powerful school administration and reports that advancement of educators to a place of duty ought to be pegged on having experienced a pre-benefit/in-benefit preparing on the fresh duties.
Most specialists in education contend that it is imperative that expert development requirements for principals are tended to promptly after naming a person to the principalship duty. This would render them successful in releasing their administrative obligations, for example, actualizing instructive approaches and objectives. The duty of government-operated school head is quite testing particularly managing learners from assorted socio–pecuniary settings and foundations that are at the centre of their pre-adulthood phase. Adolescent learners experience personality and identity crisis and as an educator you require all the avertability you can ace to work with learners encountering the turbulence of youthfulness. Principals additionally manage dynamic instructive strategies and current issues like HIV/AIDS which has dire effects on schools. As per Harris (2003), school supervisors are seen as individuals who can take care of issues schools confront.

The above studies indicate that it is of absolute necessity to have principals undergo professional training before and after appointment to enable them cope with the complex and demanding nature of their role in the management of secondary schools. The studies show the extent to which the training of principals of secondary schools and those aspiring to be principals have an effect on school management in Kenya; and this study sought to know how the KEMI training for principals in Nyamira County has influenced on school management and suggest ways of improving the KEMI professional development.

In Kenya, upon qualification from colleges and universities with Diplomas or Degrees in Education, educators are despatched to innumerable public secondary schools across the nation by the TSC. Their elevation to management relies on their rank and functionality as classroom teachers and a certificate in management from
Studies in the developed world show that a part from formal professional preparation for school management, principals professes that most of their preparation and professional development mainly occur when they are in the field or while on the job. For example, a study by Restine (1997) study on experiences of principals in their professional preparation for school leadership and management in America finds that apart from the formal induction into school leadership, principals admit that classroom teaching experiences, support from their colleagues and prior experiences in making difficult solutions as departmental heads prepared and inducted them for school leadership and management. Similarly, a study by Thody (2007) on appointment and training of secondary school principals in five countries in Europe reveal that though principals are formally prepared and inducted for school management as a leadership role, they are similarly informally inducted into management through apprenticeship and personal initiatives like unionism.

Studies by Dembele (2005) and Reimer (2003) all agree that professional development has become a continuum of learning and along this continuum there exists three major phases: preparation, induction and Continuous Professional Development (CPD). These phases vary in length depending on context and are distinctive in nature but interrelated. Cochran-Smith and Lytle (2001) and Walling and Lewis (2000) assert that principal’s policy on CPD is touted as an afterthought to the Education for All (EFA) and the Sustainable Development Goals (SDG) and even with the Sustainable Development Goals (SDGs) targets getting less attention than universal schooling. The Ministry of Education authority line lacks clarity on this matter and has not been prioritized sufficiently while resources are either limited or incompatible with the needs of education and responsiveness of the
teacher education system in Kenya to the changing global environment in the field has been slow, as has been partnerships and contributions from the private sector and members of the general public. Despite the policy documents (Kenya Republic 1964, Kenya Republic 1977, Kenya Republic 1999) highlighting the need for principal CPD; implementation has been hampered by inadequate funds and lack of commitment by both the TSC and MoEST.

Lately, principals have been enlisting in a wide range of projects that could be delegated a way to vocation movement, yet unfortunately their commitment to proficient development and good school administration practices are yet to be built up. A current report by the Teachers Service Commission featured that these projects are making little commitments to the expert improvement of the principals (Otieno 2009). To a few, the inspiration to join these courses and projects is to expand odds of advancement, acquire more pay, piece of the overall industry of the courses, working close significant towns and urban areas subsequently effortlessly available. What is clear in the majority of the current approach and administrative activities in instruction is an endeavour to re-examine school administration by presenting essential changes in how principals are prepared. It is therefore noteworthy that there is little motivation for most principals to enrol for the KEMI professional development and even those who gone through it do so out of their own volition. What remains to be seen is therefore the change in management as a consequence of going through this program or failure to; either way, researchers agree that principals need specialized management skills to address the challenges emanating from their day to day running of schools and this is what KEMI offers and thus, this study sought to establish the influence of the KEMI professional development on school management.
2.5 Challenges to Professional Development of Secondary School Principals

Difficult Working Conditions

The difficult conditions in which principals work pose the greatest barrier to quality professional development. For instance, they lack proper remuneration, they are sexually and politically harassed, community members treat them with contempt, sometimes they are victims of violence while in or from school, the number of needy students has gone up with little help, political interference from local politicians, lack of adequate resources to run a school, insubordination from staff, among others all contribute to such difficult working conditions. These challenges can often be highly demoralising for principals and may negatively affect school management according to Kirk and Winthrop (2012).

Teacher identity

Majority of educators in brittle environments become tutors not by intention but by necessity, and, as Kirk and Winthrop (2012) notes, might thus fail to have a professional uniqueness that’s strong or a craving to reinforce that uniqueness of teaching even in areas where admiration for instructors is high and where education is regarded as critical and recuperative. This lack of passion for teaching can in some instances be translated later on if the teacher is promoted to principalship and he/she may not therefore have the motivation to enrol for any professional training or development hence will lack the requisite skills necessary for one a manage a school.

Teacher efficacy

Kirk and Winthrop (2012) portend that a principal with high self-efficacy believe she can manage schools well and possess a particular degree of regulation over both
instruction and processes of learning and their presentation as school managers. Efficiency equally has a direct correlation to instructor discernments on learners, a general notion that their learners can prosper academically. What this means then is that if principals are poorly trained or if they scanty professional backing—principally if they manage schools with children who have chronic academic and responsive needs— they might continuously possess little buoyancy in their own aptitudes as school managers. Principals may continue to doubt their own efficacy and even the believe that their students can learn. The hallmark of this challenge is that it’s not easy to love your job when deep down you think you are not good at it. All of this undermines the connection amidst the head and his teachers and learners; ultimately undermining the learning and instruction quality and the notion of teaching as a desirable and noble profession.

Other challenges include but not limited to: Systemic challenges, lack of properly designed professional development programmes, lack of a succession structure in schools, limited finances, and lack of support from the government and changes to school leadership role among others Kirk and Winthrop (2012).

Systemic challenges, lack of properly designed professional development programmes, lack of a succession structure in schools, limited finances and lack of support from the government among others are some of the other limitations that hinder principals from accessing professional development programs like the KEMI training. These challenges, if not mitigated, can adversely demotivate and make it difficult for principals to effectively undertake their responsibilities as managers in a school.
2.6 Management of Challenges Faced by Secondary School Principals

First on being selected, heads are bombarded with a myriad of duties as school managers. These responsibilities require specialized abilities that could solely be assimilated through proper training and professional development in school management. Also, education stakeholders in Kenya have exclusive anticipations of secondary school heads in light of the fact that the accomplishment of a school is measured by the excellent performance in national examinations and it's the duty of the head to guarantee that this is accomplished.

Thodyet (2007) contend that school administration has turned out to be more mind boggling as far as curricular requests that have developed, parental and government desires have similarly gone up and the interest for more school adequacy have additionally been raised. West & Jackson (2002) referring to Elmore (2001) concur that raising open desires of principals and schools and the responsibility requests likewise make it unavoidable that both trying and rehearsing school principals should feel qualified for fitting proficient preparing and administration bolster. Meeting such desires set on school supervisors cannot be accomplished unless principals are very much prepared and grown professionally for their part as school directors.

Davies (2002) posits that the work of public secondary school head is extremely testing particularly in managing learners from different foundations that are at the pinnacle of their youthfulness. Gage & Berliner (1998) attest that learners who are in their youthful stages experience both a personality and perplexity crisis that require the head to be dedicated keeping in mind the end goal to work with them encountering the turbulence of pre-adulthood cycle. Furthermore, principals are
required to manage instructive strategies and enactments and educational program usage over developing worldwide issues like HIV/AIDS, ICT and globalization, among others which effect on how schools run. Harris (2003) also asserts that school managers are regarded as individuals who have the capacity to solve problems schools face regardless of the nature of the problems.

Makori (2004) and Rarieya (2007) write that principals in Kenya have no proper preparation on how to deal with difficulties and matters ascending from Kenya's ethnic miscellany, for instance. They conclude that there is no proof to show that acquaintance in management and problem solving abilities are intrinsic, but rather acquired through training. Bush & Jackson (2002) agree with this view by noting that the importance of professional training and development for principals in tackling the variety of matters affecting a school and handling associations with diverse sets of clusters in and outside the school is critical.

A study by Muthini (2004) on principals’ perception of KEMI programmes in Nairobi Province, Kenya, finds out that principals appreciate the relevance of KEMI programmes but feel the need for these programmes to be more extensive, regular and they should be consulted on courses they wish to be covered during the training as opposed to the MOEST deciding for them. This is a valid argument because principals are in a better position to identify areas they need to be updated on during their professional development for school management since they are the ones on the ground. This also shows the importance of considering context in professional training and development of principals because if they were to be trained on issues not prevalent in their contexts then that knowledge will be obsolete and not usable to manage their schools well and bring about the much needed improvement. Studies
in the developed world have also shown that apart from formal training for school management, principals professes that most of their professional training and development mainly occur when they are in the field or while on the job.

According to Mutuva (2012), management related-problems for principals of secondary schools in Kenya have been of turbulence nature and rapid. Globally, the role of the principal has changed and the focus on the management secondary schools means that principals now have more complex and bigger challenges that require specialized knowledge and skills to undertake. Some of these challenges include dealing with complex adolescents, technology, financial issues, managing and accommodating the ever changing human resource trends, globalization, etc.

Today, principals are expected to be visionaries in education, offer leadership in instructional and curriculum, evaluation and assessment experts, masters of discipline, a link between the school and the immediate community, experts in public relations, finance and budget predictors, facility and project bosses, special courses managers as well as custodians of various legal and contractual agreements, among other expectations. In addition, a principal is required to undertake the usual contradictory needs and welfares of several shareholders in the school ranging from guardians and parents, education officials, learners, teachers, county and national agencies as well as teacher unions according to Kirk and Winthrop (2012).

Kirk and Winthrop (2012) go on to argue that recently deployed secondary school principals are confronted with various difficulties in dealing with the general activities the school as an organization. Antagonistic states of mind and resistance by staff is appraised as one of the greatest difficulties for the recently conveyed secondary school heads in light of the fact that the achievement of a school relies
upon the execution of its workforce. Defiance and rebellion of the workforce is accordingly a real hazard to the achievement of the set instructive targets and objectives of a school.

This outcome is upheld by the exploration discoveries of Atieno and Simatwa (2012) who find that rebellion by staff is one of the difficulties for principals and that educators frequently neglect to perform obligations assigned to them. Instructors’ non-attendance is another huge test for secondary school heads and is a noteworthy contributory factor to poor and unsuitable academic accomplishment of the leaners. This is one of the areas that KEMI professional development program is meant to address through the human resource management course. The course is supposed to equip the principal with skills on how to manage his staff as a resource. In an ideal situation therefore, once a principal has undergone through the KEMI training, he’s expected to face less difficult in addressing human resource management challenges in the school; however, as shown by Atieno and Simatwa (2012) in their study, this is further from the truth.

In another study, Birman (2005) undertook an explorative study in six Sub-Saharan states and discovered that leaders are encountered with severe difficulties and top on the list is shortage of qualified teaching staff. Likewise Atieno and Simatwa (2012) also argue that most schools in Kenya face a deficiency of qualified teaching staff that negatively affect students’ performance in both local and national examinations. A principal who has been subjected through the KEMI professional course should be creative and innovative in finding solutions that can address the challenge of teacher shortage. Some of these solutions include application of conveyor belt technique,
maximizing on free hours, hiring of part time teachers from school funds generated through income generating activities, among others.

Existing research studies show that poor morale and lack of the subordinate staff inspiration is an extra challenge for principals in secondary schools which leads to rebelliousness and defiance. A majority of the respondents in the research done by Anderson (2007) note that it is a frightening trial for the school managers that leads to an unfavourable school atmosphere. Anderson (2007) finds that lack of recognition also remains a challenge for principals and inability to find incentives for motivation of support staff. In his study, the non-teaching staff say that principals hardly appreciate their efforts as members of the support staff in the school. One of the courses offered by KEMI is human resource management and the contents of this course provide principals with skills on staff motivation, management of staff as a resource, staff performance appraisals and recognition. The purpose of this course is to make the principal a human resource manager. It is therefore expected that with these skills, the principals in secondary schools will be able to have fewer human resource related problems.

Research studies also reveal that lack of convenient housing for teachers within or around the school is also a big challenge for secondary school principals. This challenge forces teachers to walk long distances to school and back to their home stations and this consequently affects their morale to teach hence making management performance by principals in negative way. Kitavi and Westhuizen (1997) concur that housing for school staff is a major challenge for principals. Atieno and Simatwa (2012) similarly note that when teachers’ accommodation needs are not attended to, their contact hours of learning with learners and morale
are affected. KEMI offers financial management as a course to enable principals, among other things, generate income and invest for the school. Some of these investments include staff housing. It is therefore expected that once a principals has gone through the KEMI course, he/she is better placed to manage the school’s finances prudently and be able to at the very least, house themselves and the deputy in the school for effect school administration.

Financial management and budgeting play are critical and play a core part in the growth of a school and enriches its day-to-day activities. Inadequate funding and inefficient management of the finances can cause a hold up of the school’s operations and curtail the day to day activities in the school. Studies reveal that financial inadequacy and failure to manage the available finances efficiently coupled with limited managerial skills in accounting are major limitations for secondary school chiefs in stimulating secondary education. These conclusions are reinforced by the exploration of Atieno and Simatwa (2012) who note that lack of financial skills remains a challenge mostly since virtually all chiefs assume their fresh duties prior to them undertaking any training in financial administration. They also note that lack of financial management skills is major cause of resource embezzlement and mismanagement, an offence the TSC punishes principals of by interdiction or demotion. They also find that incompetence among school clerks and bursars contribute to poor management of school finances which affect how a principal manages a school. As indicated before, financial management is among the courses offered by KEMI for principals as professional development. This course covers planning, budgeting and monitoring and evaluation. It is therefore expected that all principals who have been trained on this course are good financial managers and thus, financial challenges should not be the norm.
Students’ unrest and absenteeism is regarded as one of the leading tests for the secondary school principals. Indiscipline, nonattendance and fights among students also pose a challenge to most principals. Bush and Oduro (2006) in their study find that students’ continuous absenteeism from school still remains a problem for most heads. Correspondingly, Atieno and Simatwa (2012) conclude that students’ non-attendance is a severe difficult for chiefs and that a lot of time is wasted by students than expected when sent home to collect school fees. They additionally establish that for day schools, guardians use their kids to run other duties for them thus contributing to their absence from school. In some day schools learners trek for long distance daily to and from school making them tired and in some instances, this causes them to be absent from school in some days. The disruptive behaviour of student strikes and unrests create a non-conducive environment for learning thus contributing to a situation that’s difficult for the principal to manage.

The outcomes support the results of Atieno and Simatwa (2012) who established that learner strikes in school cause a disruption in the teaching and instructional process and thus posing a challenge to principals as school managers. A school principal goes through a student management course at KEMI which is meant to equip the principal with skills on how well to manage students. Fighting among students, indiscipline, absenteeism, among other vices are therefore expected to be minimal among schools managed by principals who have been subjected to the KEMI training.

Threats and intimidations coupled with negative attitudes from parents, failure to participate in Parents Teachers Association meeting and poor flow of information with school staff and administration remain common challenges across all principals
according to Atieno and Simatwa (2012). In their study, they note that some parents fail to cooperate with school management and sometimes even issue threats against the school workforce. The study goes on to say school policies are negatively compromised by the failure by parents to participate in PTA meetings and consequently, curriculum implementation is badly interfered with in school since decisions cannot be reached. This makes it quite hard for heads to effectively supervise the overall events of schools since a school consists of three main pillars for proper administration and they are: learners, parents, and teachers. The study says parents fail to pay levies and other monies on time and often side with their children by blaming teachers when such issues arise and they are called upon to solve. The KEMI professional course covers communication as an area of training for principals. A principal should therefore not have a problem communicating the affairs of the school to parents or teachers; or fail to attend important school meetings when the principal has been equipped with skills to communicate and manage interpersonal relations.

Political interference in the running of schools is another significant challenge facing principals in the management of the school. For instance, local politicians take sides with both teachers and support staff against any administrative action meted out by the principal against a staff member even when it is correct. This motivates staff to breach the rules and regulations of the school making the principal’s work difficult. The findings agree with studies done by Guitierrez (2008) who find that political interference is a challenge for principals in administrating discipline in the school. He notes that principals who are assertive in ensuring the discipline and delivery of results by the teaching workforce face threats of transfer
or even dismissal due to political interference. Consequently, many principals find it difficult to discipline their staff and this makes managing of the human resource in public secondary schools a tough undertaking for leaders. In some schools, instructors are moved on punitive grounds but use their connections with local politicians or senior officials to have their transfers annulled making principals a frustrated and discouraged lot. It is on this premise that KEMI offers a course on Human Resource Management for principals with the objective of ensuring that principals are well equipped to deal with HR related issues. However, from the studies, this has not been the case.

From the challenges faced by principals above that include political interference, uncooperative parents, indiscipline among students, staff shortage, among others; it is noteworthy that the KEMI training addresses all of them. Ideally, therefore, a principal who has gone through the KEMI professional course should be well equipped to mitigate through these management related challenges faced by school managers. However, as seen by the above studies, this is not the case and this study sought to establish why.

2.7 Existing Strategies for Addressing Management Challenges Associated with Professional Development of Secondary School Principals

Preparation and induction to school headship for principals in secondary schools through leadership backgrounds, previous leadership roles, in service training and support from other principals while development could be experienced through challenges faced in schools, in service courses, principals’ conferences and personal initiatives are some of the themes on the professional development of principals that have come up. These findings are supported by Cunningham and Cordeiro (2006) in
reference to Hoy and Miskel (2005) who state that there exists other useful techniques to improve school leadership in Africa as an alternative to professional development of principals and some of these include assuming leadership positions and engineering situations in school. Notably, this may differ from the first world where there are formal and structured mechanisms for professional development of principals for school management. This can explained in term of contextual differences in terms of cultural, political, national and social contexts underpinning education in any particular country (Oplatka, 2004).

Countries have different educational policies and goals based on which school managers are professionally trained and developed for school leadership and management. Studies in most African countries reveal that there is no specific professional development for principals hence most are compelled to learn while on job. This is supported by findings made by Restine (1997) where principals claim learning the art of school management by doing. One principal who participated as a respondent in the study claimed that she learnt to be a principal by being a principal. However, most studies as shown in this study indicate that whereas learning on the job may somehow work for some principals, it is actually not a form of any training. Learning on the job does not offer any specialized skills like human resource management, monetary governance, monitoring and appraisal or procurement and therefore, in the long run, an untrained principal and one who has learned on the job are both the same and not properly equipped for the job of school management.

Nonetheless, this situation denotes not a lack of professional development of principals as school managers and leaders. The study revealed that principals’ professional development is mostly school based laced with some in service short
courses like seminars and workshops that aid the principals in comprehending their specific situations and applying what is learned in their daily work. This is agreed by Briggs et al (2003) as cited in Paterson and West-Burnham (2005) that an approach of such nature anchored in participants’ schools is likely to be more effective in promoting school leadership learning. Workshops and seminars for principals organized by the KSSHA provides an opportunity for sharing experiences and learning from each other. However, it has to be noted that this is not training. Equally, other principals’ experiences if implemented as shared by other schools may not work due to contextual differences hence it is not an effective form of learning and research has shown that management by sharing is not effective.

Rarieya (2007) in his study on women principals in Mombasa, Kenya and Thody (2007) on professional development of principals in four countries in Europe claim that there are a number thing which training, according to some principals, cannot offer and insist that leadership is innate and not necessarily made. One participant notes: “there is a general agreement among us that there are aspects of leadership that cannot be gained by training.” Okumbe (1998) says that some trait theories of ancient Greeks and Romans agree that leadership is inborn although some investigators have noted that leadership qualities are not totally inborn as they can be gained through education and understanding. This is proof to the argument that specialised advancement of secondary school leaders can be acquired through learning and experience gained on the job. Most significantly, lessons learnt and experiences shared should be put into practical use. Rallis and Goldrings (2000) argue that, learning from shared and acquired experiences ought to be complemented with a professional development program that takes advantage of
one’s rich experiences and providing knowledge and skill that one may not possess. The argument here is that leadership is innate and therefore secondary school managers can manage schools by applying their in-born managerial traits on their job. Whilst this may possess traces of truth in it, we have seen from research-based evidence that very few aspects of management and leadership actually come with birth. Studies in this text have shown that there is no documented research evidence to back up the claim that one can be an effective principal by birth but instead one has to be subjected to training for acquisition of specialized skills to be in apposition of understanding the dynamic nature of school management.

In the study by Rarieya (2007) which this research has referenced above, participants argue that some of the administrative and leadership roles they held in schools before appointment as principals like subject head or head of department contributed immensely in preparing and inducting them into overall school leadership, a view that is shared by Hoy and Miskel (2005) in Cunningham and Cordeiro (2006) research paper. Some work under principals and this contributes to their maturity in management and by doing so, they learn what to expect from once they are appointed as school managers. Other managerial attributes that they learn include supervisory and human resource skills, problem solving and conflict resolution skills and public relations and communication which all prove important once they are appointed as principals. More experience of school management is also gained through delegation of duty where principals allow them to be in charge of the schools anytime they are away from school. This is evidence indicating the level at which teachers get engaged in the supervision of schools which according to Muthini (2004) is very critical in providing hands-on experience from which learning and preparation for school leadership later on in their career is gained.
Managing a school as the head is a complex affair that involves a lot more than being a head of department or a senior teacher. It encompasses management of finances, procurement of goods and services and even policy formulation and implementation all of which heads of departments rarely undertake. Therefore, for the participants in the above study to argue that they learnt how to be principals by being heads of departments or senior teachers is faulty as that experience is not sufficient to cover all the elements of school management that a principal should go through in professional training and development as the research by Kirk and Winthrop (2012) argues.

While playing these roles, some teachers are mentored by their principals in school who become their role models which Kennedy (2005) says conforms to the concept that learning can take place within the context of the school and be promoted by sharing experiences between colleagues. Westhuizen (2007) emphasizes that mentoring should be based on the principle of learning experiences that are practical oriented. Mentorship of teachers by principals to towards preparing teachers for future role in school management as principals may be effective in learning but it doesn’t necessarily constitute any form of professional training as only limited skills are passed on and most importantly, proof does not exist founded on research to suggest that only good attributes will be passed on from the mentor to the apprentice. This therefore cannot be assumed to be a remedy for the skills required in school management.

Another existing strategy which was also the basis of this study is the in-service courses offered by KEMI from which principals gain knowledge, skills and attitudes which prepare and develop them professionally for school leadership and
management. According to the Master Plan of Education and Training 1999-2010, for one to be promoted as a principal, must attend at least one of the KEMI organized in-service courses. This shows how critical and important these courses are in preparing one for school management. Though principals claim the course length is too petite with an extended content to be taught, they feel that the courses introduce them to some of the school management issues that can come in handy while discharging their duties as school managers. There are also courses that both KNUT and KUPPET organize which educate participants about the rights of teachers as employees and the role of a principal in case of labour-related conflicts among staff in the school. Other topics covered include leadership qualities and styles and professional ethics. Birman et al. (2005) also establish that some principals are prepared and developed for school leadership through their participation in unions and unionism. Some NGOs and other private entities also offer training for principals. However, the only hitch is that most NGOs are short lived and therefore cannot be depended on to offer training to school principals for long since they normally wind up either due to financial constraints or after their lifetime.

Principals equally give teachers an enabling working environment, delegation and assignment of administrative duties, internal appointments to various departments, allowing them to participate in seminars and offer counsel to their teachers on best practices. This kind of support is also cited in Richardson (1980) study in which a participant feels that such support in dealing with difficult assignments prepare most teachers for future roles in school leadership and management. Some principals feel that the responsibilities and duties they undertake outside the school also prepare
them for school management. For instance, one participant notes that by coordinating games and sports at the district level as well as being a chief examiner in her subject at district level has armed her with organizational skills, importance of engaging in team work and all these have come in handy when she became a principal. However, just like the other strategies, there is no evidence to show that support from former principals to the incumbent constitute professional development and therefore has no basis as a form of good school management strategy.

The day-to-day challenges and problems principals face in schools and their attempts to solve them provide them with lessons from which they could learn and develop. Some of these problems range from conflicts and indiscipline within teachers and students to financial management. These challenges make some of the principals to have resilience and prepares them on how to solve future management problems of the same nature. According to Daresh and Males (2000), it is from such challenges that school managers gain knowledge and the necessary skills thus giving themselves the strength and confidence to undertake their duties in a more stronger and rejuvenated manner.

The Kenya Secondary Schools Head Teachers Association (KSSHA) is a national body to which principals of public secondary schools belong and amongst some of its activities, it organizes annual conferences at Sub County, county and national levels in which they caucus on educational issues affecting their schools and ways in which such issues can be addressed and resolved. Some of these issues addressed include Financial Management, Guidance and Counselling, Discipline, Parenting, School Management, Policy amongst others. This forum plays a critical part in the
development of principals by providing them with a forum to caucus and share ideas on their experiences in running their schools, the challenges they face and how they unravel those challenges. Each principal presents a case study presented about their individual successes and this plays a significant role in borrowing a leaf and applying in their contexts to improve their course of the work as school managers. Some principals through networks with their contemporaries in different schools are able to continue sharing, advising and supporting each other beyond the conferences and this has been documented as being important avenues of improving on how well they run their schools.

Joyce and Showers (1987) avers that capacities of members in the identification, solving of their individual problems, sharing their management and personal experiences, exchanging relevant information and providing moral and professional support are some of the attributes gained during these conferences. This approach develops and enhances principals’ performance continuously in school management and as Kitavi and Westhuizen (1997) assert, networking brings about the concept of collegiality which is a desired goal for principals’ professional growth and development.

2.8 Summary and Gap Identification

The literature presented in this study emphasize the role of the principals as human resource and financial managers as well as implementers of the curriculum as per the study objectives. It discusses the need for relevant and adequate training of secondary school principals in Kenya.
The KEMI Professional development of principals is deliberate and systematic from the teachers, subject heads, and heads of departments to deputy principals and eventually to principals. Making inferences from the literature, there’s sufficient empirical proof on how particular program segments have influence on administration practices, execution at work, or student results for principals. From the reviewed literature, we have seen that principals over the world who have partaken in an expert improvement program that is idea-driven, partner-based, and comprising of a yearlong and painstakingly tutored field-construct like the KEMI diploma course score higher with respect to the management of finances, human resource, and projects among other management aspects and are seen by stakeholders as being more compelling in dealing with their schools. This is what the KEMI training is meant to achieve; however, this is sadly not the case as schools continue to experience management-related challenges and therefore this study sought to find why this is the case.

Most studies carried out on professional development of principals are in the West and in while others are mostly in tertiary institutions. Therefore there exists a gap in studying professional development in Kenya and particularly in secondary schools. Filling this gap will go a long way in informing the education stakeholders on the areas that need improvement in professional development of secondary school principals.

The methodology employed in existing studies indicate use of different designs other than descriptive design which this study employed. Equally, most other studies have looked at other aspects of professional training rather than the KEMI training thus the need for this study to address this gap.
The KEMI training is designed for principals to address management of teaching and support staff, handling of teaching and support staff welfare, financial management and budgeting, procurement and supply chain management, education laws and policies, curriculum implementation and supervision, monitoring of syllabus coverage, staff appraisal, student management, school plant management, communication, risk management, building a motivating climate and appraising teachers’ performance. Principals are also trained to be competent enough in handling disadvantaged groups like the HIV positive staff and persons living with disabilities among others. However, literature available from studies done indicate a gap in the delivery of this content. Most principals object to the mode of delivery (distance learning) as being too abstract and denies them the opportunity to share experiences and learn from each other’s successes and challenges. This study sought to fill this gap by establishing whether KEMI training has an influence on school management with a view to inform the stakeholders.

Principals face some short comings during KEMI professional development which are; inadequate time, lack of finance, attending lessons during the weekend, lack of training facilities and a lot of workload in schools while learning. It is evident from the literature that principals in secondary schools face management-related challenges. It is also evident that even with the KEMI training; principals are still experiencing management related challenges in their schools. From a global perspective, in Europe and America, Asia and the Pacific, there exists formal and well-coordinated professional development training for secondary school principals and for one to qualify for appointment as principals, this training is a prerequisite. Most significantly, principals in these countries face minimal management
challenges and most studies attribute this to the form of professional development on management that they go through. In Africa, this does not apply. From South Africa to Seychelles to Nigeria back to Kenya, there seems to be a gap on how principals are appointed from serving teachers without any structured form of pre-service training on school management and this research sought to establish these gaps in the recruitment of principals with a view to informing stakeholders the best global practices.

From the literature sampled above, principals ought to be ceaselessly and efficiently prepared and developed through enlistment promptly after selection and consistently improved while working or practicing, the studies quoted in this study show that the KEMI training is carried once and its methodology has been criticized by stakeholders as sampled from the literature as being rigid and overstretching principals. The content is said to be less detailed hence not elaborate enough to cover all the aspects that a principal’s realm covers. For instance, previous studies show that the KEMI syllabus does not address trends in human resource management or how to manage special groups like pregnant staff or learners from diverse backgrounds. In Nyamira County for instance, principals should be trained on how to address early pregnancies among teens. But from the sampled studies, KEMI’s program lacks some content for instance one that covers such aspects of school management like early teenage pregnancies, HIV/AIDS, among other emerging issues. This study sought to establish how the current KEMI training affects management of schools on the background of such deficiencies in content as shown from the literature.
The literature has covered aspects on the existing professional development, role of KEMI professional development on school management and recommendations on areas that need improvement in the KEMI professional development program. The literature generated from these aspects show that in Kenya, principals have other alternative forms of training including KSSHA conferences and seminars, inductions, experience from other positions like department headship, among others. But all these do not constitute training and doesn’t therefore cover the key elements of a good professional development program for a school manager. However, most participants allege, as seen in the literature, that they are able to carry out the responsibilities of principal by virtue of these non-structured trainings. Unfortunately, studies point to a situation where principals who have gone through this type of professional development are not immune to school management challenges meaning they are not effective contrary to claims by some school heads. This study sought to establish the influence of KEMI training on school management with respect to these other trainings.

In conclusion, any training that is as structured and focused like the KEMI professional development course whose focus is to equip principals with the necessary skills required for school management for secondary schools is supposed to point only to one direction: reduced management-related challenges in schools leading to better school management. However, studies in the literature seem to disabuse this notion. This study therefore sought to establish the role of the KEMI training on school management and made recommendations on what needs to be improved.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with research methodology and procedures that were employed in undertaking the study. It highlights the methods that the researcher used in undertaking the study. It specifies the design of the research, variables, location of the study, target population, sampling techniques, sample size, research instruments, validity and reliability of the research instruments, techniques which were employed in collecting data, data analysis methods as well as the logistical and ethical considerations.

3.2 Research Design

The researcher used descriptive research design which according to Dudovskiy (2004) is a statement of affairs as they are at present with the researcher having no control over variables and the matter gets witnessed in an absolutely normal and unchanged setting like in this study. For instance, this research was a social case study of a discrete matter that required a descriptive research design as it permitted surveillance without influencing normal conduct of the respondents.

This research study applied a mixture of both quantitative and qualitative methods. Qualitative because it enabled the researcher to pursue responses to enquiries that stressed how a social construct (school management) is shaped and offered meaning by the KEMI training. The Quantitative approach was also critical as it stressed on the quantification and investigation of the causal associations among variables in the study. The relationship in this context being the one between KEMI’s specialised development of secondary school heads and school management.
Additionally, employing a blend of quantitative and qualitative data improved the study’s evaluation by ensuring that the limitations of one type of data were balanced by the strengths of another hence making sure that understanding was improved by use of triangulation. Triangulation was used as a technique to facilitate validation of data through cross verification. Triangulation was key in establishing the degree of compatibility between information obtained through different strategies (qualitatively and quantitatively) Dudovskiy (2004).

3.3 Variables

The independent variable in the study is KEMI Professional Development whose aspects are: Financial Management, Human Resource Management and Curriculum Implementation while School Management is the dependent variable and its aspects include: human relations, project management and evaluation, financial management and syllabus coverage among others.

3.4 Location of the Study

The research was conducted in Nyamira County. This location was selected because of the frequent cases of challenges facing the education sector ranging from teacher indiscipline to student unrests as enumerated in the Kilemi Mwiria Report (2015). The County has 168 Secondary Schools.

According to the Uwezo Kenya Report (2015), Nyamira was among the top 10 counties facing serious school management challenges and it was on these grounds that Nyamira County was selected. Some of these management challenges include: teenage pregnancies, student unrest, teacher absenteeism, and mismanagement of school funds, increased cases of indiscipline among teachers and school managers,
insecurity, among others. Most of these challenges, fortunately, are equally experienced in most of the other 46 counties thus making the county a good case study whose findings can be replicated in the other counties.

3.5 Target Population

The target population of the study was mainly from the principals in Nyamira County. The target population of 168 respondents involving all the 168 principals in the county who had gone through the KEMI training. The study focused solely on principals since they are the recipients of the KEMI training and therefore better placed to rate and evaluate its influence on school management.

<table>
<thead>
<tr>
<th>Table 3.1: Target Population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respondents</strong></td>
</tr>
<tr>
<td>Principals</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

*Source: Researcher (2019).*

3.6 Sampling Techniques and Sample Size

Simple random sampling design was employed in this research to arrive at a sample size for each of the respondents. This technique according to Easton and McColl (2011) allows each individual to be selected utterly by coincidence and each associate of the populace to have an equivalent probability of getting included in the sample. This means each conceivable sample of a particular size had an equal chance of getting selected. This design of sampling was employed in selecting respondents in the three classes of populace. The study used a sample size of 62.5% of the targeted population since according to Easton and McColl (2011), a
sample size of more than 10% of the total population is adequately representative for a reliable and valid outcome. A higher percentage equally increases the statistical power.

**Sampling of Schools**

The researcher employed stratified sampling which according to Easton and McColl (2011), is a technique of selection that encompasses apportioning a study populace into lesser clusters referred to as strata. In stratified sampling, the strata were moulded depending on members’ collective features or characteristics. This sampling technique was selected because it lessens bias in sample choice. Stratifying the whole populace prior to employing random sampling techniques assisted in ensuring a sample that precisely reflects the populace under study in terms of the benchmark employed for stratification.

The researcher stratified all the schools in Nyamira County in terms of public boarding and day secondary schools. A target population of 168 schools were sampled by use of simple random sampling which allowed each individual school to be selected by chance and every member of the populace has an equal chance of getting in the sample. Out of the 168 public boarding and day secondary schools, a total sample of 105 were selected for the study. The researcher used 33 boarding schools (31%), 48-day schools (46%), 24 day and boarding schools (23%). This was 62.5% of the target schools in the county and within the accepted percentage according to Easton and McColl (2011).
Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Total Population</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boarding School</td>
<td>47</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>Day Schools</td>
<td>78</td>
<td>48</td>
<td>46</td>
</tr>
<tr>
<td>Day and Boarding Schools</td>
<td>43</td>
<td>24</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td>105</td>
<td>100</td>
</tr>
</tbody>
</table>


3.7 Research Instruments

The researcher used a set of questionnaires for all respondents as it was to provide both quantifiable and qualitative data, is less expensive and allowed the respondents to fill the questionnaires at their expedient time thus less intrusive.

According to Popper (2004), questionnaires are preferred as they are less expensive when likened with face-to-face interviews, easy to analyse, the investigator's own sentiments might not influence the respondent to respond to queries in a certain way and are less intrusive than telephone or face-to-face surveys because the respondent is allowed to fill the document freely in one’s own time, comfort and privacy hence enhancing the confidentiality and trust between the researcher and the respondents.

The principals’ questionnaire was a seven page brief document with three sections that covered on general information about respondents, aspects of school management and finally the various variables on KEMI professional development.

Section ‘A’ covered demographic data on age, gender, level of education, years of service and nature of school. Section ‘B’ entailed information on the principals’ participation in KEMI training, duration of the training, skills acquired and their
effectiveness in school management. Section ‘C’ on the other hand looked at the challenges of school management, areas in the KEMI training that requires improvement and strategies principals use to mitigate through the managerial challenges.

These are shown in Appendix II.

3.8 Piloting of Research Instruments

The questionnaire were piloted in two selected secondary schools in Nyamira County for this research study. This was done in Nyamira County given the similarities in characteristics with the schools under study. The piloting was critical in developing and testing the adequacy of the research instruments as well as ensuring clarity and avoid ambiguity. The resolve of this pre-testing was to help in discovering any fault that was to be encompassed in the research tools.

The researcher selected two schools for piloting based on purposive sampling to help produce a sample that is representative of the entire population. This was also flexible and met multiple needs and interests and enabled the researcher to select a sample based on the purpose of the study and knowledge of a population. Here, respondents were chosen for the sample by purposive sampling.

The purpose of piloting was to ensure the comprehensiveness of the research instruments. This way, too, the researcher was able to see if any questions made respondents feel uncomfortable or provided the required data and made the required adjustments. The piloting allowed the researcher to find out how long it would take to complete the study in real time and this was critical in adjusting the instruments to fit within the scheduled time without losing the key aspects that they sought to
collect. The piloting of the schools was informed by the similarities in characteristics with schools sampled for the larger study. This exercise was designed to answer one question: can the full-scale study be conducted in the way that has been planned or should some component(s) be altered? The pilot confirmed that the full-scale study should go on as scheduled without any alterations.

3.8.1 Validity of Research Instruments

Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Grimm 2010). The researcher applied content validity to guarantee that the subject under investigation covered the wide scope of regions inside the subject under examination. Content validity alludes to the degree to which a measure speaks to all aspects of a given study. Content validity was determined by utilising expert judgement to assess whether test items evaluated characterized substance and more thorough measurable tests. The outcomes were statistically analysed and the test altered to advance the sensible validity.

3.8.2 Reliability of Research Instruments

The reliability of the research instrument concerns the degree to which the instrument yields similar outcomes on repeated trials. Reliability of the information gathered is key to guarantee reliable quality research. In other words, reliability is the extent to which measurements are repeatable—when different persons perform the measurements, on different occasions, under different conditions, with supposedly alternative instruments which measure the same thing (B ‘est and Kahn, 1998).
The researcher used Test-retest reliability as a measure of ensuring reliability by managing the test twice to the respondents. The procedure encompassed administering the test to a group of respondents and then administer the same test to the same respondents at a later date. The correlation between the scores on the identical tests given at different times operationally defined its test-retest reliability. The two tests were scored separately then the correlation co-efficient computed using the Pearson’s Product-Moment Correlation. According to Phelan (2007), a correlation coefficient $r \geq 0.7$ was considered appropriate. The research study used a correlation coefficient $r = 0.82$ which is within the recommended range.

The formula for determining $r$ was given below:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

**Where**

$x$ - is the score on test 1

$y$ - is the score on test 2

$n$ - is the number of pairs of data

$\Sigma$ - is the sum of the values

### 3.9 Data Collection and Analysis Techniques

Data collection and analysis is the process of collecting data and summarizing the collected data then putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting instruments. In analysing data, the researcher examined each piece of information in
each instrument, organize data as per objective, code the data then develop the code sheet.

Quantitative data derived from the questionnaire was analysed using descriptive statistics by use of percentages and frequencies as per the objectives. Tabulated data were computed using the Statistical Package for Social Sciences (SPSS), particularly Anova and Pearson Correlation. Qualitative data generated from open-ended questions were organized into themes generated by the research questions.

To ensure efficiency, data were collected in phases as follows:

**Phase 1 (Pre-field logistics):** A comprehensive time schedule and budget were prepared. A research permit to conduct the research was obtained from the Ministry of Higher Education, Science and Technology after obtaining consent from Kenyatta University.

Reconnaissance visits were conducted to the location of the study upon getting permission from the local education and administration officers. The necessary stationeries and other necessary materials were purchased. More reconnaissance visits by the researcher and now the assistants were made to acquaint themselves with the study area.

Appointments were booked with the respective respondents for the actual information gathering. Appropriate number of copies of the questionnaire were made. Purposive sampling was done to select the pilot schools. A visit to the school was done to schedule for an appointment with the principals for actual administration of the questionnaires. Training of research assistants was done to prepare them for the exercise.
Phase 2 (Field Logistics): Actual administration was done by distributing the questionnaires to the respondents in their stations of work. The assistants were spread evenly to cover more ground under the watchful eye of the researcher. The questionnaires were left with the respondents to fill as more were distributed by the researcher.

Phase 3 (Post Field logistics):

Questionnaires were picked after 1 day during the post-field trip. However, some were picked earlier depending on how fast the respondents filled them up. The assistants were debriefed to assess the effectiveness of the exercise. Data coding then analysis of the questionnaires were done and analysed using SPSS.

3.10 Methods of Data Analysis

Data were analysed using inferential statistics including mean, percentages and standard deviation for Likert scale questions and content analysis was used for open-ended questions. The study employed the latest SPSS version 16 and Microsoft Excel to analyse data. Microsoft Excel 2012 was also applied to develop smart tables, graphs and charts. The study exploited content analysis methodology to ensure all the qualitative data from respondents was incorporated. Data were analysed as per the objectives:

Objective 1: To determine the extent to which professional development by KEMI in financial management influences the management of public secondary schools in Nyamira County, Kenya.

Basic statistical techniques were used to analyse items of the questionnaire and interviews; data collected were analysed using Anova. This statistical tool was used
by cross tabulating data and presenting the distributions of the two variables simultaneously. The Test of Independence assessed whether an association existed between the two variables by carefully examining the pattern of responses in the cells; calculating the Anova statistic and comparing it against a critical value from the Anova distribution that allowed the researcher to assess whether the association seen between the variables in a particular sample was likely to represent an actual relationship between those variables in the population or not.

This tool was selected because the Anova is robust with respect to the distribution of the data. It permitted evaluation of both dichotomous independent variables, and unlike many other non-parametric and some parametric statistics, the calculations needed to compute the Anova provided considerable information about how each of the groups performed in the study. This richness of detail allowed the researcher to understand the results and thus to derive more detailed information from this statistic than from many others.

**Objective 2:** To find out how the KEMI professional development of principals in human resource management influences the management of public secondary schools in Nyamira County, Kenya.

This data were analysed by testing how change in the combination of the two predictor variables (the KEMI professional training predicted the level of change in the outcome variable which in this case was school management). Data were collected and analysed through calculation of percentages of which statistical presentation of the information acquired were presented in pie-charts, frequency tables and graphs. This was chiefly both qualitative and quantitative in describing issues of the outcome of the research.
Statistical techniques were used to analyse items of the questionnaire and interviews; data collected was analysed using Anova for quantitative data. The Test of Independence was done to assess whether an association existed between the two variables by carefully examining the pattern of responses in the cells; calculating the Anova statistic and comparing it against a critical value from the Anova distribution that allowed the researcher to assess whether the association seen between the variables in a particular sample was likely to represent an actual relationship between those variables in the population or not.

**Objective 3:** To establish how KEMI’s professional development in curriculum implementation influences school management in public secondary schools in Nyamira County, Kenya.

The data collected and analysis was both quantitative and qualitative. The responses were collected and analysed from research instruments distributed to sample respondents. The statistical tool of analysis was Anova mainly because it was used to test how change in the predictor variable (KEMI training for secondary school principals) predicted the level of change in the outcome variable (school management). The responses were collected and analysed from questionnaires.

For all the three objectives of the study, quantitative data derived from the questionnaires were analysed using descriptive statistics by use of percentages and frequencies as per the objectives. Tabulated data was computed using the Statistical Package for Social Sciences (SPSS) specifically Anova and Pearson Correlation. Qualitative data generated from open-ended questions was analysed and organized into themes generated by the research questions. Content analysis was then used to
analyse qualitative data by identifying themes, patterns, connections and relationships then attaching meaning and significance to the data.

3.11 Logistical and Ethical Considerations

Logistical Considerations: The costs for the study were catered for by the researcher from his own savings and initiatives. The permits to undertake the study were gotten from the National Commission for Science, Technology and Innovation and the Kenyatta University. Permission was sought from the local administration in Nyamira County as per the law established.

Nyamira County was a fairly safe environment and with the consent to undertake the study from the authorities, my research undertaking was on course. The study included a great deal of finances as far as making excursions to the sampled schools in Nyamira County. The researcher economized the budget in order to maximize the expenditure without distorting the whole exercise. In this manner, the scientist utilized cost-effective measures. The factor of time was essential due to the distances to be covered among the selected schools.

Ethical Considerations: This is an accretion of ideals and philosophies that tackle questions of what is good or bad when carrying out a study. Ethics looks for purposes behind acting or ceasing from acting; for endorsing or not favouring conduct; for accepting or denying something about idealistic or vicious conduct or good or abhorrence rules.

This study considered issues related to confidentiality of shared information, consent to information to be signed by respondents, respect for the law, understanding of the limits among others. These were considerations that the researcher strongly
committed to observe during this study by adhering to keeping information shared secret, respecting the law on privacy and right to information and observing the limitations that come with private data.

**Privacy:** Privacy in exploration necessitates probable participants to have the right to regulate access to themselves and their data.

The researcher observed this policy by ensuring that each respondent was accorded their space and right to information by distributing the questionnaires and leaving them behind for the respondents to fill in their own comfort environment then pick after filling.

**Confidentiality and anonymity:** Confidentiality in research describes arrangements amid participants and investigators about how recognizable data will be accomplished and to whom it will be revealed.

The researcher purposed to keep the information gathered confidential and anonymous by ensuring that access to the raw data were only limited to the researcher. In questionnaires, information gathered held in confidence and raw data on the respondents was not shared outside the researcher’s realm.

**Voluntary Participation and Informed Consent** these ideologies are followed to assure that all human subjects are selecting to partake of their own free will and that they have been totally informed concerning the procedures of the research venture and any probable risks.

All participants were approached and informed in advance about the research and their role. Participation in the research was voluntary however, the respondents signed a consent form to ensure that they freely participated in the research.
Plagiarism and Academic Fraud According to Wikipedia, Plagiarism is the “wrongful appropriation” and “stealing and publication” of another author's “language, thoughts, ideas, or expressions” and the representation of them as one's own original work. The researcher acknowledges and cites sources whose data has been referred to in this research and has adhered to use a limited percentage of information from other sources. The researcher also avoided copying verbatim but rather paraphrased and include a reference page or page of works cited at the end of this research paper.

The researcher also sought a research work permit from NACOSTI for official permission to undertake the research in the selected locale.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, data interpretation and discussions of the research organised in accordance to themes generated from the study objectives. The chapter further details response rate of the respondents of this research and demographic characteristics. The study’s findings, discussions and interpretations are systematically structured alongside the variables in tandem with the objectives of the study. This study sought to find out the influence of Kenya Education Management Institute’s professional development of public secondary school principals on school management in Nyamira County, Kenya. The analysis was guided by themes generated from the study objectives. The specific themes were: human resource management, financial management and curriculum implementation. The following were the research objectives for the study:

1. To determine the extent to which professional development by KEMI in financial management influences school management in public secondary schools in Nyamira County, Kenya.

2. To find out how the KEMI professional development of principals in human resource management influences the management of public secondary schools in Nyamira County, Kenya.

3. To establish how KEMI’s professional development in curriculum implementation influences school management in public secondary schools in Nyamira County, Kenya.
4.2 Response Rate

The researcher distributed 105 questionnaires to principals where 101 questionnaires were returned and four were not returned.

The response rate from the study is as represented in figure 4.1:

![Pie chart showing response rate](image)

**Figure 4.1: Response Rate**

*Source: Research Data (2019)*

Figure 4.1 shows a response rate of 101 respondents (96.2%) against a non-response rate of 4 respondents (3.8%) which is above what McColl (2011) recommends when he says that a fifty percent response rate is satisfactory, sixty percent is good and seventy percent is very good and therefore, the response rate for this research was very good and viable for analysis as that is above the recommended percentage.

4.3 Demographic Information

This section details findings about demographic information (age, gender, professional qualification and experience of respondents) as provided in collected questionnaires.
4.3.1 Age of Principals

The study sought to investigate the age of principals in Nyamira County secondary schools. The results are shown on Table 4.1.

Table 4.1: Age Distribution of Principals

<table>
<thead>
<tr>
<th>Age (years)</th>
<th>Frequency (n)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31 – 40</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>41 – 50</td>
<td>55</td>
<td>54</td>
</tr>
<tr>
<td>Over 50</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>


Based on the findings on Table 4.1, it is worth noting that majority (54%) representing 55 respondents are aged between 41-50 years. These findings on Table 4.1 therefore imply that majority of principals in Nyamira County are mature in age and informed about school management. This is in line with the reviewed literature where it was discussed that in Kenya, before teachers are promoted to principalship, they have to serve as classroom teachers, heads of subjects and heads of departments and in most cases, as deputy principals thus experienced enough to handle school management.

4.3.2 Principals’ Gender

The researcher also aimed to determine the gender of the secondary school heads in Nyamira County. The outcomes are shown in Table 4.2.
Table 4.2: Distribution of Principals by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency (n)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>68</td>
<td>67</td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Research Data (2019).

Table 4.2 reveals that out of the 101 respondents, 68 respondents (67%) were male while 33 respondents (33%) were female. This implies that there exists gender imbalance of principals in Nyamira County. However, the third gender rule, which requires either gender to have at least a third of available positions, is adhered to.

The respondents were also asked to list gender-related challenges and how they influence school management. The findings reveal that there are gender-specific challenges faced by principals of public secondary school in Nyamira County. From the findings, for instance, majority of female respondents say they struggle more to be accepted by the local community, in building a support network and balancing work and family as well as to command respect among the teachers and support staff compared to their male counterparts and all these challenges have a negative influence on how they approach school management.

One female respondent said, “When you’re a female principal in a male-dominated field and a very stereotypical and prejudiced society, earning respect is always a struggle,” she said. "To mitigate against this, I have had to learn to build my confidence and overcome my negative self-talk."
4.3.3 Educational Qualifications

The researcher sought to establish the education qualifications of principals in Nyamira County. The results are shown on Table 4.3.

Table 4.3: Educational Qualification of Principals

<table>
<thead>
<tr>
<th>Professional Qualifications</th>
<th>Frequency (n)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate</td>
<td>81</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Research Data (2019).*

From the findings on Table 4.3, out of the 101 respondents, it is revealed that no respondents were untrained or with diplomas only, 81 respondents were graduates while 20% had postgraduate qualifications. This implies that all principals in Nyamira County are university graduates and, therefore, well-informed in understanding and implementing the aspects school management. This agrees with Dowson and Walker’s (2000) argument that principals in secondary school should have higher skills and professional training in educational management to enable them be effective in school management. This implies a relationship between training and school management.

4.3.4 Classification of Principals per School Category

The study aimed at finding out the classification of principals per school category in Nyamira County. The outcomes are as indicated on Table 4.4.
Table 4.4: Principals Classified as per School Category

<table>
<thead>
<tr>
<th>Category of School</th>
<th>Frequency (n)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Boarding</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Day and Boarding</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Research Data (2019).

The research findings on Table 4.4 reveal that out of the 101 respondents sampled, 42 respondents are deployed in day schools, 38 in boarding secondary schools while 21 of them serve in day and boarding schools. These findings imply that majority of the Principals in Nyamira County serve in day schools which from the literature discussions, have a myriad of managerial challenges such as limited resources, students absenteeism, early pregnancies, among others. This agrees with the Uwezo Report (2015) on the State of Kenya’s Education where the Report established that majority of secondary schools in Kenya are day schools and more prone to school management challenges compared to boarding schools.

### 4.3.5 Principals’ Experience

The researcher sought to find out the principal’s work years of experience in the same capacity. The findings are shown on Table 4.5.

Table 4.5: Experience of Principals

<table>
<thead>
<tr>
<th>Years of Experience As Principal</th>
<th>Frequency (n)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>5-10 years</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>11-15 years</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>16-20 years</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Research Data (2019).
Based on the research findings on Table 4.5, it is revealed that out of 101 respondents sampled, 13 respondents had served below 5 years, 43 of them had worked as heads for 5-10 years, 36 others had served as heads for 11-15 years, a paltry 5 respondents had worked as heads for 16-20 years while 4 of the remaining respondents had served for over 20 years. This implies that majority had served for over a half a decade therefore, well informed and experienced in addressing school management challenges.

Additionally, this study established that principals who have served in their capacities for longer face fewer challenges in management than those on first appointment. This is in agreement with Masters (2002) who established that experience has a significant influence on effective school management.

### 4.3.6 Nature of School

The study also aimed at finding out the nature of schools that the 101 respondents served in as managers. The findings of the study are shown on Table 4.6.

<table>
<thead>
<tr>
<th>Nature of School</th>
<th>Frequency (n)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Schools</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Extra-County Schools</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>County Schools</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Sub-County Schools</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** Research Data (2019).

The findings on Table 4.6 show that out of the 101 schools sampled, 2 are National schools, 3 are Extra-County schools, and 36 of the schools are County schools while 59 of the remaining are Sub-County schools. This implies that there are fewer
National and Extra-County schools in Nyamira County. This is in agreement with the Kilemi Mwiria Report of 2015 (Taskforce on School Fees) which established that National schools in Kenya are few as Day schools take a lion’s share of secondary schools.

The Kilemi Mwiria Report equally posits that sub-county and county schools face more challenges in school management compared to national and extra-county schools. Notably, unlike national and extra-county schools, the sub-county and county schools face challenges including poor and inadequate facilities, under-staffing of teachers, absenteeism, and high students’ drop-out rate, among others. This agrees with reviewed literature that allude to sub-county and county schools being most prone to challenges that ultimately influence how schools are managed.

4.4 Data analysis and research findings

The findings have been interpreted in each section. This section provides findings per the objective of this study. The researcher was guided by three objectives, namely:

i. To determine the extent to which professional development by KEMI in financial management influences the management of public secondary schools in Nyamira County, Kenya;

ii. To find out how the KEMI professional development of principals in human resource management influences the management of public secondary schools in Nyamira County, Kenya; and

iii. To establish how KEMI’s professional development in curriculum implementation influences school management in public secondary schools in Nyamira County, Kenya.
4.4.1 Background check about KEMI training’s influence on school management

The researcher sought to conduct a background check among the 101 respondents for this study in Nyamira County to establish the influence of the KEMI Diploma course in school management. The findings are shown on Table 4.7.

Table 4.7: KEMI Diploma and School Management

<table>
<thead>
<tr>
<th>KEMI Training Attendance</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before or during your service as a principal, did you participate in the KEMI Diploma course training?</td>
<td>101</td>
<td>Nil</td>
</tr>
<tr>
<td>Did the training cover financial management?</td>
<td>101</td>
<td>Nil</td>
</tr>
<tr>
<td>Does the skills acquired from KEMI influence how you manage aspects of financial management in your school?</td>
<td>99</td>
<td>2</td>
</tr>
<tr>
<td>Did the training address the concept of human resource management?</td>
<td>101</td>
<td>Nil</td>
</tr>
<tr>
<td>Does the training on HRM influence how you manage staff and students in your school?</td>
<td>98</td>
<td>3</td>
</tr>
<tr>
<td>In the KEMI training you attended, were you trained on how to implement curriculum?</td>
<td>101</td>
<td>Nil</td>
</tr>
<tr>
<td>Does this training on curriculum implementation influence how you manage the planning, implementation and monitoring of curriculum in your school?</td>
<td>95</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: Research Data (2019).

Based on the findings on Table 4.7, all principals indicated to have participated and trained by KEMI on aspects of human resource management, financial management, and curriculum implementation which areas critical to school management as per the reviewed literature. This implies that principals in public secondary schools in Nyamira County have complied with the Teachers Service Commission and
Ministry of Education, Science and Technology policy on KEMI training for principals which requires all principals to acquire the KEMI Diploma course before deployment as school managers. This policy is geared towards influencing effective school management through acquisition of relevant managerial skills.

Majority of the respondents agree that the KEMI training has an influence on how they manage aspects of finance, human resource and curriculum implementation. This will be discussed further below.

4.4.2 Influence of KEMI Training in Financial Management on School Management

The study aimed at finding out the influence of KEMI training on financial practices of public secondary school principals in Nyamira County and how this influenced effective school management. The researcher used a scale of 1-5 where score ranges between 1.0 and 2.0 meant not effective (on the question whether KEMI training on Financial Management is effective in influencing the principals’ management of schools), 2.0-2.4 less effective, 2.5-3.4 effective and 3.5-5.0 highly effective.

The basis of the interpretation is that any mean below 2.5 implies disagreement that the KEMI training on Financial Management is effective in influencing school management while mean indices above 2.5 implied an agreement (that KEMI training on FM is effective in influencing school management). The respondents were asked to rate the effectiveness of the various aspects of FM on their effectiveness in influencing school management.
The findings of the study are shown on Table 4.8.

Table 4.8: KEMI Training in Financial Management on School Management

<table>
<thead>
<tr>
<th>Financial Management</th>
<th>Effective</th>
<th>Not Effective</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper management of financial records</td>
<td>99</td>
<td>2</td>
<td>101</td>
<td>4.54</td>
<td>0.52</td>
</tr>
<tr>
<td>Diversifying sources of finance</td>
<td>99</td>
<td>2</td>
<td>101</td>
<td>4.45</td>
<td>0.56</td>
</tr>
<tr>
<td>Proper accountability and transparency on finances</td>
<td>98</td>
<td>3</td>
<td>01</td>
<td>4.64</td>
<td>0.44</td>
</tr>
<tr>
<td>Adherence to government financial regulations</td>
<td>99</td>
<td>2</td>
<td>101</td>
<td>4.55</td>
<td>0.51</td>
</tr>
<tr>
<td>Adherence to school budget</td>
<td>98</td>
<td>3</td>
<td>101</td>
<td>4.34</td>
<td>0.66</td>
</tr>
<tr>
<td>Involvement of the stakeholders in budget preparation</td>
<td>99</td>
<td>2</td>
<td>101</td>
<td>4.45</td>
<td>0.55</td>
</tr>
<tr>
<td>Constitution of the tendering committee</td>
<td>98</td>
<td>3</td>
<td>101</td>
<td>4.61</td>
<td>0.46</td>
</tr>
</tbody>
</table>

Source: Research Data (2019).

Based on the research findings on Table 4.8, when the principals were asked whether the KEMI professional development on financial management was effective in influencing how they manage their schools, all the 101 respondents strongly agreed. Among the specific aspects of financial management, the respondents strongly agreed that the KEMI professional development is effective in proper management of financial records ($M=4.54$, $SD=0.52$), diversifying sources of finance ($M=4.45$ $SD=0.56$), proper accountability and transparency on finances ($M=4.64$, $SD=0.44$), adherence to government financial regulations ($M=4.55$, $SD=0.51$), adherence to school budget ($M=4.34$, $SD=0.66$), involvement of the stakeholders in budget preparation ($M=4.45$, $SD=0.55$) and constitution of the tendering committee ($M=4.61$, $SD=0.46$).
From the findings above, it can be noted that the mean indices for all the financial parameters is within the range of 4.3-5.0 which is very high implying a strong statistically significant influence on effective school management. Of significance, proper accountability and transparency on finances, adherence on financial regulations and constituting tendering committee scored a mean of over 4.5 meaning that the respondents strongly agreed that the KEMI professional development in FM significantly had an effect in influencing their decisions on these issues thus enabling them to manage the school more effectively. This implies that the principals strongly agree that professional development on financial management strongly influences the way they manage their respective schools. The smaller standard deviation (average of 0.53) shows that the responses from the respondents were less variable and therefore closer to the mean which show that majority of the respondents strongly agree that training by KEMI in financial management influences school management.

These findings are in line with McColl (2011) who argues that training for teachers on matters of budget preparation, financial statements, resource mobilization and other aspects of financial appropriation is important in school management. In addition, Bush and Oduro (2003) concur that all head teachers require financial management skills through training in order to enhance proper fund utilization in schools.

4.4.3 KEMI Training of Principals in Human Resource Management on School Management

The study sought to establish how the KEMI training for secondary school principals in human resource management influenced effective management of
public secondary schools in Nyamira County. The researcher used a scale of 1-5 where score ranges between 1.0 and 2.0 meant not effective (on the question whether KEMI training on human resource management is effective in influencing the principals’ management of schools), 2.0-2.4 less effective, 2.5-3.4 effective and 3.5-5.0 highly effective.

Any mean below 2.5 was interpreted to imply disagreement that the KEMI training in HRM influenced the principals’ management of public secondary schools in Nyamira County.

On the other hand when the standard deviation is smaller, it implies that the respondents have responses that are less variable to the mean and therefore agreeable with the argument that KEMI training on human resource management has an effect in influencing school management.

**Table 4.9: KEMI PD in Human Resource Management on School Management**

<table>
<thead>
<tr>
<th>Human Resource Management</th>
<th>Effective</th>
<th>Not Effective</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation of staff</td>
<td>98</td>
<td>3</td>
<td>101</td>
<td>4.61</td>
<td>0.63</td>
</tr>
<tr>
<td>Student welfare</td>
<td>99</td>
<td>3</td>
<td>101</td>
<td>4.85</td>
<td>0.43</td>
</tr>
<tr>
<td>Teachers welfare</td>
<td>99</td>
<td>2</td>
<td>101</td>
<td>4.72</td>
<td>0.58</td>
</tr>
<tr>
<td>Non-teaching staff welfare</td>
<td>97</td>
<td>4</td>
<td>101</td>
<td>4.55</td>
<td>0.67</td>
</tr>
<tr>
<td>Recommendation of teachers for upward career mobility</td>
<td>99</td>
<td>4</td>
<td>101</td>
<td>4.71</td>
<td>0.59</td>
</tr>
<tr>
<td>Delegation of duties</td>
<td>98</td>
<td>3</td>
<td>101</td>
<td>4.63</td>
<td>0.64</td>
</tr>
<tr>
<td>Training and development of staff</td>
<td>98</td>
<td>3</td>
<td>101</td>
<td>4.65</td>
<td>0.62</td>
</tr>
<tr>
<td>Recruitment and selection of staff</td>
<td>97</td>
<td>4</td>
<td>101</td>
<td>4.55</td>
<td>0.68</td>
</tr>
</tbody>
</table>

**Source:** Research Data (2019).
When the respondents were asked whether professional development in human resource management has an effect in influencing how they manage their schools, majority (average mean of 4.6) strongly agreed. Findings shown on Table 4.9 indicate that respondents had strongly agreed that there is a strong effect on motivation of staff ($M=4.61$, $SD=0.63$), student welfare ($M=4.85$, $SD=0.43$), teachers welfare ($M=4.72$, $SD=0.58$), non-teaching staff welfare ($M=4.55$, $SD=0.67$), recommendation of teachers for upward career mobility ($M=4.71$, $SD=0.59$), delegation of duties ($M=4.63$, $SD=0.64$), training and development of staff ($M=4.65$, $SD=0.62$), recruitment and selection of staff ($M=4.55$, $SD=0.68$).

The higher mean indices indicatively imply that the KEMI professional development in human resource management strongly effects the influence on school management within public secondary schools in Nyamira County. It is therefore established that the KEMI professional development on HRM has a direct influence on effective management of staff and students which as per the reviewed literature, has a potential to improve school management. With a high mean score of 4.85 on student welfare, 4.72 on teachers’ welfare and 4.71 appraisal for teachers’ promotion, it is established that the KEMI professional development has a strong effect in influencing how schools are managed. These findings align with the reviewed literature that support the study’s interpretation that efficient management of human resources leads to higher productivity levels and improved operational efficiency in a school and thus effectively influencing the overall school management. Effective management of human resources entails capability of preparing annual performance reports, initiation of discipline amongst the staff, handling staff conflicts, employee motivation and offering guidance all of which directly influence school management.
4.4.4 Influence of KEMI Professional Development of Principals in Curriculum Implementation on School Management

The researcher aimed at determining how the KEMI professional development in principals’ administration of curriculum implementation influences effective school management in public secondary schools in Nyamira County. The findings of the study are shown on Table 4.10.

Table 4.10: Influence of KEMI PD in Curriculum Planning and Implementation on School Management

<table>
<thead>
<tr>
<th>Curriculum Implementation</th>
<th>Effective</th>
<th>Not Effective</th>
<th>N</th>
<th>MEAN</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring of learning and teaching records</td>
<td>95</td>
<td>6</td>
<td>101</td>
<td>4.13</td>
<td>0.87</td>
</tr>
<tr>
<td>Time tabling</td>
<td>96</td>
<td>5</td>
<td>101</td>
<td>4.45</td>
<td>0.77</td>
</tr>
<tr>
<td>Organizing teacher workshops and seminars</td>
<td>96</td>
<td>5</td>
<td>101</td>
<td>4.45</td>
<td>0.77</td>
</tr>
<tr>
<td>Benchmarking with other schools</td>
<td>97</td>
<td>4</td>
<td>101</td>
<td>4.51</td>
<td>0.63</td>
</tr>
<tr>
<td>Availing teaching and learning materials</td>
<td>97</td>
<td>4</td>
<td>101</td>
<td>4.54</td>
<td>0.62</td>
</tr>
<tr>
<td>Observing coverage of syllabus</td>
<td>94</td>
<td>7</td>
<td>101</td>
<td>4.32</td>
<td>0.81</td>
</tr>
<tr>
<td>Curriculum policy and regulations</td>
<td>94</td>
<td>7</td>
<td>101</td>
<td>4.22</td>
<td>0.85</td>
</tr>
</tbody>
</table>

Source: Research Data (2019).

Based on findings on Table 4.10, all the respondents strongly affirmed that professional development by KEMI on curriculum implementation has a strong effect in influencing school management. Among the individual aspects of curriculum implementation, monitoring of learning and teaching records scored a mean of 4.13, (SD=0.87), time tabling (M=4.45, SD=0.77), exposing teachers to seminars and workshops (M=4.45, SD=0.77), benchmarking with other schools (M=4.51, SD=0.63), availing teaching and learning materials (M=4.54, SD=0.62), monitoring syllabus coverage (M=4.32, SD=0.81), curriculum policy and regulations (M=4.22, SD=0.85), all of which contributed to school management by principals of public secondary schools in Nyamira County.
The high mean indices among the various parameters of measuring how effective training on curriculum implementation influences the management of public secondary schools in Nyamira County is indicative of a strong influence. It can be observed from Table 4.10 that the average mean score is 4.4 which aligns to a strongly agree response. Significantly, respondents were of the view that the KEMI professional development on curriculum implementation is more influential on availing teaching and learning materials (mean=4.54) and how to benchmark with other schools at a mean of 4.51 and this is geared towards making school management effective through provision of learning resources that are critical in implementing the curriculum (which is the core business of schools) and benchmarking in other best performing schools with an aim to copy best practices in school management meant to make school managers more effective thus improving the effectiveness of school management.

These findings are in line with the study by Kirk and Winthrop (2012) whose findings note that curriculum management entail proper monitoring of the syllabus, development of teaching materials, timetabling and conducting curricular assessment as main training components which significantly improve effective school management.

4.5 Challenges Faced By the Principals in the Management of Financial Resources

The researcher sought to investigate challenges faced by Principals in the management of financial resources in their schools. The challenges are shown on Figure 4.2
Figure 4.2: Challenges faced by the principals in management of financial resources

Source: Research Data (2019).

Based on the findings shown on Figure 4.2, out of the 101 respondents, 21 of them pointed out delay in FSE disbursement as a major challenge, inadequate funding was picked by 16 respondents as the second most challenging challenge, 12 respondents chose rising food prices while collection of fees was pointed out as a major challenge by 13 respondents and finally, salary delay for workers was considered a big challenge by 12 respondents, among other challenges.

From the findings above (Figure 4.2), majority of the principals (62%) were of the view that delay in the disbursement of subsidized secondary education funds, inadequate funding, collection of fees and salary delay for support staff influenced negatively the management of public secondary schools in Nyamira County. In particular, the delay in disbursement of FSE funds stood out as the major challenge
by 21 of the 101 respondents as principals alluded to the fact that schools cannot function without funds. The lack of timely financial resources impaired all the other variables in school management namely; human resource management, curriculum implementation, etc and this has a direct adverse influence on effective school management.

One respondent said, “Managing finances is one of the most challenging aspects in a school manager’s life, especially in secondary schools. A school is a complex set-up that requires a lot of decision-making particularly on finances. One of the most challenging problem I face in my school is delay in disbursement of funds for government subsidized school fees and collection of fees from students. This causes delays in payment of suppliers of essential school supplies and sometimes makes running a school almost impossible.”

Another one said: “Fees collection and high inflation are probably the most significant financial challenges that I face in my school. Prices of most commodities have skyrocketed yet fees payable and what we get from government remains the same! This has greatly affected how I manage the school.”

Staff professional development in financial management is therefore important in aiding principals to understand processes involved in resource mobilization, planning and budgeting, monitoring and evaluation, among others (Cole and Southworth, 2005) which are key to effective school management. These challenges, as established from the findings, if not addressed, pose a major problem to the principals in their day-to-day management of schools.
4.6 Challenges Faced By the Principals in Management of Human Resources

The researcher aimed to investigate the difficulties principals faced in the management of human resources in Nyamira County schools. The results are illustrated on figure 4.3.

Figure 4.3: Challenges faced by the principals in management of human resources

Source: Research Data (2019).

Based on the findings on Figure 4.3, 16 of the 101 Principals sampled pointed out inadequate staff as a major challenge, unqualified teachers was singled out by 6 respondents, lack of motivation by 15 respondents, 11 principals said salary delays remains a major challenge, poor salary terms was noted by 15 principals as a major challenge while lack of permanent staff remain a big challenge according to 11 respondents, among others. Staff retention levels, staff satisfaction and high human resource productivity is attained by employee motivation.
The respondents were of the view that inadequate staff (16 of the 101 respondents), lack of staff motivation (15 respondents), poor remuneration (15 respondents), lack of permanent staff (11 respondents) and salary delays for non-teaching staff (11 respondents) are major challenges that negatively influence the management of public secondary schools in Nyamira County.

One respondent laments, “My most disturbing challenge in the management of staff is understaffing. In my school, we’re highly understaffed. I’ve written many times requesting for more teachers, but each time there’s a recruitment, I only get one teacher. I am now forced to hire through the BoM (Board of Management) which strains our finances. This has greatly impacted on how I manage the school.”

Another respondent quipped, “For you to deliver as a principal, you need resources. We’ve a shortage of teachers and this has forced us to overload our teachers which of course ultimately affects their delivery negatively. We’ve no funds to enable us motivate our staff even with the extra work they do. This possess a big challenge to the management of the school.”

It is notable that majority (57%) identified staff welfare as the major challenge in school management. Lack of proper staff welfare in terms of salary, workload and terms of service has a significant potential to curtail the effectiveness of school management as staff are the ones responsible for the core business of schools: teaching and learning. These challenges therefore, when not addressed, can negatively influence school management.

These findings agree with Kamau (2010) study, which observe that for effective school management of human resources, there is need to ensure that the needs of
staff are met which translate to positive productivity hence effective school management.

4.7 Correlations Analysis

The researcher sought to conduct a correlation analysis to measure the nature of association among the variables. The outcomes are shown in table 4.11.

Table 4.11: Correlation Analysis

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>KEMI Diploma</td>
<td>1</td>
<td>.846**</td>
<td>.843**</td>
<td>.802**</td>
</tr>
<tr>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>101</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>Financial Management</td>
<td>.846**</td>
<td>1</td>
<td>.373**</td>
<td>.335**</td>
</tr>
<tr>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>101</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>Human Resource Management Practice</td>
<td>.843**</td>
<td>.373**</td>
<td>1</td>
<td>.670**</td>
</tr>
<tr>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>101</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>Curriculum Implementation Management Practices</td>
<td>.802**</td>
<td>.335**</td>
<td>.670**</td>
<td>1</td>
</tr>
<tr>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>101</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>101</td>
<td>101</td>
<td>101</td>
<td>101</td>
</tr>
</tbody>
</table>

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

Source: Research Data (2019).

Based on findings on table 4.11, the study established that at a significance level of 0.05, all the variables positively correlated where financial management had a correlation coefficient of .846, human resource management had .843, and
curriculum implementation had .802. This implies that the KEMI diploma course has a strong statistically significant influence on school management.

### 4.8 Hypothesis Testing

The researcher sought to test stated hypothesis in the study. The results were as follows:

**HO1: KEMI professional development of principals in financial management does not have any influence on school management.**

The hypothesis presumed KEMI professional development course and financial management were statistically independent. The results are shown on table 4.12.

**Table 4.12: KEMI Professional Development and Financial Management**

<table>
<thead>
<tr>
<th>MODEL</th>
<th>ANOVA</th>
<th>Unstandardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R Square</td>
<td>Sum of Df Squares</td>
</tr>
<tr>
<td></td>
<td>.888</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>.788</td>
<td>99</td>
</tr>
</tbody>
</table>

a. Dependent Variable: KEMI Training

b. Predictors: (Constant), Financial Management (FM)

**Source: Research Data (2019).**

Based on research findings on table 4.12, it was observed that there was $R$ coefficient was positive at .888. This implies that there was a positive correlation between the KEMI training on financial management and school management. Further, principals depicted $R^2$ at .788 implying that KEMI professional development has an influence on financial management practices by 78.8% of the total variation. It is also worth noting from the ANOVA model that, KEMI PD course is a good predictor of financial management practice of principals, F (6.191)
It can, therefore, be concluded that the KEMI PD statistically significantly predicted the principals’ financial management in the school, \( \beta = .782, t (6.462) =, p < .001 \). Similarly, the KEMI PD accounted for a statistically significant proportion of variance in financial management, \( R^2 = .788, F (6.19) =; p < .001 \). On the basis of this finding, the null hypothesis that stated that KEMI professional development course did not have a statistically significant influence on principals’ financial management was rejected and conclusion made that financial management practice of principals in schools heavily dependent on the successful undertaking of the KEMI PD course and thus, strongly influences school management.

This finding is consistent with that of Odubuker (2007) who investigated the relationship between school heads’ management training programme and improvement of financial management competencies, and found out that there is a significant correlation between training in financial management and principals’ abilities in school management.

The second hypothesis of the study stated:

**HO2: KEMI professional development of principals in human resource management does not have any influence on school management.**

The hypothesis presumed that KEMI professional development and principal’s human resource management in school management practices were statistically independent. To prove the validity of this hypothesis, a regression analysis was run at the .05 level of significance and a snippet of these findings are presented in table 13.
The regression coefficient as shown in table 4.13 is $R=0.801$, implying a strong positive relationship between human resources management, as an attribute of school management, and the KEMI professional diploma course. An $R$-squared value of 0.641 in the model implies that the KEMI PD course is able to explain about 64% of the total variance in human resource management practices by the principals in school management. Further, the regression model is considered a good fit for prediction $F (8, 8.8) = ; p < .001$. It can therefore be concluded that the principals’ KEMI PD course statistically significantly predicted principals’ human resource management practices in school management, $\beta = 0.276.; t (5.020) =, p < .001$. Similarly, the KEMI PD course accounted for a statistically significant proportion of variance in human resources management, $R^2 = .641; F (8.89) =; p < .001$.

On the basis of this finding, the null hypothesis which stated that KEMI PD course did not have a statistically significant influence on principals’ human resource management was rejected and conclusion made that human resource management, as a component of school management, is heavily dependent on the successful
undertaking of the KEMI PD course. This finding equally affirms the findings by Odubuker (2007), who investigated the relationship between school heads management training programme and improvement of personnel management competencies and found a positive significant relationship between training and personnel management competencies in school management.

The third hypothesis formulated for the study stated thus.

**HO3: KEMI professional development of principals in curriculum implementation does not have any influence on school management.**

The hypothesis presumed that KEMI PD course in school management and principal’s curriculum implementation in the school were statistically independent. To test the validity of the hypothesis, a regression analysis was run at the 0.5 level of significance and a summary of these findings are presented in table 4.14.

**Table 4.14: KEMI Professional Development and Curriculum Implementation**

<table>
<thead>
<tr>
<th>MODEL</th>
<th>ANOVA^a</th>
<th>Unstandardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>R</td>
<td>R² Square</td>
</tr>
<tr>
<td></td>
<td>.821</td>
<td>.672</td>
</tr>
<tr>
<td></td>
<td></td>
<td>58.234</td>
</tr>
<tr>
<td></td>
<td></td>
<td>58.656</td>
</tr>
</tbody>
</table>

a. Dependent Variable: KEMI Training
b. Predictors: (Constant), Curriculum Implementation

Source: Research Data (2019).

It can be observed from table 4.14 that the regression coefficient, R=821 was positive implying that there was a strong positive relationship between the KEMI PD course and curriculum implementation and supervision in school management.
Further, the coefficient of determination as depicted by the R-squared value (.672) in the model implies that the KEMI course could explain about 67.2% of the total variance in styles of curriculum implementation and supervision by the principals in school management. The ANOVA model also indicates that KEMI training course is a good predictor of curriculum implementation and supervision style of principals in school management, $F (7.20) =; p < .023$. It can therefore be concluded that the principals’ KEMI PD course statistically significantly predicts principals’ curriculum implementation and supervision styles in school management, $\beta = .782; t (5.025) =, p < 0.23$. Therefore, it can be argued that the KEMI PD course comprised a statistically weighty proportion of variance in curriculum implementation and supervision, $R^2 = .672; F (7.20) =; P < .023$.

On the basis of this finding, the null hypothesis that stated that KEMI training course did not have a statistically significant influence on principals’ curriculum implementation and supervision in school management was rejected and conclusion made that curriculum implementation by principals in secondary schools is strongly dependent on the successful undertaking of the KEMI PD course. This finding is consistent with that of Odubuker (2007) on the relationship between school heads’ administration training plan and syllabus supervision in secondary schools that revealed a positive significant association amidst training in curriculum supervision and the head teachers’ aptitudes in school management.

4.9 Conclusion

From the results of hypothesis testing it can be inferred that there is a significant relationship between KEMI professional development course and financial management, human resource management and curriculum implementation practices
in school management. This implies that the more the principals are trained through the KEMI diploma, the more they perfect on these practices which will eventually lead to efficiency in utilisation of resources thus leading to effectiveness in the management of schools.

It is imperative to note that training of school managers is a critical factor worth investing time, material and financial resources for the overall success of the school. The findings from this study have clearly demonstrated that there exists a positive and significant relationship between the KEMI principals’ professional development and the various aspects of school management namely; financial management, human resources management and curriculum implementation. This implies that performance of school heads in schools is contingent upon them undertaking the KEMI PD course in order to hone their managerial competencies.

It is also worth noting that when these aspects of school management in view of finance, human resource and curriculum implementation are observed to the letter, institutional success is guaranteed. Therefore, the KEMI training is important as it makes the principals to be developed so as to fit better in the job; as most of them are picked from class room to headship without the necessary requisite competencies in management (Okumbe, 1998).
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction
This chapter is a composite of the summary of the study, findings of the study according to the study objectives, conclusions taken from the outcomes and recommendations of the study. It also provides suggestions for further areas of investigation.

5.2 Summary of the Study Findings
The study aimed at investigating the influence of the Kenya Education Management Institute’s professional development of public secondary school principals on school management in Nyamira County, Kenya. The researcher sought to investigate three objectives:

i. To determine the extent to which professional development by KEMI in financial management influences the management of public secondary schools in Nyamira County, Kenya;
ii. To find out how the KEMI professional development of principals in human resource management influences the management of public secondary schools in Nyamira County, Kenya; and
iii. To establish how KEMI’s professional development in curriculum implementation influences school management in public secondary schools in Nyamira County, Kenya.
The study distributed 105 questionnaires to respondents to fill, which yielded 96.2% representing 101 of the returned questionnaires used in data analysis. The study findings reveal a fair representation of male to female principal where 67% were male as 33% constituted female principals implying that Nyamira County composition is in line with the Constitutional of Kenya demands of two-thirds gender parity but still devoid of gender balance. The study also reveal that a higher number of principals in the county are aged between 41 years and 50 years by a 54% representation implying that majority are in their prime productive stage in terms of managing schools and staff deployed to their schools.

The study also sought to understand the number of years majority have been serving in the education sector where the findings reveal that majority have 5-10 years by 43% indicating that they have required experience to serve in capacity of managers readily available to make decisions. The study further establishes that most Principals served in Sub-County Schools by an accumulated yield of 64%. The study also found out that Principals in Nyamira County are in charge of day schools by 42% and boarding by 38% where those heading day and boarding constituted 21%. The study also established that majority (80% of n=101) of principals are graduates implying that most education managers in Nyamira County have the requisite qualifications and therefore capable of making informed decisions in school management.

5.2.1 Summary in Line With Specific Objectives

a) The study found out that KEMI training in financial management has a strong positive influence on school management among public secondary schools in Nyamira County, Kenya. The study particularly focused on specific financial
management attributes: proper management of financial records, diversifying sources of finance, proper accountability and transparency on finances, adherence to government financial regulations, adherence to school budget, involvement of the stakeholders in budget preparation, constitution of the tendering committee, which, respondents strongly agreed to; therefore implying the statistically significant influence that the KEMI training on Financial Management has on School Management. From the findings, therefore, the study established that training by KEMI in financial management has a direct and significant influence on school management in public secondary schools in Nyamira County.

b) The study also established that principals strongly agreed that skills in human resource management (motivation of staff, student welfare, teachers welfare, non-teaching staff welfare, recommendation of teachers for upward mobility and delegation of duties training and development of staff recruitment and selection of staff, among others) offered through KEMI training strongly influence how they undertake their day-to-day duties as school managers. The study, therefore established that training of principals by KEMI in human resource management has a statistically significant influence on the management of public secondary schools in Nyamira County.

c) The study also assessed the influence of KEMI training in curriculum implementation on school management by the principals in which, the respondents strongly agreed that skills in curriculum implementation (monitoring of learning and teaching records, time tabling, organizing seminars and workshops for teachers, benchmarking with other institutes, availing instruction and learning materials, checking coverage of syllabus,
curriculum policy and regulations, etc) are critical in school management. This implies that the KEMI training on Curriculum Implemented has a very strong influence on how principals in secondary school in Nyamira County approach management in their respective schools.

The study also assessed the challenges facing financial resource management in schools. The respondents agreed that: delay in FSE disbursement, inadequate funding rising food prices, collection of fees, and salary delay for workers, and lack of parent’s support, incompetence of the accountants and high BoM drawings and fraud in the account are among some of the main challenges affecting the financial resource management in secondary schools in Nyamira County. The study summarises therefore that there are still a myriad of challenges which principals continue to face in their duties as school managers in executing financial decisions and that these challenges, if not addressed, have a potential of negatively influencing the management of public secondary schools in Nyamira County.

The study also assessed the challenges facing principals in supervision of human resources. The study revealed that among the key challenges were inadequate staff, unqualified teachers lack of motivation, salary delays, poor salary terms, lack of permanent staff, staff indiscipline, high staff turnover, poor performance, lack of integrity among employers and chronic absenteeism. These findings therefore confirm what the reviewed literature alluded to showing that despite the KEMI training’s statistically strong influence on the management of schools in making human resource-related decisions, principals still face some challenges on human resource management in their day-to-day school management and these challenges,
however few, are capable of affecting the management of public secondary schools in Nyamira County.

5.3 Conclusions (as per the Study Objectives)

This study aimed to investigate the influence of the Kenya Education Management Institute’s professional development of public secondary school principals on school management in Nyamira County, Kenya. Based on the research findings as analysed per the study objectives, this study concludes that: the KEMI diploma course statistically significantly predicts financial management, human resource management and curriculum implementation practices of principals in school management among public secondary schools in Nyamira County. It is therefore logical to conclude that the KEMI training course offered to principals has a significant influence on school management practices (financial management, human resource management and curriculum implementation) by principals in public secondary schools in Nyamira County, Kenya. This is in line with the reviewed literature which indicate that for effective school management, principals should be equipped with the requisite skills in management.

5.4 Recommendations

This study aimed to investigate the influence of the Kenya Education Management Institute’s professional development of public secondary school principals on school management in Nyamira County, Kenya. The researcher having conducted the study and found out that the KEMI course has an influence on the principal’s management practices in their schools of services, the following recommendations are vital for implementation or adoption:
5.4.1 Policy Recommendations

1. That the training on management practices be made part and parcel of the pre-service training curriculum for teachers in universities and colleges by the Teachers Service Commission and the Ministry of Education, Science and Technology. Concerted efforts should be made in order to have teacher trainees well-grounded on the aspects of school management before they complete their training to ensure an adequate pool of education managers are produced in advance as opposed to waiting for them to be promoted to principalship before they undergo the INSET programmes by KEMI.

2. The Ministry of Education, Science and Technology (MOEST) should make the training curriculum for KEMI extend beyond the diploma level to the degree level and cover intensely the three studied management practices in addition to aspects of resource mobilization, procurement management, participatory monitoring and evaluation and proposal development skills for the principals and other school managers. This is in line with the suggestions from the principals interviewed in this study.

3. Finally, this study recommends that the Ministry of Education, Science and Technology and Teachers Service Commission should prescribe the KEMI training in a policy document which will be applicable to both the public and private sector players in education. This will improve the quality aspects of the education standards, administration and oversee successful outcomes in the education sector. From the research findings, the KEMI training has a strong influence on school management but unfortunately, most principals and school managers in private schools do not undertake this training as it is not requirement for either promotion or appointment. If the KEMI training is made
mandatory for both private and public secondary school principals, the benefits on school management that public secondary school principals enjoy will be replicated in private schools.

5.4.2 Recommendations for Further Research

This study delved into finding out the influence of KEMI diploma training on principals’ management practices in public secondary schools in Nyamira County. On this basis, the study suggests as follows:

1. A similar study can be conducted to find out the influence of KEMI diploma course in the all the other counties in Kenya among public secondary schools.

2. A further study can be done in private secondary schools to establish a comparative finding on how principals in private secondary schools manage without the KEMI course.

3. A study can be replicated in the same county using a different research design and data collection methods like interviewing MoEST and TSC officials to establish if the principals have benefited from such INSET training.
REFERENCES


Drake and Pierce (2002). Professional Development of Principals. ERIC Clearinghouse on Teaching and Teacher Education: Washington DC.


Harding Sandra (1990). Women in Educational Leadership. UCLA.

Harris and Spillane (2003). Distributed leadership through the looking glass. Sage Publications.


Paterson and West (2005). Leadership and Personal Effectiveness, Nottingham, Leading Practice Series, NCSL.


My name is Simeon Nyachae Morwabe a postgraduate student from Kenyatta University. I am conducting a research titled “Influence of the Kenya Education Management Institute Professional Development of Principals on Public Secondary School Management in Nyamira County, Kenya” for my Master’s degree in Educational Administration. The aim of this study is to assess the role of KEMI professional development/in-service training of principals in public secondary schools on school management in Nyamira County. You have been identified randomly as one of the participants of this study. Kindly tick inside the box provided where applicable and offer a brief explanation where necessary. Any information given by the respondents in this research questionnaire was treated confidentially.

SECTION A: General information (Please tick as appropriate)
1. Gender
   Male [ ]
   Female [ ]

2. Highest education level
   Diploma [ ]
   Bachelor’s degree [ ]
   Master’s degree [ ]

3. Age in years
   Below 30 years [ ]
   31-40 [ ]
   41-50 [ ]
   Over 50 years [ ]
4. Years worked in the school as principal
   - Less than 5 years [  ]
   - 5-7 years [  ]
   - 8-10 years [  ]
   - 11-13 years [  ]
   - Above 15 years [  ]

5. What nature is your school? (Tick as appropriate)
   - Girls’ Boarding [  ]
   - Boys’ Day [  ]
   - Boys’ Boarding [  ]
   - Girls’ Day [  ]
   - Mixed Boarding [  ]
   - Mixed Day [  ]

6. Do you have postgraduate training? If yes, in what area of specialization and does it contribute to how you manage the school? Please explain.
   
   

7. If you answered no to (6) above (on postgraduate qualifications), does your lack of a postgraduate degree influence how you manage the school? Kindly explain.
   
   

8. Does the nature of your school (Day, Boarding, Day and Boarding) influence your day-to-day management of your school? Kindly explain in detail.
   
   

9. Based on your years of experience as a school principal responsible for school management, to what extent does your experience influence how you manage the school? Please explain.
   
   

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SECTION B: KEMI PROFESSIONAL DEVELOPMENT

10. Have you attended any professional development training offered by KEMI? (Tick as appropriate)
   Yes [ ]   No [ ]

11. What was the duration of the training? (Tick as appropriate)
    One year [ ]
    Six months [ ]
    Two Weeks [ ]
    Any other (state) ...........................................................................................................

12. Who financed the training?
    Government [ ]
    School [ ]
    Sponsor [ ]
    Private funding [ ]

13. Which of the following skills did you acquire from the KEMI training? (Tick as appropriate)
    Finance Management [ ]
    Human Resource Management [ ]
    ICT Integration in Education [ ]
    Plant Management [ ]
    Monitoring and Evaluation [ ]
    Project Management [ ]
    Education Law and Policy [ ]
    Curriculum Implementation [ ]
    Human Growth and Development [ ]
    Public Procurement and Disposal [ ]
14. In your opinion, how effective is the KEMI in-serving training in helping you enhance your school management skills in the following areas? (Please tick appropriately).

<table>
<thead>
<tr>
<th>Statement</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Less Effective</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Student welfare</td>
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</tr>
<tr>
<td>Staff welfare</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Recommendation of teachers for upward career mobility</td>
<td></td>
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<tr>
<td>Delegation of duties</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Training and development of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment and selection of staff</td>
<td></td>
<td></td>
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<tr>
<td>Diversifying sources of finance</td>
<td></td>
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<tr>
<td>Proper accountability and transparency on finances</td>
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<tr>
<td>Adherence to government financial regulations</td>
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<td></td>
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<tr>
<td>Adherence to school budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Involvement of the stakeholders in budget preparation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff training and development plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring of learning and teaching records</td>
<td></td>
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</tr>
<tr>
<td>Time tabling</td>
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<tr>
<td>Organizing teacher workshops and seminars</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Benchmarking with other schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availing teaching and learning materials</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Observing coverage of syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum policy and regulations</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
15. Before the KEMI professional development, what managerial challenges did you face? .................................................................

16. Has the training by KEMI addressed some of these challenges? If yes, briefly describe how the KEMI training has helped you address these challenges. ........

17. In your own assessment, do you think the KEMI training has influenced how you manage your school? Briefly explain your answer. ........................................

SECTION C: Areas in the KEMI professional development that deserve to be improved
18. What are some of the areas in the KEMI professional development training syllabus that you would like improved?
   a) 
   b) 
   c) 
   d) 

Why? .......................................................... ..................................................

19. What are some of the challenges you encounter with the KEMI training? Suggest some of the strategies you employ in management to address these challenges.

I. Challenges
   a) 
   b) 
   c) 
   e)
II. Strategies to mitigate the challenges
   a) 
   b) 
   c) 
   d) 

20. There is a view that the online methodology employed by KEMI is ineffective and thus should be changed to one-on-one sessions. Briefly share your view on this recommendation.

21. Please suggest any four methods in order of preference that you would recommend to principals in solving their day-to-day administrate challenges.
   Consulting experienced secondary school principals [ ]
   Attending principals’ annual conferences and seminars [ ]
   Attending KEMI professional development courses [ ]
   Consulting with Education officers [ ]
   Consulting the agents of the teacher’s service commission [ ]
   Reading books, texts and journals on Educational Administration [ ]
   Taking advanced degrees in Education Administration [ ]
   Any other method (specify) .................................................................

22. Briefly, what are some of the challenges as a school principal you face in the following areas? .................................................................

   a) Finance Management
      Challenges: ...........................................................................................

b) Human Resource Management
Challenges: ....................................................................................................................
........................................................................................................................................

c) Curriculum Implementation
Challenges: ....................................................................................................................
........................................................................................................................................

23. Has the KEMI training been useful in addressing the above challenges?
Yes [ ] No [ ]

Please provide a brief explanation for your answer ..................................................
........................................................................................................................................

24. Does the nature of your school (boarding or day, mixed or single) affect your
management style? If yes, please elaborate.................................................................
........................................................................................................................................

25. To what extent is the KEMI professional development tailored to meet the nature
of your school? ..............................................................................................................
........................................................................................................................................

26. Does Gender (being male or female) play any role in your school management? If
yes, kindly explain in detail...........................................................................................
........................................................................................................................................

27. Based on your answers above, are there gender-specific challenges that you
encounter as a school manager/principal? If yes, please elaborate............................
........................................................................................................................................
........................................................................................................................................

Thank You for Your Time and Cooperation
## APPENDIX II: RESEARCH BUDGET ALLOCATION

<table>
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<tr>
<th>No.</th>
<th>Item Description</th>
<th>Sub-Total</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Proposal writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Desk Research, from various libraries</td>
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</tr>
<tr>
<td></td>
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<td>26,200</td>
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<tr>
<td>2.</td>
<td>Research Instruments</td>
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<td>Questionnaires(Typing and Copies)</td>
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<td>3.</td>
<td>Data Collection</td>
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<td>4.</td>
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<td>5.</td>
<td>Final Draft Printing and Binding</td>
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<td>Telephone</td>
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<td>Computer Services/Internet Services</td>
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## APPENDIX III: WORK PLAN

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<th>2020</th>
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<td>Literature Rev</td>
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<td>10</td>
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<tr>
<td>Research Instruments</td>
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<td>12</td>
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<td>Present Proposal</td>
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<td>2</td>
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<tr>
<td>Data Collection</td>
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<td>4</td>
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<tr>
<td>Data Analysis</td>
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<td>6</td>
</tr>
<tr>
<td>Report Writing</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Final Draft</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Submission of Final Copy</td>
<td></td>
<td>-</td>
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</table>

- indicates no activity in that month.
APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. SIMON NYACHAE MORWABE
of KENYATTA UNIVERSITY, 43844-100
NAIROBI, has been permitted to conduct
research in Nyamira County

on the topic: INFLUENCE OF THE KENYA
EDUCATION MANAGEMENT INSTITUTE’S
PROFESSIONAL DEVELOPMENT OF
PUBLIC SECONDARY SCHOOL
PRINCIPALS ON SCHOOL MANAGEMENT
IN NYAMIRA COUNTY, KENYA

Date Of Issue: 31st January, 2019
Fee Received: Kshs 1,000

Permit No: NACOSTI/P/19/28849/27535

Applicant's Signature

Director General
National Commission for Science,
Technology & Innovation

for the period ending: