IMPACT OF THE KENYA EDUCATION STAFF INSTITUTE’S IN-SERVICE PROGRAMMES ON SECONDARY SCHOOL HEADTEACHERS IN MACHAKOS DISTRICT IN KENYA

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

This work is dedicated to

My dear husband and all our beloved children
ACKNOWLEDGEMENTS

I thank the almighty God for the gift of life and good health throughout my studies. Through Him, I have been able to realize my dream and I want to take this opportunity to thank all those who gave me support, which enabled me to successfully undertake and complete this study. It would not have been easy to undertake the process of conducting a research and writing a thesis single handedly. A lot of assistance was, therefore, drawn from various individuals at various stages of the research.

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ABSTRACT

Kenya Education Staff Institute (KESI) was established in 1981 with the aim of training educational personnel in management to address the problems of mismanagement facing secondary schools. Despite KESI Inservice training, secondary schools still experience a number of problems. The purpose of the study was to assess the impact of the KESI Inservice training in relation to the headteachers administrative tasks performance in public secondary schools in Machakos District of Eastern Province in Kenya. The study was guided by research questions and data collected using three types of questionnaires. To determine the reliability, questionnaires were given to three headteachers in a pilot study. The target population was thirty-six (36) secondary school headteachers who had undergone KESI in-service programme, seven (7) KESI trainers and three (3) Inspectors of schools who were purposively sampled.

The data was quantified using descriptive statistics like frequencies and percentages. The findings were presented in tables. The major findings of the study were that majority 34 (97%) of the headteachers found the KESI in-service courses relevant and quite influential to their administrative task performance. It also emerged that the headteachers experience a number of problems while implementing management skills learnt.

The major recommendations therefore were; that KESI should get in touch with school administrators after training by making follow-up and evaluation of the courses offered. Ministry of Education should also ensure that all teacher managers are trained in the application of management skills and review pre-service and in-service programmes regularly to make them relevant.
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ABBREVIATIONS AND ACRONYMS

K.I.A Kenya Institute of Administration
KESI Kenya Education Staff Institute
MOEST Ministry of Education Science and Technology
PDE Provincial Director of Education
PTA Parents Teachers Association
B.O.G Boards of Governors
TSC Teachers Service Commission
CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background to the Problem

In the recent past, management of educational institutions particularly secondary schools has become quite challenging. It has shifted from routine administration to issues management. Some of the issues, which have been witnessed are: schools unrests, include burning of school property, drug abuse, rape, murder, cult and devil worship and molestation of fellow students. Many reasons have been advanced for these unrests in the schools. Some of the cited reasons include drug abuse, authoritarian leadership in school management, incompetent school managers, and lack of accountability in the management of school finances among others. Consequently, there has been a need for school managers to be acquainted with managerial skills, knowledge and attitude to handle great and challenging tasks they have to undertake on a daily basis.

The policy of the government, therefore, is to utilise in-service and pre-service training as an instrument for meeting its development needs and meet the challenges brought about by the educational initiatives that are being undertaken from time to time. The need for in-service training for the public servants has been recognised as an instrument for increasing efficiency and enhancing productivity. The Commission of Inquiry into Public Service Structure and Remuneration (Republic of Kenya 1970) and Report of the Training Review Committee (Republic of Kenya 1971) emphasised the need for training public servants to increase efficiency. Many educational administrators were originally trained as teachers with little or no training at all in administration. Adhola (1985) established that headteachers got very little formal
training before they were appointed to the managerial positions and that the in-service courses were not properly designed. Consequently, many young and inexperienced teachers have been charged with heavy responsibilities as heads of institutions or education officers at various levels of the Education System.

The importance of continuous training and retraining of educational personnel was further emphasized by the National Committee on Educational Objectives and Policies (Republic of Kenya 1976). The report stressed continuous training of educational managerial personnel to enhance their knowledge, skills and attitudes in order to be able to maintain high levels of competence. Before the inception of Kenya Education Staff Institute in 1981, there was no systematic management-training programme for educational personnel in Kenya. The Kenya Institute of Administration (KIA, 1961) was intended for the training of the whole civil service consisting of over 120,000 officers of varying grades, but only a handful of educational administrators got an opportunity to attend management courses. The Ministry of Education organised educational administration courses at the provincial level, while some of the officers went overseas for short courses. There was an urgent need for a programme to train educational personnel in various aspects of educational management. The Report of the study committee on the feasibility of establishing a Kenya Education Staff Institute (Ministry of Education, 1978) observed that there was a serious deficiency of management training among educational administrators in Kenya. According to the Report, many educational administrators were trained originally for teaching and not necessarily for administration. The report therefore recommended the establishment of Kenya Education Staff Institute (KESI) to provide
management training for the Ministry of Education officials. KESI was therefore established in 1981.

Since 1981, the Kenya Education Staff Institute (KESI) has continued to offer in-service training and support services in educational management, planning and administration for various cadres of educational managers. KESI attained full legal status through the gazetted Legal Notice Number 565 of December 1988 (Ministry of Education 1999). The Kenya Education Staff Institute is mandated to undertake in-service training of personnel in administrative and managerial position within the Ministry of Education. To date, KESI has trained over 17,000 educational personnel of all cadres- education officers, inspectors and teachers. (Ministry of Education, 2001). It is generally observed that while KESI curriculum has been proved suitable to meet the training objectives, it has not been ascertained whether the performance of those trained has improved the performance of the schools particularly in respect to the administrative task areas of: Financial management, curriculum and instruction, staff personnel, student personnel, school community relations and school plant.

(i) Financial management: this entails drawing a budget for the schools. The budget has three basic parts namely; Educational plan which shows the purpose aim and objectives of the school. It also identifies the activities, services, personnel and facilities needed for the realization of educational goals.

Expenditure plans; this entails transforming educational programmes into costs under various vote heads for example salaries tuition and boarding.
Income plans; identifies sources of income for example, grants, fees and others. The study will identify the relevance of inservice training in financial management.

(ii) Student personnel; the students are at the center of educational process. Whatever activities take place in the school should therefore have students as the focal point. Mbiti (1974) looks at the student personnel task as entailing, making student inventory, student accounting, taking care of students interest and rights and to ensure that instruction takes place

(iii) Staff personnel: teachers are employees of the Teachers Service Commission. The head teacher can influence the TSC to give him/ her adequate number of teachers required for the various subjects. The head teacher is expected to assign duties to the staff, he should work very closely with the staff and maintain staff discipline. The study will therefore establish the relevance of KESI Inservice training on the headteachers performance of this task.

(iv) Curriculum and instruction: This task entails the determining of educational objectives, developing a programme of instruction and evaluating the instructional programme. It is the responsibility of the head teacher to ensure that teaching and learning take place. The head teacher develops the programme of instruction; assign teaching duties among other activities. The study therefore will find out the relevance of KESI Inservice training for head teacher on this task.

Provision and maintenance of physical facilities; the headteachers should ensure that buildings, grounds equipment needed and other incidentals are provided.
School Community relation; the school is part of the community in which it stands. The headteachers should involve the community in school activities; the study therefore will establish the relevance of KESI in-service training to the headteachers.

Over the last twenty-two years, KESI has trained about seventeen thousand (17,000) educational personnel. This is no mean achievement considering that there are constraints that hinder the training efforts of KESI. Some of the constraints are;

- The small number of professional staff trainers to handle a large number of participants;
- Inadequate funding from the Ministry of education. The level of funding is not adequate compared to the enormous numbers that have to be trained.
- Shortage of resource materials in terms of books on management, planning and administration, periodicals, journals, research publications and other relevant materials.
- Small size of KESI centre, consequent to which training can only be carried out over the holidays as well as in centers hired expensively.

1.2 **Statement of the Problem**

To address the problems facing the education sector, KESI was established in 1981. Since then KESI has been mounting in-service courses to address the training needs of education managers. In spite of the management training, secondary schools are still faced with problems related to mismanagement, misappropriation of finance and school strikes among others. A question that has continued to puzzle administrators, educators, parents and the community is whether the in-service
training headteachers go through has any impact on their task performance. It was, therefore, the intention of this study to establish the influence of the Kenya Education Staff Institute's in-service programmes on the headteachers' performance of administrative tasks.

1.3 Purpose of the Study

The purpose of this study was to assess the KESI in-service training in relation to the headteachers' administrative task performance.

1.4 Specific Objectives

The specific objectives of the study were: -

- To find out whether in-service training has had any influence on headteachers' performance of administrative tasks.
- To find out the effect in-service training has had on the school performance.
- To identify problems headteachers face in their attempt to implement the skills learnt.
- To identify the possible solutions to the problems identified.
- To come up with policy and practical recommendations based on the findings.

1.5 Research Questions

To achieve its purpose and specific objectives, the study sought to answer the following questions:-

- What influence does the KESI in-service training programmes have on headteachers' performance of the six administrative tasks?
• What are the problems headteachers encounter in implementing the skills learnt?

• What recommendations do headteachers give for overcoming the identified problems in the six administrative tasks?

• What recommendation do headteachers give regarding KESI in-service training on the six administrative tasks?

1.6 Significance of the Study

It is hoped that the findings of this study would:

• Provide feedback to KESI trainers and other in-service providers on the impact of the programs. Such feedback will help the planners and organizers of the in-service courses with current information on which useful decisions concerning the conduct of KESI in-service courses would be based and to update their training packages.

• Provide information to education policy makers especially the Ministry of Education and Teachers Service Commission to review their policies on identification, selection and appointment of headteachers to managerial positions.

• give suggestions on areas of further research in the field of educational administration.

1.7 Assumptions of the Study

The study assumed that:

• KESI in-service courses enhance headteachers’ performance of administrative tasks
• All headteachers put into practice skills learnt during in-service courses.
• All respondents would give adequate and objective information.

1.8 The Scope of the Study

The study confined itself to the influence of KESI in-service courses on administrative tasks performed by headteachers. It was conducted in thirty (36) public secondary schools in Machakos District. The population of the study was secondary school Headteachers trained by KESI, KESI staff trainers and secondary schools inspectors from the District. There were ninety-eight (98) Headteachers of secondary schools trained by KESI in the District, (KESI training records, 2002)

1.9 Limitations of the Study

It would have been the wish of the researcher to carry out a study in rural and urban settings. It is also appreciated that there were other sources that could have offered valuable information regarding the purpose of the research. However, inadequate funds and limited time could not have allowed for a wider study sample. These limitations cited however did not make the study less important.

1.10 Theoretical Framework

According to Katz (1955), administrators require three skills to perform their administrative duties effectively and efficiently. The three skills identified by Katz are:–

(a) Technical skills,  (b) Human skills and  (c) conceptual skills.
The Headteachers are needed in the learning institutions to convert disorganized resources of people, school plant, and finances, into useful plan leading to accomplishing of organizational goals and objectives. However in Kenya those teachers appointed to be principals are not given any formal and systematic pre-service training necessary for effective performance of managerial duties at school.

This study has been conceptualized on three-skill theory as propounded by Katz, necessary for carrying out the process of management.

a) Technical skills (technical-know-how) which refers to specialized knowledge and proficiency in performing a specific activity for example, accountants, surgeons and engineers have technical skills in their respective occupations. A headteacher of a secondary school also requires these skills in performing his tasks such as implementation of curriculum, handling of school finances, provision and maintenance of physical facilities among others.

b) Human relation skills, which refer to the manager’s ability to work with, understand and motivate other people either as groups or individuals. These skills enable the manager to build a team and be able to accomplish the objectives of the organization. A headteacher needs these skills as he works with staff, students, support staff, Board of Governors, Parents Teachers Association, Ministry of Education officials and other stakeholders to accomplish the set goals.

c) Conceptual skills. This refers to manager’s mental ability to co-ordinate and integrate all the organizations’ interests and activities. The manager must see the organization as a whole and understand how its parts depend on each other and how a
change in any given part affects the whole organization. The school administrators like the Headteachers need the conceptual skills to understand all the school activities and the operations of the school. The headteacher being the manager of the school has to plan, organize, co-ordinate, control and make decisions as far as the management of the school is concerned. To manage these activities effectively and efficiently requires that the headteacher is adequately prepared through training.

1.11 Conceptual Framework

Apart from professional qualifications, head teachers require in-service training to manage effectively. The in-service training of headteachers ideally should cover the three skill areas namely; conceptual, human and technical skills. Acquiring these skills enable the head teachers carry out various administrative tasks effectively. The result of the in-service training is the improved school management. However, it should be noted that training is only one of the many factors that could lead to better performance of administrative tasks. During the in-service training the head teachers are taken through different topics related to their management task areas. These are in the area of personnel management, planning and coordination of the daily activities of the school, implementing and supervising the activities going on in the school. Possessing the three skills required in the management of learning institutions enhance head teachers performance of their administrative tasks.
Figure 1    The Conceptual Framework model on in-service training and impact on performance
1.12 Definition of Significant Terms

Administration:- Refers to the overall control of human and material resources in the system of operation in order to accomplish a defined purpose.

Administrative tasks: - These are the operational areas of school administration divided mainly in six namely; finance and business management, school community relations, curriculum and instruction, staff personnel, pupil personnel and school plant.

Assess : Making judgement about the influence of the in-service programmes in Headteachers' administrative task performance.

Headteacher:- Secondary School executive who is in-charge of running he School

In-service Training:- A short training given to those already in a profession with an aim of refreshing and updating them on how to improve professional performance

Performance:- Ability to operate in achieving the successful management of the school.

Pre-service:- Training given before one commences working

Secondary:- The level of education between primary school and university in the 8-4-4- system of education
Training:- refers to the process of bringing an employee to an agreed standard of proficiency through practice and instruction. It is the process of bringing educational administrators to the level of administrative proficiency.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter related literature was reviewed under the following sub-headings.

(i) Problems of headteachers in administrative task areas.
(ii) Need for in-service training
(iii) Evaluation of in-service training

2.2 Problems of Headteachers in Administrative Task Areas.

The success of any institution/school depends on the competence and the ability of the headteacher to effectively and efficiently supervise the school activities at all levels. There are six operational areas of school administration grouped into categories. They include curriculum and instruction, staff personnel, pupil personnel, the school plant, finance and business management and school community relations.

There has been a general outcry that a number of secondary schools are not performing well. The poor performance of secondary schools has in the past prompted the public to correlate it with various problems found within the schools, the major one being poor administrative task performance. Reports to this effect have appeared in both the electronic and print media as well as talked of by individual people.

Okumbe (2001) and Ozigi (1977), identify eight administrative tasks that all managers attend to as: Curriculum and instruction, Student personnel, Business management, School community relation, Staff personnel, staff development and Evaluation. Okumbe
(2001) and Campbell (1968) are in agreement on the tasks that headteachers perform as; School community relations, Curriculum and instruction, Pupil personnel, Staff personnel, Physical facilities and financial management. According to Campbell and Ramseyer, (1968), the task of curriculum and instruction entails the determining of educational objectives, making available instructional materials and evaluating instructional programmes. The responsibility of ensuring that these six operational areas have been coordinated for the good of the school rests with the headteacher.

Onyango (2001), in the study “Competencies needed by secondary school headteachers and implication for pre-service and in-service education” observes that headteachers possessed low levels of proficiency in competencies pertaining to the general school management, management of curriculum and instruction, management of finances and business, management of physical and material resources, management of student/staff personnel and school community relations. The study recommended the need to monitor and assess the performance of secondary school headteachers on the operational task areas.

Many studies carried out on administrative tasks such as that by Onyiego (1996) and Obonyo (1984), reveal that lack of coordination in the school activities causes a lot of problems in the running of the schools. Hove (1979) notes that school administrators need a high conceptual ability leadership and technical skills. It is necessary to possess the above skills inorder to deal with supervision of instructional programmes, personnel matters, physical resources and auxillary services. To accomplish the above, school
administrators need regular and continuing training programmes. Effective administration depends on the personality and the qualification of the headteachers, the relationship between a headteachers and staff, students and the community around the school matter a lot in the running of the school. Schools where headteachers and their staff are not dedicated to their work, students have a tendency of developing a negative attitude towards schooling leading to strikes, drug use and abuse as well as destruction of property.

Mogere (1984) contends that staff and students personnel relations and financial management among other things apparently cause great difficulty in secondary school administration. School population in terms of students has steadily increased over the years compounding the responsibilities of the headteachers in relation to discipline. The enactment of the Children’s Act and the outlawing of the corporal punishment in schools with no proper system of guidance and counseling put headteachers in awkward position in so far as management of student personnel is concerned. The national and individual expectations from the educational system are greater and more complicated, which therefore requires highly specialized and skilled headteachers.

Obonyo (1984), indicates that contrary to the popular belief that school administration is a matter of common sense and experience in the field is far from the truth. The study observed that, in actual situation, administration has to take into account the qualifications, the school category, sex of the headteacher and type of the school. This is due to the fact that the types and nature of school administrative tasks vary from one type
of institution to another. The study concluded that poor performance of secondary schools in Siaya District was caused by poor administrative task performance by the headteachers. She cited financial management as the area seriously affected, as most headteachers have not been inducted in management of school finances. The training objectives of KESI are very noble but there is need to gauge the effectiveness of the courses as judged from the performance of the secondary school headteachers.

Odengero (1984) conducted a study on the administrative problems facing secondary school headteachers in Kandunyi Division. He observes that headteachers faced problems in performing all the six administrative tasks. He observed that there was strained relationship between the school community and school administration, which affected the management of the schools. In administration, relationship to people is a key element because people constitute the core of the school system as an organization. The people being educated and those offering services are of primary importance. The personnel function is viewed as a core administrative function, which critically impacts on the quality and performance of the school. Ongeche (1987) notes that lack of consultation between the head and staff, staff and students lead to mistrust thus affecting the performance of the school.

According to Mbiti (1974), the success or failure of any organization depends mainly on its staff personnel. Schools are part of the organizations and their success or failure depends on the personnel assigned to manage. Oricho (1996), states that Poor rapport between staff, students and the headteachers leads to low staff morale, personal conflicts
and strikes hindering effective administration. Obonyo(1984), and Odengero (1984),
observe similar student personnel problems which they identified in the areas of
discipline, performance factor, provision of services like water and health facilities.

Learning is the key activity for which schools have been established. Curriculum and
instruction is one of the main task areas in school administration. Without curriculum,
there cannot be organized teaching and learning. The headteachers’ overall responsibility
is to ensure that curriculum is managed effectively through appropriate delegation to
staff. Mbiti (1974), notes that the core of school administration is sound curriculum for
the child. He observed that poor educational administration could limit or even wreck the
most ambitious and progressive curriculum. Onyiego (1996), observes that there was laxity in the preparation of schemes of work and lesson plans by the teachers.

Kamau (1990), observes that most headteachers of secondary schools exhibited
inadequate performance in financial management. They lacked skills in budget
preparation and administration. Many headteachers were not familiar with the accounting
procedures. The study recommended in-service training to remedy the situation.
headteachers require training in public relations so as to handle teachers, parents, and
school community. They also need human and public relations to enable them manage
students and staff personnel matters. Griffins (1994), Daily Nation (July 1995), blames
headteachers of indiscipline and unrests in schools. The performance of administrative
tasks raise questions about the effectiveness of the KESI in-service training hence the
need to carry out this study.
2.3 Need for In-service Training

Teachers desire to develop themselves educationally, hence the term personal development. They would wish to raise their status and achieve better qualifications. This is mainly driven by a desire for self-fulfillment. The school on the other hand, as an institution has a duty to offer quality education to those who are under its jurisdiction. In order to achieve this, it has first to improve the quality of its staff and continuously update and maintain it. Eshiwani (1993), notes that lack of induction negatively affect the performance of headteachers in school administration and management.

The roles and expectations of the headteacher are constantly changing making the work of a headteacher very challenging. Changes such as the devolution of some of the management decisions to the school level such as cost sharing, the introduction of the 8-4-4 system call for competent school leadership. Such effective administrators are rather few due to the fact that heads of institutions are appointed from among serving teachers most of whom had no prior training in institutional management. Such lack of training is observed as adversely affecting effective management of educational institutions and maintenance of quality and high standards of education and training.

The Presidential Working Party on Educational Manpower for the Next Decade and Beyond (Republic of Kenya, 1988), recommends that Kenya Education Staff Institute (KESI) be expanded to provide in-service training to all heads of educational institutions
so as to gain the necessary competencies. The sessional paper No.6 of 1988 recommended the following:-

In view of the crucial role of Educational Institutions, the government will ensure that those appointed as heads of educational institutions have appropriate academic qualifications, experience, ability, competence, integrity and initiative.

A principals' seminar held in South Africa (2000), discussed among other issues, the management of secondary schools. The seminar made the following observations with regard to management:-

- Management of schools has not been an issue of devotion to duty but whether the principals have adequate skills that would enable them run schools effectively.

- School administration needs skills in resource allocation, forward budgeting, staffing and staff appraisal.

- Principals are recognized opinion leaders in their communities and therefore require skills to effect good community relations.

Though in African countries, schools have become complex organizations due to diversified curriculum reforms, such changes have not met with appropriate training strategies for principals who are in the forefront in implementing the changes (Teachers Weekly, 2002). In view of these observations it is imperative that the Ministries of Education in Africa give relevant training to principals to avert problems currently facing the learning institutions. There is need therefore to expose headteachers to more workshops, seminars and in-service training to enhance their management skills.
Harris (1989), observes that training provides knowledge, skills and attitudes necessary for effective performance of one’s roles and responsibilities. Hove (1979), argues that school administrators need high conceptual ability leadership and technical skills. It is necessary to possess the above skills because headteachers have to deal with supervision of instructional programmes, personnel matters, business affairs, physical resources, administering auxiliary services and managing a network of information within the school system and the public at large. To accomplish these tasks, the headteachers need regular and continuing in-service programmes. It cannot be assumed that headteachers once trained can handle all situations that arise in school management. It is important they are provided with relevant experiences to handle emerging issues. New teachers being appointed to responsibility positions must learn to apply their knowledge and skills on the job, hence in-service education becomes an extension of pre-service preparation.

Joyce and Weil (1972), observe that in-service education for all teachers is supported by changes in curriculum, new technologies, and a changing social context. Teachers need to be trained so as to instill in them reliable methods on how to teach. Reliable methods must be found which effectively connect training programmes with on the job performance of teachers. This is necessary particularly now when the teachers have to deal with the students who are relatively young but more exposed.

In-service education has become, to a great extent, an instrument bringing about changes in education. Hove (1979), argues that it is important that the syllabuses and the training techniques be adequate and relevant to help the headteachers address their job challenges.
more confidently and competently. A number of studies done in Kenya have indicated the need for adequate preparation of school headteachers. Adhola (1985), observes that most of the headteachers were traditionally oriented. Such headteachers did not seem to perceive that their roles were affected by changes in curriculum and educational structures hence the need to train them on the new changes.

Changing roles and expectations are making the role of a school headteacher to be very challenging. Asuko (1980), observes that it is important that those called upon to manage schools are efficient and effective. This may call for a deliberate attempt to train them in their jobs to be better school managers. The National Commission on Educational Objectives and Policies (Republic of Kenya, 1976) described the purpose of in-service courses as useful because they make teachers more aware of the changes that are taking place in primary school curriculum. It further stressed that every teacher should keep abreast of the new knowledge to play his/her role effectively.

Kenya Education Commission (Republic of Kenya, 1964), asserts that the way of strengthening supervision is to select supervisors from among experienced classroom teachers with the utmost care and guide them through short courses. The report noted that effective supervision of education is a task of no small difficulty and it is certainly quite unsafe to assume that a promoted schoolmaster will automatically make a good supervisor without training.
The need for further in-service training is supported by the fact that knowledge is expanding. There are new discoveries and new ideas about methods, approaches and techniques essential for classroom teaching that surface occasionally. Shiundu et al., (1992), argue that in-service training is justified because of the explosion of knowledge and the need to have teachers keep abreast of new developments in knowledge. No teacher can claim to be fully equipped in knowledge sufficient to last through the teaching career hence, the need for further training.

Olembo et. al., (1992), observe that headteachers are always in the forefront of the battle to create an environment for quality education but in Africa, headteachers work under the most difficult conditions to provide such an environment. They further noted that apart from the various difficulties headteachers encounter, they have not been well prepared for the tasks they undertake. These include:-(i) Management and deployment of school resource effectively, (ii) Allocation of school accommodation appropriately, (iii) Ensuring satisfactory standards of maintenance and cleanliness of school facilities, (iv) Guiding curriculum implementation and change,

According to Heystek (1995), changes taking place in education necessitated training of school principals in management competencies to ensure that effective school management is maintained. The study observed that headteachers experience the greatest need for management competency training in financial management hence the need for this study to ascertain the effectiveness of KESI courses on performance of administrative tasks.
Eshiwani (1993) notes that lack of induction negatively affected the performance of headteachers in school administration and management. The Provincial Director of Education – Eastern Province, while addressing heads conference urged the headteachers to embrace training. He stressed the need for headteachers to receive training on effective management of finances and other resources (East African Standard, May 29, 2003). For schools to run smoothly, the headteachers need to understand the role of effective management in schools. Ongoto (2004) in his study on the impact of in-service training observes that the KESI in-service training are relevant to the headteachers and help them in the area of financial management and general administration of the school. Headteachers noted that after in-service training they had become effective and efficient in their work.

Ochoro (1987), states that the headteacher’s roles are like the roles of any manager yet headteachers lack managerial skills. The study expounded that training is a basic prerequisite to headteachership if headteachers are to be efficient and effective. The Ministry of Education (1998), recommends that potential headteachers should be exposed to other experiences that eventually prepare them for their roles in school administration and management. Induction or systematic initiation of headteachers into their roles and responsibilities helps headteachers to perform better.

Report of the Task Force on students’ discipline and unrest in secondary schools (Republic of Kenya, 2001), notes that training of headteachers and other educational
managers is essential for the purpose of achieving educational goals. The task force in line with management training recommended that:-

(i) KESI inducts headteachers on managerial skills before they assume office.

(ii) KESI be revitalized in terms of resources and personnel to meet the demands for management training.

Lungu in Dadey and Harber (1991) asserts that training has a major advantage over trial-and-error apprenticeships because it minimizes prolonged and wasteful experiences in gaining relevant knowledge and skills.

Teachers take part in in-service activities because they see particular problems in a classroom or feel that there is room for improvement in some area of the children’s learning. The teachers have to continuously polish and develop their skills and knowledge to withstand and overcome professional challenges all through. To achieve this their needs should be addressed through the in-service training.

Morns and Everard (1985) observe that the era is passing when it was assumed that a person equipped with a university degree or a teaching certificate was equipped for lifelong service as a teacher. The implication of this is that in-service should be available to headteachers throughout their career, in order to make them more resourceful and hence competent.

Koech Report (1999) observes that education management entails prudent utilization of personnel, funds and equipment to enhance efficiency in the delivery of quality education; the report recommends that appointment of headteachers and other managers be based on institutional management training and on proven competence and possession of
appropriate qualification as well as relevant experience. This report affirms the importance of in-service training in performance of duties and efficiency of the school system, and recommended in-service training programmes be provided regularly to managers, administrators, teachers and curriculum implementers.

2.4 Evaluation of In-service Programmes

Evaluation activities at KESI take the form of constructing, administering, analysing and interpreting evaluation instruments. Pre-course evaluation constitutes determining the target group’s expectations to decide on or confirm the envisaged training needs. Formative evaluation in the form of programme review committees and continuous evaluation during the delivery by the participants, facilitators and tutors are used. Summative evaluation is also carried out at the end of the course to provide feedback on the course organisation, venues suitability or appropriateness, content, methods of presentation as well as materials.

Irungu (2002), observes that KESI in-service courses are unsystematic, inadequate in terms of content and coverage, and lacked any follow up to monitor and evaluate their effectiveness in enhancing the aspired financial management competencies. The literature review has shown no result oriented impact evaluation of KESI courses after the participants return to their workstations. There is therefore need to carry out assessment on KESI in-service courses to establish their effectiveness.
Evaluation of in-service training has not been vigorous until recently and, mostly took place in the United States. According to Bolam (1981) questions about evaluation of in-service training usually stem from two concerns; the concern for programme accountability and concern for programme improvement. Evaluation can either be formative and summative in process. Hopkins (1986), states that the best evaluation methodology is dictated by context and dependent upon resources at hand, time and commitment of those conducting the study, requirements and policies shaping the evaluation and, of course the objectives of the training Institution.

The Report on survey regarding headteachers’ training in Commonwealth Africa revealed that, most countries, which participated in the survey, have some form of training organised for headteachers. The Report further observed that: “However, it is clear from the responses that in most countries such programmes are far from satisfactory, they tend to be unsystematic, patchy and inadequate in terms of content and coverage--------. In most cases there is no follow-up support programmes”. (Dadey and Harber 1991:25).

Ayot (1980, 1982) establishes that there is little in the way of programme evaluation. If evaluation was ever conducted, it has been haphazard. This scenario has resulted in lack of information upon which in-service education and training programmes can be planned. In view of this, there is a need to undertake a systematic impact evaluation of in-service programmes offered by KESI.
A Commonwealth survey in Lesotho’s in-service programmes observed that:-

"First, there are no clearly defined guidelines for the provision and coordination of pre-service and in-service training and support for heads of schools. Consequently, training programmes offered are of an ad hoc nature and lack of continuity. There is no proper system of follow-up and evaluation of in-service programmes and it becomes difficult to determine their impact on the education system' (Dadey et. al., 1991: 26).

Fungo (1984), observes that there was substantial proportion of academically incompetent headteachers for their leadership roles. The study pointed out that in-service courses seemed to have played very little role in preparation of the headteachers for their leadership roles. Inyega (1997), observes that headteachers required proper in-service training on public relations in dealing with external pressure in the school and the increased headteachers’ duties. The study found the in-service given to headteachers as inadequate and recommended for adequate in-service for headteachers.

Many in-service programmes go without a proper evaluation due to problems of resources. Those financed by donor agencies are exceptional but still the findings of their evaluation are normally kept away from those who need them most. Greenland (1983) states that lack of funds and/or lack of manpower skilled in evaluation techniques are the reasons commonly quoted for the absence of evaluation.
However many in-service programmes like the ones organised by KESI have developed piece-meal evaluation carried out at the end of each course, by distributing questionnaires or conducting discussion on the effectiveness of the course. Orwa (1986) in the study of organization and effectiveness of in-service education and training in teachers’ performance did not address the impact of KESI courses. It is therefore, necessary that a study be carried out to assess the impact of the in-service courses organized by KESI for secondary school headteachers. Despite the prominence given to the role of in-service training in the improvement of the teacher, in-service as demonstrated by various literatures reviewed show that very little is done to evaluate or make a follow up.

Ongoto (2004) observes that in-service courses offered by KESI are not evaluated hence difficult to tell the impact.

Wachira (1996), observes that even though attempts are made by KESI to provide in-service courses to educational personnel, they are unsystematic, inadequate in terms of content and coverage, and lack any follow-up to monitor and evaluate their effectiveness. Further, the induction programmes are mainly not timely because they came several years after the appointment when headteachers have already made many mistakes in management. The researcher has therefore found it necessary to carry out this research to find out the impact of the KESI courses.

2.5 Summary of Literature Reviewed

The literature review has shown that secondary school headteachers have various administrative tasks to perform to achieve their objectives. The performance of these tasks requires sufficient skills, knowledge and proper attitudes. Despite the in-service
training, most of secondary school headteachers still face problems in performing their administrative tasks. The literature reveals that head teachers have problems in handling the six administrative task areas such as finance, curriculum, student personnel, school community, school plant and staff personnel. A number of in-service courses have been organized but no follow-up made to ascertain the effectiveness of the training in relation to administrative task performance. The literature further reveals that there were no proper mechanisms put in place for follow-ups of the in-service courses. Evaluation of courses organized is lacking and if organized they are done in an ad hoc manner. There exists a gap of research knowledge with regard to the influence of KESI in-service course on secondary school headteachers administrative task performance, which this study intends to fill.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
In this chapter, the procedures that were used in the study are described. The sections in the chapter are research design, study locale, population, sample and sampling techniques, research instruments, validity and reliability of research instruments, piloting, data collection procedures and data analysis procedures.

3.2 Research Design
The study was to assess KESI in-service courses in relation to Headteachers performance of administrative tasks. It was a descriptive research. Descriptive studies according to Lockesh Koul (1984), are concerned with gathering facts rather than manipulating the variables. They obtain information concerning the current status of a phenomenon and describe what exists with respect to variables or conditions in a situation. It is on the basis of these characteristics of the descriptive survey that the study adopted the descriptive design.

3.3 The Study Location
The study was carried out in public secondary schools in Machakos District in Eastern Province. There are 140 public secondary schools in Machakos District (MOEST statistics, February 2003). The District has 12 educational divisions and 41 zones. There are 111 mixed secondary schools, 19 girls' only secondary schools and 10 boys' only secondary schools. From the literature review, it was evident that no such a study had
been carried out in the District. It was also interesting to carry out such a study in Machakos District since it had the largest number of Headteachers trained by KESI compared to the other Districts (KESI annual reports). It also had both urban and rural environments.

3.4 The Study Population

The population of the study composed of thirty six (36) secondary school Headteachers in Machakos who had undergone in-service training, seven (7) KESI staff trainers and three (3) district inspectors of schools. Transfers, attrition, promotions and turnover were some of the reasons for having a limited number despite the enormous training carried out by KESI.

3.5 Sample and Sampling Procedures

Because of the relatively small population, there was no need for sampling. The whole population of trained headteachers was included in the study. As a result of natural attrition only thirty-six trained headteachers were in Machakos District at the time the study was being carried out.

3.6 Research Instruments.

Three types of research instruments were used to collect data for this study. One type of questionnaire was administered to the 36 secondary school headteachers in Machakos
District who were the main subjects of the study. One type was administered to the KESI trainers and the other was administered to inspectors of schools at the district.

The headteachers questionnaire was divided into sections A, B and C. Section A of the questionnaire solicited information regarding headteachers' demographic information and training background. Section B explored the duration, relevance and the effects of KESI in-service courses on headteachers performance of administrative tasks. Section C looked at topics taught, implementation of skills learnt, problems and challenges facing Headteachers. The instrument had both open and closed-ended questions. Open-ended items gave the respondents more freedom to express their views/opinions and to make suggestions. The closed-ended items guided the respondents to give specific responses required by the researcher.

The questionnaires were administered to the inspectors of schools and KESI staff trainers to obtain data regarding the effect of in-service courses on task performance of Headteachers and solicited their views on the in-service courses. Questionnaires are cheap to administer to respondents scattered over a large area and convenient for collecting information from a large population within a short period of time (Mulusa 1990).

3.7 Instrument Validity

A research instrument is said to be valid if it measures what it is supposed to measure. According to Mulusa (1990), the validity of an instrument is measured by its repeated reviews by experts and field tests. The draft questionnaires were given to lecturers in the department to appraise the items' suitability in obtaining information according to
research objectives. Comments were made on draft questionnaires and discussions held with the supervisors on the aspects of the instrument that needed change or modification. The validity of the research instruments was also established by seeking opinions of other experts in the field of study as well as through pilot testing.

3.8 Instrument Reliability

Mugenda et al. (1999) explains that reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the instrument enhances its ability to obtain consistent and reliable results. According to Mulusa (1990), reliability of instruments is increased by precise identification of the data required and repeated review of instruments by knowledgeable evaluators and field tests on appropriate population. The reliability of the questionnaire was enhanced through the results of the pilot test. Three Headteachers, two KESI trainers and one inspector of schools were randomly selected for piloting the research instruments and were not included in the final study.

The results helped the researcher to correct the inconsistencies arising from the instruments to ensure that they measured what was intended.

3.9 Data Collection Procedures

The researcher personally visited the sampled schools and made prior arrangements with the teachers concerned. The researcher then established rapport with the respondents and explained the purpose of the study and made appointments on the appropriate time to meet. The questionnaires were delivered to and collected by the researcher from the head
teachers. The headteachers completed the questionnaires in the presence of the researcher, giving an opportunity to probe for further and more information in open-ended items. The headteachers were asked not to discuss the questionnaires with their colleagues but fill the questionnaires individually. The headteachers were given adequate time to be able to complete and return the questionnaires to the researcher.

3.10 Data Analysis

Data analysis included examination and organization of data from the questionnaires. The quantitative data were analyzed using the descriptive statistics (frequencies and percentages). By use of frequency tables and percentages, the headteachers background and professional experience were presented. To indicate the influence of KESI in-service courses on the headteachers performance of administrative tasks, frequencies and percentages were used. Data collected using the instruments were analyzed to assess the influence of KESI in-service training on the performance of six administrative tasks. The data were quantified using descriptive statistics like frequencies and percentages. The findings were presented in tables. Where information was obtained in terms of opinion and suggestions, it was synthesized and discussed for example, data on problems encountered in implementing skills learnt on the six administrative task areas of school management. The data on recommendations regarding KESI training on the six administrative task areas were discussed. The information from KESI trainers and schools inspectors’ questionnaires were also synthesized and discussed in prose.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter, data are presented, analyzed, and discussed. The purpose of this study was to assess the KESI in-service training programmes in relation to the Headteachers' administrative task performance. To achieve its purpose and specific objectives, the study sought to answer the following questions:

- What influence does the KESI in-service training have on Headteachers' performance of the six administrative tasks?
- What are the problems Headteachers encounter in implementing the skills learnt?
- What recommendations do Headteachers give for overcoming the identified problems in the six administrative tasks?
- What recommendation do Headteachers give regarding KESI in-service training on the six-administrative tasks?

To achieve its purpose and specific objectives, the study employed questionnaire as the main data collection instrument. Data were collected from three categories of respondents (headteachers, KESI in-service trainers and District school Inspectors).

This chapter, presents and analyses of the data collected in the following order; characteristics of the schools used in the study, school type, headteachers personal data, professional experience, influence of KESI in-service courses on headteachers'
performance, problems encountered in implementing the skills and recommendations made by headteachers

4.2 Contextual Characteristics of the Respondents

4.2.1 School Category

The respondents were drawn from both provincial and district schools on almost equal proportion (Table 4.1). None were from national school category.

<table>
<thead>
<tr>
<th>Category of Schools</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provincial</td>
<td>19</td>
<td>52.7</td>
</tr>
<tr>
<td>District</td>
<td>17</td>
<td>47.2</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.2: School Type

Most 12 (33.3%) of the head teachers were from Girls boarding and Boys boarding schools 10 (27.7%). Mixed day were the minority 3 (8.3%).

<table>
<thead>
<tr>
<th>Type of Schools</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Boarding</td>
<td>12</td>
<td>33.3</td>
</tr>
<tr>
<td>Boys Boarding</td>
<td>10</td>
<td>27.7</td>
</tr>
<tr>
<td>Mixed day and Boarding</td>
<td>7</td>
<td>19.4</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>4</td>
<td>11.1</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>3</td>
<td>8.3</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.2.3 Age

The majority 14 (38.8%) of the head teachers were aged between 41-45 years. None fell below the age of 30 years. This is largely because to become a head teacher one must have been teaching for some years.

<table>
<thead>
<tr>
<th>Headteachers Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35 years</td>
<td>12</td>
<td>33.3</td>
</tr>
<tr>
<td>36-40 years</td>
<td>4</td>
<td>11.1</td>
</tr>
<tr>
<td>41-45 years</td>
<td>14</td>
<td>38.8</td>
</tr>
<tr>
<td>46 and above</td>
<td>6</td>
<td>16.6</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.4 Gender

With regard to sex, majority 22 (61.1%) of the head teachers were male. This may be attributed to the fact that female heads are mainly posted to girls’ schools, while male heads dominate boys and mixed schools.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>61.1</td>
</tr>
<tr>
<td>Female</td>
<td>14</td>
<td>38.8</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.5 Academic Qualification

The majority 27 (77.1%) of the head teachers were holders of Bachelors degree, those with Diploma constituted 8 (22.9%), none had masters or other qualifications.
Table 4.5: Headteachers Qualification  n = 35

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelors</td>
<td>27</td>
<td>77.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Masters</td>
<td>Nil</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*one respondent did not respond to the question

4.2.6 Years of Experience

Over 33 (94%) of the head teachers had taught for over 10 years, while 2 (5.7%) had between 7-9 years of experience. None of the heads had below 7 years of experience.

This further reinforces the argument that experience is an important consideration in ascending to headship.

Table 4.6: Headship Experience  n = 35

<table>
<thead>
<tr>
<th>Years</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9 years</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>10 years and above</td>
<td>33</td>
<td>94.3</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*One respondent did not respond to the question

4.2.7 Level of Professional Training

Majority 26 (74.3%) of the head teachers were Bachelors of Education holders, 4 (11%) were S1 holders. None of the head teachers had masters in Education.
Table 4.7: Level of Professional Training of Headteachers  
\( n = 35 \)

<table>
<thead>
<tr>
<th>Professional Training</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>BED</td>
<td>26</td>
<td>74.3</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>DIP ED</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*One respondent did not respond to the question

4.2.8 Years of Experience as Headteacher

It was interesting to note that majority 12 (34.3%) of head teachers who had attended KESI training had been in headship position for between one to three years. This was followed by those who had been in that position for over 13 years 8 (22.9%). This may be attributed to the fact that new heads would prefer to acquire skills needed for the position and those who have stayed in the position for along time need refresher courses in order to keep abreast of new trends in administration.

Table 4.8: Years of Experience as Headteacher  
\( n = 35 \)

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3 years</td>
<td>12</td>
<td>34.3</td>
</tr>
<tr>
<td>4-6 years</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>7-9 years</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>10-12 years</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>13 years and above</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*One respondent did not respond to the question

4.3 The Influence of KESI In-service training on headteachers’ general Performance of Administrative tasks

The 35 headteachers were asked to state whether or not the KESI in-service training they had received was relevant to their administrative responsibility. Their responses are presented in Table 4.9.
Table 4.9: Headteachers’ views on relevance of KESI In-service training to headship responsibility \( n = 35 \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very relevant</td>
<td>20</td>
<td>57.1</td>
</tr>
<tr>
<td>Relevant</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*One of the respondents did not respond to this particular question*

It can be observed from Table 4.9 that majority 20 (57.1\%) of the headteachers found the courses to be very relevant.

When the headteachers were asked if at all they had been applying the skills acquired from KESI courses in administration, all of them said yes. They stated that they were applying these skills in such areas as decision-making, financial management, planning, curriculum management, budgeting, procurement and public relations.

The 35 headteachers were also asked to state whether the courses had influenced them in any way. Whereas 34 (97.1\%) said yes, 1 (2.9\%) said no. It can be inferred that majority of the Headteachers were influenced in some way by the KESI courses. These teachers said that the courses had enhanced their confidence in administration issues, made them delegate duties in the right way, refreshed their administrative skills, enhanced professionalism, equipped them with relevant knowledge on financial management, changed their attitude to their work, equipped them with relevant skills in matters of handling guidance and counselling, changed their perception about contemporary issues.
When the headteachers were asked to state whether the courses had generally improved their administrative task performance, 34 (97.1%) said yes while 1 (2.9%) said no. The implication is that majority of the headteachers felt that they had improved in their administrative task performance as a result of the courses attended. These headteachers noted that the in-service had improved their ability to handle financial issues, equipped them with skills to create a free environment in their schools, and thus good rapport with students and staff and enabled them understand policy issues better.

The headteachers were also asked whether in their training as Headteachers by KESI, they were exposed to courses dealing with educational administration. 35 of the head teachers (97.1%) said yes while 1 (2.9%) said no. The one exception had attended other courses except the ones dealing with educational administration.

The researcher also inquired from the Headteachers how long the courses were. Their responses are given in Table 4.10.

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Week</td>
<td>7</td>
<td>20.6</td>
</tr>
<tr>
<td>Two Week</td>
<td>27</td>
<td>79.4</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100</td>
</tr>
</tbody>
</table>

*Two of the respondents did not respond to this particular question*
It can be observed from the table that of those who have attended the KESI courses, the majority 27 (79.4%) were exposed to the Educational Administration courses for two weeks. Only 7 (20.6%) took the course for one week.

The headteachers were also asked to state whether the contents of the educational administration courses offered by KESI were adequate or not. Their responses are given in Table 4.11.

Table 4.11: Headteachers perception of the adequacy of course content n = 34

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very adequate</td>
<td>6</td>
<td>17.6</td>
</tr>
<tr>
<td>Adequate</td>
<td>22</td>
<td>64.7</td>
</tr>
<tr>
<td>Not adequate</td>
<td>6</td>
<td>17.6</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Two of the respondents did not respond to this particular question*

It can be observed from the table that majority of the headteachers 28 (82.3%) found the content of the courses offered by KESI as adequate. However, about 6 (17.6%) observed that the content of the courses were not adequate.

The headteachers were also asked whether they thought the courses had prepared them adequately for the administrative tasks. The majority 25 (73.5%) said yes while the minority 9 (26.5%) said no. The inference is that majority of the Headteachers felt that the courses had prepared them adequately for the administrative tasks. These Headteachers said that the courses enhanced their ability to administer the school
well, exposed them to community leadership, enlightened them on current trends on education, equipped them with the necessary skills to tackle administrative issues, acquired good interpersonal skills necessary for teamwork, and it also made them share experiences.

From the data presented, it can be generally inferred that majority of the headteachers found the KESI courses relevant and quite influential to their administrative task performance. This finding is in concordance with the Kamunge Report (1988), which recommended that Kenya Education Staff Institute (KESI) be expanded to provide in-service training to all heads of educational institutions so as to gain the necessary competencies. Similarly, the findings are supported by the principals' seminar held in South Africa (2000), which recommended the need for the management of secondary schools to be by principals who have adequate skills that would enable them run schools effectively. Such skills include skills in resource allocation, budgeting, staffing and staff appraisal as well as good community relation skills. In the same context, Teachers Weekly (2002) argues that though in many African countries the diversified curriculum reforms adopted have not met with appropriate training strategies for principals who are in the forefront in implementing such changes. The article recommends that in view of these observations it is imperative that the Ministries of Education in Africa give relevant training to principals to avert problems currently facing the learning institutions. There is need therefore to expose Headteachers to more workshops, seminars and in-service training to enhance their management skills. These findings are proof that in-service programs to Headteachers to keep them abreast of the management skills are very prolific interventions.
4.4.0 Influence of KESI in-service training programmes in the performance of Headteachers in the six main administrative task areas

The 36 headteachers were asked to comment on the relevance of the KESI in-service training to their administrative task performance specifically in the six main administrative task areas, only 35 responded. The areas are financial management, management of curriculum, management of student personnel, management of staff personnel, and management of school plant and management of school – community relations. The data has been presented and analyzed as per these areas of interest.

4.4.1 Influence of KESI in-service training on management of school finance by the headteachers

The 35 headteachers were asked to comment on the relevance of the session on school budgeting. Their responses are given in Table 4.12.

Table 4.12: Headteachers’ Views on the Relevance of the training on school budgeting n = 35

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very relevant</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>Relevant</td>
<td>21</td>
<td>60.0</td>
</tr>
<tr>
<td>Irrelevant</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

* one of the respondents did not respond to this particular question

Table 4.12 indicates that the majority 21 (60%) of the Headteachers found the training session on the school budgeting to be relevant.
The researcher also inquired from the Headteachers the extent to which they applied the skills learned in budgeting in their task performance. Their responses are presented in Table 4.13.

Table 4.13: Extent to which Headteachers applied the budgeting skills in their task performance  \( n = 35 \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>To a small degree</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>To a high degree</td>
<td>25</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

Table 4.13 illustrates that most 25 (71.4%) of the headteachers had applied the budgeting skills to a high degree. This compares favourably with the 21(60%) (See Table 4.12) who found the skills relevant. Only 2 (5.7%) had not applied the skills at all.

The Headteachers were also asked to comment on the relevance of the training session on book keeping. All 35 (100%) headteachers said that the session was very relevant to their administrative task performance. The researcher further inquired from them the extent to which they had applied the book keeping skills. Their responses are given in Table 4.14.
Table 4.14: Headteachers Views on the Extent to which they have applied the
bookkeeping skills  

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a small degree</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>To a high degree</td>
<td>24</td>
<td>68.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

Table 4.14 illustrates that majority 24 (68.6%) of the Headteachers had applied the bookkeeping skills to a high degree. From the data presented it can be inferred that the KESI in-service training had a positive influence on Management of school finances by the Headteachers.

4.4.2 Influence of KESI in-service Training on Management of Curriculum by the Headteachers

The 35 headteachers were asked to state whether or not they found the session on curriculum implementation to be relevant. Their responses are given in Table 4.15.
Table 4.15: Relevance of the session on curriculum implementation  \( n = 35 \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>33</td>
<td>94.3</td>
</tr>
<tr>
<td>Not relevant</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*(one of the respondents did not respond to this particular question)*

Table 4.15 indicates that majority 33 (94.3%) of the respondents found their training session on curriculum implementation as very relevant. The headteachers were also asked to state the extent to which they had applied the curriculum implementation skills they had learnt. Their responses are in Table 4.16.

Table 4.16: Extent to which the headteachers have applied the curriculum implementation skills learnt \( n = 35 \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a small degree</td>
<td>9</td>
<td>25.7</td>
</tr>
<tr>
<td>To a high degree</td>
<td>26</td>
<td>74.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

The table indicates that most 26 (74.3%) of the headteachers had applied the skills to a high degree. This is comparable to 33 (94.3%) who found their training session as
very relevant. The headteachers were also asked to comment on the relevance of their training sessions on curriculum.

Table 4.17: Relevance of the training on curriculum supervision \( n = 35 \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>32</td>
<td>91.4</td>
</tr>
<tr>
<td>Not relevant</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Somewhat relevant</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

* one of the respondents did not respond to this particular question

Table 4.17 highlights that majority 32 (91.4%) of the headteachers found their training session on curriculum supervision as relevant. The headteachers were also asked to state the extent to which they had applied the curriculum supervision skills learnt. Their responses are given in Table 4.18.

Table 4.18: Extent to which the headteachers have applied the curriculum supervision skills \( n = 35 \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>To a small degree</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>To a high degree</td>
<td>27</td>
<td>77.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

* one of the respondents did not respond to this particular question
It can be observed from Table 4.18 that majority 27 (77.1%) of the headteachers had applied the curriculum supervision skills to a high degree. This is quite high and is comparable to the 32(91.4%) who found the session relevant (see Table 4.17). Thus from the data presented it can be inferred that the KESI in service courses have a positive influence on the management of curriculum in schools by secondary school headteachers.

4.4.3 Influence of KESI in-service Training on Management of Student Personnel

The 35 headteachers were asked to comment on the relevance of their training in the area of discipline of students. Their responses are given in Table 4.19.

Table 4.19: Relevance of the Training session on discipline of Students  n = 35

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>28</td>
<td>80.0</td>
</tr>
<tr>
<td>Not relevant</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Somewhat relevant</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

It can be observed from the table that most 28 (80.0%) of the headteachers found the training session in the area of discipline and punishment as relevant. They were also asked to state the extent to which they had applied the skills learnt in discipline and punishment. Their responses are given in Table 4.20.
Table 4.20: Extent to which the headteachers have applied the discipline and punishment skills  

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>To a small degree</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>To a high degree</td>
<td>22</td>
<td>62.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

The table highlights that majority 22 (62.9%) of the headteachers had applied the discipline and punishment skills to a high degree, 11 (31.4%) had applied to a small degree while 2 (5.7%) had not applied the skills at all. Those not able to apply the skills learnt felt that the Ministry of Education Science and Technology has not come up with clear guidelines on discipline and punishment of students since the ban on corporal punishment. Even though guidance is being encouraged in schools the headteachers observed that there are no qualified personnel in the schools at the moment to handle the subject. Further, the headteachers were asked to state whether the training session on guidance and counselling was relevant. Their responses are presented in Table 4.21.

Table 4.21: Relevance of the Training session on Guidance and Counselling  

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>32</td>
<td>91.4</td>
</tr>
<tr>
<td>somewhat relevant</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question
Table 4.21 illustrates that majority 32 (91.4%) of the headteachers found the training session to be relevant. It can be noted from the data presented that the KESI in-service courses are relevant and influential to the secondary school headteachers' administrative needs in management of student personnel.

4.4.4 Influence of KESI in-service Training on Management of Staff Personnel

The 35 headteachers were asked to state whether or not they found the training sessions on human and public relation to be relevant. Their responses are given in Table 4.22.

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>32</td>
<td>91.4</td>
</tr>
<tr>
<td>Somewhat relevant</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

It can be observed from the table that the training sessions on human and public relations were relevant to the headteachers in performing their administrative tasks. The Headteachers were further asked to state the extent to which they had applied their human relation skills. Their responses are in Table 4.23
Table 4.23: Extent to which the headteachers have applied the skills in personnel relations

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not all</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>To a small degree</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>To a high degree</td>
<td>25</td>
<td>71.4</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

The table indicates that majority 25 (71.4%) of the headteachers applied the skills learnt in human relations training to a high degree. Generally from the data presented above, it can be inferred that the KESI in-service courses have a positive influence on the headteachers administrative skills on management of staff personnel.

4.4.5 Influence of KESI in-service Training on Management of School Plant

The 35 headteachers were asked to state whether or not they found the training sessions on school development planning to be relevant. Their responses are given in Table 4.24.
Table 4.24: Relevance of the Training sessions on School Development Planning

\( n = 35 \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>28</td>
<td>80.0</td>
</tr>
<tr>
<td>Somewhat relevant</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

It can be observed from the table that the training sessions on school development planning were relevant to majority 28 (80%) of the headteachers in performing their administrative tasks. The headteachers were also asked to comment on the relevance of the session on specification, maintenance and safety. Their responses are given in Table 4.25.

Table 4.25: Relevance of the session on specification, maintenance and safety

\( n = 35 \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>27</td>
<td>77.1</td>
</tr>
<tr>
<td>Somewhat relevant</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question

The table indicates that majority 27(77.1%) of the headteachers found the session on specifications, maintenance and safety relevant to their administrative task performance. It can be inferred from the data presented that just like in the previous
sections, the KESI in-service training was useful to the teachers as far as management of school plant in secondary schools was concerned.

### 4.4.6 Influence of KESI in-service Training on Management of School community relations

The 35 headteachers were asked to state whether or not they found the training sessions on school community relations to be relevant. Their responses are given in Table 4.26.

#### Table 4.26: Relevance of the Training sessions on School Community relations

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant</td>
<td>32</td>
<td>91.4</td>
</tr>
<tr>
<td>Somewhat relevant</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*one of the respondents did not respond to this particular question*

The table indicates that majority 32 (91.4%) of the headteachers found the training sessions on school community relations to be relevant. Thus just like in the previous sections, the training has been found to be useful to teachers as far as management of school community relations was concerned.

From the data presented, it can be inferred that the KESI in-service training is positively influential and relevant to secondary school headteachers administrative
task performance in management of school finances, management of curriculum, management of student personnel, management of staff personnel, and management of school plant and management of school community relations. The findings are supported by Heystek (1994). The author argues that changes taking place in education-necessitated training of school principals in management competencies to ensure that effective school management is maintained. He emphasizes that their greatest need is management competency training in financial management. The KESI in-service training has therefore fulfilled a major management competency desire by the secondary school headteachers. Similarly, Eshiwani (1993) notes that lack of induction negatively affects the performance of headteachers in school administration and management. The Provincial Director of Education, Eastern Province, while addressing headteachers conference, also urged the headteachers to embrace training. He stressed the need for headteachers to receive training on effective management of finances and other resources (East African Standard, May 29, 2003). It was only through this that they would be able to effectively manage schools.

The findings are also in agreement with Ochoro (1987), who emphasizes that training is a basic prerequisite to headship if headteachers are to be efficient and effective. The Ministry of Education (1998), recommends that potential headteachers should be exposed to other experiences that eventually prepare them for their roles in school administration and management. Induction or systematic initiation of headteachers into their roles and responsibilities helps headteachers to perform better. The Wangai Report (2001), also in support notes that training of headteachers and other educational managers is essential for the purpose of achieving educational goals. Lungu in Dadey and Harber (1991), also stress that training has a major advantage
over trial-and-error apprenticeships because it minimizes prolonged and wasteful experiences in gaining relevant knowledge and skills. From this discussion, it is evident that the role of KESI in increasing the management competence of secondary school headteachers is not in vain. The institute is meeting its organizational goals.

4.4.7 Problems experienced by Headteachers in Implementing the Skills learnt

The 35 headteachers were asked to state the problems they experienced in implementing the skills learned. Their responses are presented in tables 4.27 to 4.31 as per the six administrative tasks, which the sessions covered. Out of the 35 headteachers, 28 (80%) expressed that they experienced various problems with implementing the financial management skills learnt. Their responses are presented in Table 4.27.

Table 4.27: Problems experienced by the Headteachers in Implementing the Financial Management Skills (n = 36)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-in serviced accountants / bursars</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>Poor fee payments</td>
<td>14</td>
<td>50.0</td>
</tr>
<tr>
<td>Reluctant work force</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>Lack of adequate knowledge on detailed accounting</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td>Lack of facilities /records</td>
<td>6</td>
<td>21.4</td>
</tr>
<tr>
<td>Poor budgeting procedures</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Lack of enough time</td>
<td>16</td>
<td>57.1</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses
It can be seen from the table that majority 16 (57.1%) of the headteachers experienced the problem of unavailability of enough time. This is followed by 14 (50.0%) who experienced the problem of poor fee payments. The next group 10 (35.7%) experienced the problem of lack of adequate knowledge on detailed accounting. The other groups complained of non-inserviced accountants and bursars, reluctant work force and lack of facilities.

Under curriculum implementation the 35 headteachers expressed that they experienced various problems with the implementation of skills learnt in curriculum. Their responses are presented in Table 4.28.

Table 4.28: Problems experienced by the Headteachers in Implementing the Curriculum (n = 36)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncooperative teachers</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Lack of adequate time</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Lack of enough teaching learning facilities,</td>
<td>8</td>
<td>33.3</td>
</tr>
<tr>
<td>Shortage of qualified teachers</td>
<td>4</td>
<td>16.7</td>
</tr>
<tr>
<td>Truancy</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Lack of clear ministry guidelines</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Curriculum changes</td>
<td>4</td>
<td>16.7</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses
The table indicates that majority (83.3%) of the headteachers experienced the problem of uncooperative teachers. This is followed by 8 (33.3%) who experienced lack of enough time and enough teaching learning facilities as the main problems. Other minor problems included lack of motivation, shortage of qualified teachers and curriculum changes 4 (16.7%) as well as truancy and unclear ministry guidelines on curriculum implementation.

On the issue of student personnel, the 35 highlighted the problems they experience with implementing the skills on management of student personnel. Their responses are given in Table 4.29.

Table 4.29: Problems experienced by the Headteachers in Implementing the Skills learnt on Student Personnel Management

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishing students</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Uncooperative teachers</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>Student poor attitudes towards guidance and counselling</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Lack of time</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Lack of qualified teachers for guidance and counselling</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>General indiscipline of students</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Uncooperative parents</td>
<td>8</td>
<td>26.7</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses
It can be observed from the table that majority 16 (53.3%) of the Headteachers have difficulties on the issue of punishing students. These teachers said that they experienced difficulties in setting the nature of punishment to be given, students’ poor attitude towards punishment, resisting punishment, and discerning cases for punishment from those for counselling. The next group 11 (36.7 %) cited the problem of general indiscipline of students in which case they noted cases of drug abuse, and the influence of mass media and children’s act. The next group 9(30.0%) highlighted the problem of students’ poor attitude towards guidance and counselling. In this respect, they noted that most students are not ready to share their problems with the teachers. The next group of teachers cited the problems of lack of qualified teachers for guidance and counselling and uncooperative parents 8 (26.7%). Other minor problems cited include lack of time, uncooperative teachers and lack of facilities.

On the issue of management of staff personnel, 22(62.9%) out of the 35 Headteachers highlighted the various problems they experienced with implementing the skills on management of staff personnel. Their responses are given in Table 4.30.
Table 4.30: Problems experienced by Headteachers in Implementing the Skills learnt on Staff Personnel Management \( (n = 36) \)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate staff</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Lack of finance</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Lack of qualified staff</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Poor attitude of parents</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Uncooperative teachers</td>
<td>13</td>
<td>59.1</td>
</tr>
<tr>
<td>Low morale</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>Lack of time</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>Political interference</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Hostile environment</td>
<td>1</td>
<td>4.5</td>
</tr>
</tbody>
</table>

*Note: Percentages do not add up to 100% because of multiple responses*

It can be seen from the table that majority 13 (59.1%) of the headteachers experienced the problem of uncooperative teachers. This is followed by 7 (31.8%) who experienced the problem of inadequate staff and poor attitude of parents. The next group of Headteachers 6 (27.3%) experienced the problem of low morale among their staff. Other problems included lack of time, lack of finance, lack of qualified staff, political interference and hostile environment.

On the issue of management of school plant, 24 (68.6%) of headteachers highlighted the problems they experience with implementing the skills on management of school plant. Their responses are given in Table 4.31.
Table 4.31: Problems experienced by Headteachers in Implementing the Skills learnt on School Plant Management  

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial constraints</td>
<td>20</td>
<td>83.3%</td>
</tr>
<tr>
<td>Lack of personnel</td>
<td>7</td>
<td>29.2%</td>
</tr>
<tr>
<td>Political interference</td>
<td>2</td>
<td>8.3%</td>
</tr>
<tr>
<td>Government Bureaucracy</td>
<td>2</td>
<td>8.3%</td>
</tr>
<tr>
<td>Mismanagement of facilities by students</td>
<td>5</td>
<td>20.8%</td>
</tr>
<tr>
<td>Insecurity</td>
<td>3</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses

From the table, it can be seen that majority 20 (83.3%) of the headteachers experienced financial constraints as the major problem. This is followed by 7(29.2%) who experienced the problem of lack of personnel. The next group of headteachers 5(20.8%) experienced the problem of lack of personnel. Other minor problems in relation to management of school plant include insecurity, political interference, and government bureaucracy.

Finally, on management of school community relations, 20(57.1%) of headteachers highlighted the problems they experience with implementing the skills learnt. Their responses are given in Table 4.32.
Table 4.32: Problems experienced by headteachers in implementing the skills learnt on management of school community relations (n = 20)

<table>
<thead>
<tr>
<th>Responses from Headteachers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misuse of school property</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>Sale of drugs to students</td>
<td>5</td>
<td>25.0</td>
</tr>
<tr>
<td>Managing casual workers</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Hostile community</td>
<td>14</td>
<td>70.0</td>
</tr>
<tr>
<td>Incitement of students</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>Political interference</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Divergent interests</td>
<td>5</td>
<td>25.0</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses

It is evident from the table that majority 14 (70.0%) of the headteachers highlighted that the community was hostile to them. This is followed by 11 (55%) who cited the problem of misuse of school property as the most common. Five (25%) noted that they experienced the problem of sale of drugs to the students and divergent interests in the school. Other problems included political interference, incitement of students, and management of casual workers. From the data presented, it can be inferred that the Headteachers experience a number of problems in relation to implementation of skills learnt during the KESI in-service training. Such problems include lack of adequate time, lack of finance, inadequate knowledge on detailed accounting, non-in-serviced accountants and bursars, low morale of the work force, lack of facilities, un-cooperative teachers, shortage of qualified teachers and support staff, curriculum changes, truancy, unclear ministry guidelines, difficulties in punishing students,
general indiscipline of students, political interference and hostile community, insecurity, misuse of school property, incitement, and sale of drugs to students.

Though the headteachers stated that the skills learnt were relevant and they were implementing them, they expressed problems in performing the same. The headteachers recommended that KESI could organise more courses specifically to deal with financial management as this was considered a very crucial area in successful school management. This finding concurred with Wachira (1996) that the most problematic areas of management were financial and business management, curriculum implementation, pupil personnel, staff personnel and provision and maintenance of physical facility.

These findings are in agreement with Onyango (2001), who found that Headteachers experienced problems in issues pertaining to the general school management, management of curriculum and instruction, management of finances and business, management of physical and material resources, management of student/staff personnel and school community relations. Similarly, in the many studies carried out on administrative tasks, Onyiego (1996), Obonyo (1984) and Matheka (1987), revealed that lack of coordination in the school activities causes a lot of problems in the running of the schools. Likami (1992) also notes that the relationship between a headteacher and staff, students and the community around the school matter a lot in the running of the school. The author argues that in schools where headteachers and their staff are not dedicated to their work, students have a tendency of developing a negative attitude towards schooling leading to strikes, drug use and abuse as well as destruction of property.
The findings under student and staff personnel management are in concordance with Mogere (1984) who contends that staff and student personnel relations apparently cause great difficulty in secondary school administration. He argues that the enactment of the Children’s Act and the outlawing of the corporal punishment in schools with no proper system of guidance and counselling put headteachers in an awkward position in so far as management of student personnel is concerned. Obonyo (1984) also contends that financial management is the area seriously affected, as most headteachers have not been properly inducted in management of school finances.

Odengo (1986), in a study of the administrative problems facing secondary school headteachers in Kandunyi Division observed that headteachers faced problems in performing all the six administrative tasks. He observed that there was strained relationship between the school community and school administration, which affected the management of the schools. In administration, relationship to people is a key element because people constitute the core of the school system as an organization. The people being educated and those offering services that are of primary importance. The personnel function is viewed as a core administrative function, which critically impacts on the quality and performance of the school. Ongeche (1997) notes that lack of consultation between the head and staff, staff and students lead to mistrust thus affecting the performance of the school.

According to Mbiti (1974), the success or failure of any organization depends mainly on its staff personnel. Schools are part of the organizations and their success or failure depends on the personnel assigned to manage. Oricho (1996), states that Poor rapport between staff, students and the headteachers leads to low staff morale, personnel conflicts and strikes hindering effective administration. Obonyo (1984), and Odengero (1985), highlight similar students personnel problems, which they
identified in the areas of discipline, performance factor, provision of services like water and health facilities. This too is the view held by Kamau (1990) who observes that most headteachers of secondary schools exhibit inadequate performance in financial management. They lack skills in budget preparation and administration and are not familiar with the accounting procedures.

4.4.8 Headteachers' Recommendations for Overcoming the Identified Problems

The 30 headteachers who cited the problems they experienced in implementing the skills were asked to suggest ways of overcoming such problems. Their responses are given in Table 4.33.
Table 4.33: Recommendations for overcoming the identified problems (n = 30)

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>KESI to train Bursars and account clerks, PTA and BOGs</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>In-servicing of teachers and support staff</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Educate and involve community in school activities</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Participatory approach in management of staff</td>
<td>15</td>
<td>50.0</td>
</tr>
<tr>
<td>Educate parents on their roles</td>
<td>14</td>
<td>46.7</td>
</tr>
<tr>
<td>Open communication channels</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Curtail exposure of students to mass media</td>
<td>12</td>
<td>40.0</td>
</tr>
<tr>
<td>Revision of Ministerial Education policies</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Encourage students in more teaching learning activities</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Maintain professional ethics all the time</td>
<td>9</td>
<td>30.0</td>
</tr>
<tr>
<td>Patience and close supervision</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Motivation of teachers</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Work with the provincial administration</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Strict adherence to Ministerial guidelines</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>Good public relations</td>
<td>5</td>
<td>16.7</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses

Table 4.33 highlights that majority 17 (56.7%) of the headteachers felt that KESI should train bursars account clerks, the PTA and the BOGs. The next group of headteachers 16 (53.3%) felt that there is need to educate and involve community in school activities. This is in a bid to improve school community relations. The same number of headteachers 16 (53.3%) felt the need to in-service teachers and support
staff. The next group 15(50.0%) felt that headteachers should apply participatory approach in management of staff. These headteachers felt that there is need to involve staff personnel in decision making. Other recommendations include the need to revise the ministerial education policies, engage students in more teaching and learning activities, maintain professional ethics, being patient but with close supervision, motivation of teachers, working closely with the provincial administration, strict adherence to Ministerial guidelines and good public relations.

4. 5: Headteachers Recommendations for future KESI in-service Training courses

The 35 headteachers were requested to make recommendations on what should be included in future KESI in-service training courses to make them more effective and meaningful. Majority 27(77.1%) of the headteachers made recommendations. Their responses are presented in Table 4.34.
Table 4.34: Recommendations for future KESI in-service training courses \( (n = 27) \)

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>More in-service courses on other areas of school management</td>
<td>16</td>
<td>59.3</td>
</tr>
<tr>
<td>More pedagogical strategies to be employed by the facilitators</td>
<td>12</td>
<td>44.4</td>
</tr>
<tr>
<td>Engage competent facilitators</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>Avoid duplication of content</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>Ministry of Education to finance the courses not schools</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>In-service Bursars, PTAs and BOGs as well</td>
<td>13</td>
<td>48.1</td>
</tr>
<tr>
<td>More in-servicing on sound financial management skills</td>
<td>7</td>
<td>25.9</td>
</tr>
</tbody>
</table>

**Note:** Percentages do not add up to 100% because of multiple responses

Table 4.34 presents the various themes and categories that were evident in the responses. It can be observed that majority 16 (59.3%) of the headteachers were of the opinion that KESI should introduce more courses. They also emphasised that more courses should be designed on such areas as legal aspects of education, professional ethics, disaster handling and preparedness, and contemporary issues in education. The next group of headteachers 13(48.1%) felt that KESI should include bursars, PTA and BOG members in their training programmes as well. The next group 12 (44.4%) felt that the facilitators should use more pedagogical strategies in delivery of content. They cited such strategies as case studies, simulation, intensive group discussion and active participation by participants during the course. The other major group 7(25.9%) felt that there should be more in servicing on sound financial management skills. This indicates that in as much as the headteachers found the
financial management skills learnt relevant and applicable, they still felt malnourished in terms of the breadth and depth of the courses.

From the data presented, it can be inferred that the headteachers felt that to improve in their effectiveness and delivery of the in-service programmes, KESI should introduce more courses, include bursars, PTA and BOG members in their training programmes use a variety of pedagogical strategies in delivery of content and give intensive inservicing on sound financial management skills.

These findings are in agreement with Irungu (2002), who observes that the KESI in-service courses are inadequate in terms of content and coverage. Dadey and Harber (1991) in their report on a survey regarding headteachers’ training in Commonwealth Africa also reveal in most countries, which participated in the survey such training programmes are far from satisfactory, they tend to be unsystematic, patchy and inadequate in terms of content and coverage. Similarly, Fungo (1984), in his study observed that that the KESI in-service courses seemed to have played very little role in preparation of the Headteachers for their leadership roles. This finding appears contradict the findings in the previous sections that the headteachers found the KESI courses very useful. Yet it is a pointer to the need for KESI to offer more training in those areas that the headteachers find quite relevant to them but have not been touched.

On the same note, Inyega (1997) observes that headteachers require proper in-service training on public relations in dealing with external pressure in the school and the increased headteachers’ duties. The author in his study found that the in-service given to headteachers as inadequate and recommended for adequate in-service for
headteachers. However, the headteachers in the current study did not mention public relations as an area that needs more in-serviceing. It is a further pointer to the fact that, as already mentioned, the session on school community relations was quite relevant and useful to the headteachers.

4.6 KESI Trainers Responses

The researcher also solicited information from KESI staff trainers regarding their experience as KESI trainers, preparation to be trainers, courses organised and for whom, course duration, and impact of KESI courses, challenges and possible solutions. On the issue of how long they have trained, all 5 (100%) of the respondents stated that they have been trainers for more than two years. The researcher further sought to know what in-service courses the trainers had organised. Five (100%) indicated that they had planned and organised various courses. Their responses are presented in the Table 4.35 below.

Table 4.35: In-service courses organised (n = 5)

<table>
<thead>
<tr>
<th>Responses from Trainers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction course in educational management for HODs</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Guidance and counselling course for HODs</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Induction course for headteachers</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Senior management course for school principals.</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Financial management course for headteachers.</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses
Table 4.35 indicates that all the respondents 5(100%) have been involved in the organisation of both induction courses for headteachers and their deputies respectively. Another 4 (80%) had organised guidance and counselling courses, 3(60%) had organised senior management courses and 2(40%) of the respondents had organised financial management courses. The researcher again enquired about the frequency of courses organised. Their responses are in Table 4.36

Table 4.36: How often courses are conducted (n = 5)

<table>
<thead>
<tr>
<th>Responses from Trainers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarterly</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Annually</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table it can be deduced that 4(80%) of KESI courses are organized quarterly especially during the holidays. This could be attributed to the fact that it is during the holidays that headteachers are available having closed schools. On who the courses were meant for, all 5(100%) of the respondents stated that the courses were meant for education managers such as headteachers, deputy headteachers, inspectors of schools, heads of departments, education officers as well as B.O.GS and PTA's. On the duration of KESI courses they all stated that they took two weeks.

4.6.1 Assessment of KESI in-service courses

The respondents were asked to state whether the KESI in-service programmes are assessed. Three (60%) indicated that it is never done while 2 (40%) indicated that it
was done. The 40% respondents were referring to the evaluations done at the end of training sessions which in essence can not be used to ascertain whether there has been an impact or not. The evaluations both summative and formative are mainly done to establish whether the content was relevant, the facilitators were competent and weather the goal of the training has been achieved. However little has been done to make follow-ups on those trained to assess the performance after the trainings have been done. On the issue of impact of the training programme on the headteachers performance of administrative tasks, the responses are in Table 4.37.

Table 4.37: Impact of KESI in- service courses

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Whether the courses made expected impact, 3 (60%) indicated that there has not been any impact while 2 (40%) felt that there has been. The lack of impact is because follow-ups are not made and therefore hard to tell whether there is impact. Irungu (2000) in support of this notes that KESI in-service courses are unsystematic and lacked any systematic follow-up to monitor and evaluate their effectiveness. Dadey and Lungu (1991) also observed that most of the in-service programmes in commonwealth Africa tend to be unsystematic and in most cases there is no follow-up.
Table: 4.38: Administrative areas that have improved due to in-service training (n = 5)

<table>
<thead>
<tr>
<th>Responses from Trainers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participatory management</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>Financial management</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Personnel management</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Student personnel</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses.

From the ratings in Table 4.37, 4 (60%) of the respondents felt that participatory management was the area headteachers improved on as a result of attending in-service courses. Onyiego (1996) noted that the community around the school plays an important role in the running of the school. Existence of good relations between the community means easy running of the school. The schools exist in and for the community. Therefore, the way the headteachers conduct school activities in relation to members of the community like parents, Board of governors and local opinion leaders will determine the kind of support received and by reflection whether the school will succeed or not. Personnel management and student personnel 1 (20%) each was the area least improved, this can explain clearly why there are still problems in schools such as strikes despite the KESI in-service programmes.
Table 4.39: Challenges faced by Headteachers (n = 5)

<table>
<thead>
<tr>
<th>Response from Trainers</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial management</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Handling discipline cases of students/drug abuse</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Problem of HIV/AIDS</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Lack of physical facilities</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Inadequate staffing</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: Percentages do not add up to 100% because of multiple responses

From Table 4.39, all the respondents (100%) agreed that financial management is an area where headteachers still face a lot of problems. Two (40%) indicated that headteachers had problems with student discipline and drug abuse in school, three (60%) indicated that the headteachers had lacked physical facilities while two indicated that HIV/AIDS (20%) and inadequate planning (20%) were also a challenge to the headteachers. These findings concur with those of Wachira (1996) who observed that the most problematic task areas of management were finance and business management, staff personnel as well as the provision of and maintenance of physical facilities. In the report, (Republic of Kenya, 2001) it was noted that headteachers lacked managerial skills in planning, budgeting and expenditure control, bookkeeping, procurement procedures and human resource management such as conflict resolution.
4.6.2 Possible Solutions to the Challenges

The respondents enumerated the following as the solution to the challenges, which face the headteachers in the process of administration;

i) Through in-service courses/ regular workshops to enable them keep abreast of the current changes in management styles.

ii) That headteachers should be promoted on merit.

iii). Headteachers should be trained in educational management before appointments to managerial position.

iv) Headteachers should go through Guidance and counselling in-service programmes.

v) The Ministry of education Science and Technology should put in place sound financial management practices.

There should be management units in the Pre-service training and in-service training of teachers.

4.7 Inspector’s Response.

The inspectors (Quality assurance officers) were asked to state the role they play in KESI in-service training, all of them stated that they play very little role in KESI courses apart from a few of their colleagues who train with KESI.

On whether the in-service training has had any impact on the administrative task performance, the inspectors could not tell whether KESI programmes have had an influence on headteachers administrative task performance. Fungo (1984) observed that there was substantial proportion of academically incompetent headteachers for their leadership roles. The study pointed out that the in-service courses seemed to have played very little role in preparation of the headteachers for their leadership
roles. Inyega (1997) noted that the in-service given to the headteachers is inadequate and recommended for adequate in-service training for the headteachers. The respondents were also asked to state the administrative task areas where the head teachers perform poorly areas. The respondents felt that even after KESI training programmes, head teachers still had exhibited weaknesses in the areas of finance, management and student personnel.

The respondents suggested that KESI should mount practical oriented courses and monitor the implementation of the skills learnt. From the response it, emerged that the headteachers have too much work that hinder them from effectively performing their duties. In future courses should be conducted for deputies and heads of departments.

4.7.1 How to improve the in-service programmes

- The respondent felt that to make the KESI programmes demand driven and relevant to the head teachers and other education administrators, the content should be up-dated regularly.
- KESI should involve competent facilitators in the training programmes.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter provides the summary of the findings, conclusion and recommendations of the study on the researched data presented in chapter four. The study set out to assess the Kenya Education Staff Institute (KESI) in-service courses on the headteachers administrative task performance. To achieve this purpose four research questions were generated which guided the study.

1. What influence does the KESI in-service training have on headteachers six administrative task areas?

2. What are the problems headteachers encounter in implementing the skills learnt.

3. What recommendations do headteachers give for overcoming the identified problems in the six administrative task areas?

4. What recommendations do headteachers give regarding KESI in-service training on the six administrative tasks?

5.2 Summary of the Findings

5.2.1 Personal data on headteachers in the study show that:

- Majority 18 (51.4%) of the headteachers headed provincial schools
- Most 11 (31.4%) of teachers were from girls' boarding schools.
- Majority 26 (74.3%) of headteachers were professionally qualified with degree in Education.
- They had reasonable leadership experience ranging from 3 – 13 years.
5.2.2 Influence of KESI in-service training.

- Majority 20 (57.1%) of the Headteachers in the study found the KESI courses relevant and quite influential to their administrative task performance. Ninety seven percent 34 (97.1%) of the respondents in the study argued that the in-service courses had enhanced their confidence in administration.

5.2.3 Influence of KESI in-service training in the performance of headteachers in the six main administrative tasks

- The KESI in-service training is positively influential and relevant to secondary school Headteachers administrative task performance in management of school finances, management of curriculum, management of student personnel, management of staff personnel, management of school plant and management of school community relations.

5.2.4 Problems experienced by headteachers in implementing the Skills learnt

- The Headteachers experience a number of problems in relation to implementation of skills learnt during the KESI in-service training. Such problems include lack of adequate time, lack of finance, inadequate knowledge on detailed accounting, non-in-serviced accountants and bursars, low morale of the work force, lack of facilities, un-cooperative teachers, shortage of qualified teachers and support staff, curriculum changes, truancy, unclear ministry guidelines, difficulties in punishing students, general indiscipline among students, political interference and hostile community,
insecurity, misuse of school property, incitement, and sale of drugs to students.

- The Headteachers felt that to overcome the problems, KESI should in-service bursars, account clerks, the PTA, BOGs, teachers and support staff. Schools should educate and involve community in school activities, improve school community relations, apply participatory approach in management of staff, educate parents on their roles, open communication channels, curtail exposure of students to the mass media, revise the ministerial education policies, engage students in more teaching and learning activities, maintain professional ethics, be patient but with close supervision, motivation of teachers, work closely with the provincial administration, strict adherence to Ministerial guidelines and good public relations

5.2.5 Headteachers recommendations for future KESI in-service training courses

- The Headteachers felt that to improve in their effectiveness and delivery of service, KESI should introduce more courses, include bursars, PTA and BOG members in their training programmes, use a variety of pedagogical strategies in delivery of content and give intensive in-servicing on financial management.

- The headteachers felt that all newly appointed heads should be exposed to KESI in-service programmes to enable them acquire skills necessary to perform their tasks.

- Though the inspectors' main duty is to carry out inspection and supervisory duty in schools in the main administrative task areas (curriculum
implementation and general administration) they have no idea of the impact of KESI in-service courses have on the headteachers performance of administrative tasks. The inspectorate should not only concentrate on curriculum supervision but also on other areas of administrative tasks such as financial management, student personnel, staff personnel and school plant.

5.2.6 Conclusions

Based on the findings of the study, the following conclusions have been made.

- The KESI in-service training is relevant and quite influential to the Headteachers administrative task performance in Eastern Province.
- Though the training is relevant to the Headteachers administrative task performance, the Head teachers still experience a lot of administrative problems in relation to implementation of the skills learnt. Such problems would require KESI to introduce courses in their training programme for bursars, PTA and BOG members. In the training programmes they should use a variety of pedagogical strategies in delivery of content and give intensive in-servicing on financial management.
- Majority of headteachers were able to implement the skills learnt during the KESI in-service training programmes though they still experienced problems with management of their school finances and handling of students personnel.
- The inspectorate should also supervise other areas of administrative tasks such as financial management, student personnel, staff personnel and school plant.
- KESI should liaise with other institutions offering in-service training
5.3 Recommendations

The study recommends that;

- Kenya Education Staff Institute should organise courses and make follow ups to find out whether the courses offered improve performance of headteachers on the administrative tasks.

- KESI in-service courses should also target school bursars, accounts clerks, the parents' teachers association and B.O.G officials to equip them with relevant financial skills to enhance efficiency in financial management.

- Ministry of Education, Science and Technology through KESI should ensure that all teacher managers are trained in the application of management skills and to review teacher-training programmes in order to improve service delivery.

- The Ministry through KESI should in-service teachers more regularly to enable them keep abreast of changes in school management.

- When appointing teachers to headship position, the appointing authority should consider a part from teaching qualification other management courses the teachers have attended.

- Some of the identified problems that face the headteachers during the implementation cannot be corrected through in-service training.

5.3.1 Recommendations for Further Research

- The study should be replicated on a wider population of public secondary schools in the country to assess the impact on a wider scale. It would be appropriate to argue that KESI in-service programme, though effective are far from making secondary school headteachers competent to perform their administrative tasks.
effectively. A study should be carried out to determine factors hindering the implementation of skills learnt.

- KESI training programmes should be further investigated with a view of establishing the relationship between the in-service courses and schools academic performance.

- A comparison study between private and public secondary schools should be carried out to determine if there is any significant different in performance of administrative tasks.
BIBLIOGRAPHY


Joyce and Weils (1972), Students Achievement through Teacher Development. London: An International survey, Croom Helm.


APPENDIX A: INTRODUCTION LETTER TO THE HEADTEACHER

Kenyatta University,
Department of Educational Administration
Planning and Curriculum Development,
P. O. Box 43844,
NAIROBI.

1 August 2003.

Headteacher,

Dear Sir/Madam

I am currently undertaking a master's degree programme at Kenyatta University. I intend to carry out a research on the impact of Kenya Education Staff Institute's courses on the administrative task performance of Headteachers of secondary schools. To this effect, I therefore request you to spare some of your precious time to complete the attached questionnaire and return it to me as soon as conveniently possible. Attached is a letter from the PDE's office granting permission to carry out this study. Thank you for your kind co-operation.

CHRISTINE A. ODEYO
APPENDIX B: HEADTEACHERS QUESTIONNAIRE

You are kindly requested to supply information on the impact of KESI in-service courses on performance of your administrative tasks. This information will be useful in making suggestions for improving and strengthening the in-service programmes for the secondary school Headteachers. All information given will be kept confidential and strictly used only for the purpose of this study.

Section A

Background information.
Please tick (√) or fill in as appropriate.

1. School category
   (i) National ( )
   (ii) Provincial ( )
   (iii) District ( )

2. By use of a tick (√), indicate the type of the school from the options.
   (i) Girls secondary ( )
   (ii) Boys ( ) Mixed secondary ( )

Personal Data

3. Your age in years
   25 – 30 ( ), 31-35 ( ), 41 – 45 ( ), 46 and above ( )

4. Your sex
   Female ( ) Male ( )

5. What is your highest academic qualification.
   Ph.D ( ) Bachelors ( )
   Others specify……………………
   Masters ( ) Diploma ( )

6. Level of Professional Training tick (√) all attained
   P1 ( ) S1 ( ) B.Ed ( ) M.Ed ( )
   Others specify……………………
7. How long have you been a headteacher?

............................... years

Section B

10. How long was the course(s) you attended?

Three days ( ) One week ( ) Two weeks ( )

11. Types of courses attended

Induction course (....) Financial management (....) Senior management (....)
All the above ( )

12. Do you think the course(s) prepared you adequately for performance of your administrative tasks

Yes ( ) No ( )

Explain your answer---------------------------------------------------------------

13. How relevant did you find KESI in-service courses in relation to your administrative tasks performance?

Very relevant (....) Relevant (....) Irrelevant (....)

14. What have you achieved in your work as a headteacher due to KESI course(s) you have attended?

15. Have you implemented any ideas arising from the in-service courses?

Yes ( ) No ( )

If so, please indicate as specifically as possible what these ideas are.

16. Did the course influence you in any other way?

Yes ( ) No ( )
17. Do you think that the course(s) has generally improved your school performance? Yes ( ) No ( )

If yes, in which areas

18. In your opinion, what should be done or included in future in-service training courses to make them more effective and meaningful? Please specify

Section C

Task Area I  Financial Management:

19. You found the session on school budgeting to be:
   Very relevant ( ) Relevant ( ) Irrelevant ( )

20. To what extent have you applied skills learned in budgeting in your task performance?
   To a high degree ( ) To a small degree ( ) Not at all ( )

21. You found the sessions on bookkeeping to be:
    Relevant ( ) Somewhat relevant ( ) Not relevant ( )

22. To what extent have you applied skills learned in bookkeeping in your task performance?
    To a high degree ( ). To a small degree ( ) Not at all ( )
23. What problems do you encounter in your attempt to implement skills learnt in these areas?

24. List the ways and means that may enable you solve these problems:

Task area 2.

Curriculum Instruction:

25. You found the session on curriculum implementation to be:
   Relevant ( )  Somewhat relevant ( )  Not relevant ( )

26. To what extent have you applied skills learned in curriculum implementation in your task performance?
   To a high degree ( )  To a small degree ( )  Not at all ( )

27. You found the session on curriculum supervision to be:
   Relevant ( )  Somewhat relevant ( )  Not relevant ( )

28. To what extent have you applied skills learned in curriculum supervision in your task performance?
   To a high degree ( )  To a small degree ( )  Not at all ( )

29. What problems have you encountered in trying to implement the skills learnt?
30. List the ways and means that may enable you solve these problems?

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Task area 3:  
Student Personnel

31. You found the session on discipline and punishment to be:
Relevant ( )  Some what relevant ( )  Not relevant ( )

32. To what extent has what you learnt helped you in your task performance?
To a high degree ( )  To a small degree ( )  Not at all ( )

33. You found the session on guidance and counseling to be:
Relevant ( )  Somewhat relevant ( )  Not relevant ( )

34. What problems have you encountered in your attempt to implement skills learnt.
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35. List the ways and means that may enable you solve these problems?
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Task area 4:  
Staff personnel

36. You found the session on human and public relation to be:
Relevant ( )  Somewhat relevant ( )  Not relevant ( )

37. To what extent have you applied skills learned in human relation in your task performance?
To a high degree ( ) To a small degree ( ) Not at all ( )

38. What Problems have you encountered in your attempt to implement the skills learnt.

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39. List the ways and means that may enable you solve these problems.

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Task area 5

School Plant:

40. You found the session on school development planning to be:
Relevant ( ) Somewhat relevant ( ) Not relevant ( )

41. You found the session on specification, maintenance and safety to be:
Relevant ( ) Somewhat relevant ( ) Not relevant ( )

42. What problems have you encountered in your attempts to implement skills learnt.

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43. List the ways that may enable you solve these problems

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Task area 6:

School Community Relations:

44. You found the session on school community relations to be:
Relevant ( ) Somewhat relevant ( ) Not relevant ( )

45. Suggest ways that may enable you solve these problems

APPENDIX C Evaluation Questionnaires for KESI Staff trainers.

1. How long have you been a trainer at KESI?

2. Were your prepared before being assigned your current roles at KESI?

3. What in-service courses have you planned and organized for KESI?

4. How often do you conduct these courses?

5. Who are the courses designed for?

6. What is the duration of KESI courses?

7. Does KESI carry out an assessment of those it trains?

8. How often is this done?

9. Has the courses made expected impact in the Headteachers performance of Administrative tasks?
10. State the administrative task areas Headteachers have improved due to the in-service training.

11. What challenges do Headteachers experience in performing the administrative tasks?

12. Suggest possible solution to these challenges.

APPENDIX D

Education officials interview questions.

1. What role have you played in Kenya Education Staff Institute’s in-service programmes?

2. How often do you carry out school inspection?

3. Has KESI in-service courses had any impact on Headteachers task performance?

4. Are there some task areas of school administration where Headteachers perform poorly even after in-service by KESI?

5. What in your opinion should KESI do to help Headteachers tackle these areas more effectively?

6. What are the challenges Headteachers face in implementing skills acquired during KESI courses?

7. In future would you wish to have such courses conducted for other teachers other than the heads?

8. In your opinion how do you think the in-service courses should be improved?