THE IMPACT OF PRISM IN-SERVICE PROGRAMME ON THE
ADMINISTRATIVE PERFORMANCE OF PRIMARY SCHOOL
HEADTEACHERS. A CASE OF NAMBALE DIVISION OF BUSIA DISTRICT
AND AMUKURA DIVISION OF TESO DISTRICT.

BY.

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION OF
KENYATTA UNIVERSITY.
DECLARATION

THIS RESEARCH PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN SUBMITTED FOR A DEGREE IN ANY OTHER UNIVERSITY.

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DEDICATION

This work is dedicated to my dear parents Gregory Oundo and the Late Felistas Achieng whose love for hard work has been my inspiration.

To my husband Celestine Oliwa and children; George, Beth, Amanda and Wendy for their support, love and understanding.
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To my parents, Gregory Oundo and the Late Felistas Achieng; thanks for being my inspiration.
ABSTRACT

The purpose of this study is to find out the impact of PRISM in-service programme on the administrative performance of Primary School head teachers.

Specifically, the study sought to find out the following:

i. Factors that motivated primary school head teachers, deputy head teachers and senior teachers to attend PRISM in-service training.

ii. Attitudes of Primary School head teachers, deputy head teachers and senior teachers towards PRISM in-service.

iii. Impact of PRISM in-service training on the management of primary schools.

The study involved thirty (30) teachers from ten (10) Primary Schools who comprised of:

- Ten (10) Head teachers
- Ten (10) Deputy Head teachers
- Ten (10) Senior teachers

Questionnaires were administered to the teachers of the selected schools.

The major findings showed that:

i. Head teachers were promoted without considering whether they had proper school management skills.

ii. Majority of the teachers were of the opinion that before a teacher is promoted to headship, he/she must have been properly trained in school management.
iii. The performance in K. C. P. E examinations of the those schools whose head teachers were PRISM trained was slightly higher compared to that of the schools whose Head teachers were not in-serviced.

On the basis of the findings the researcher made the recommendations as follows.

(i) The curriculum teacher training level should be restructured so that fewer subjects are offered for study as this will enable student teachers to specialize and pay more attention to the professional aspect of the course, which includes school management.

(ii) The ministry of education in Human Resource development should design suitable in-service courses on school management.

(iii) Certificates should be offered to those teachers who successfully complete PRISM training.
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KESI- Kenya Education Staff Institute

PRISM- Primary School Management

TDMS- Teacher Development and Management of Schools
CHAPTER ONE
INTRODUCTION

1.1 Background to the problem

In-service training and education for primary school head teachers is a subject of great concern to all Educational Policy Makers all over the world. There is need to train school managers in order to improve their effectiveness. This is in view that with time, new problems tend to arise in schools, and their solutions require the latest knowledge and skills in the area of management.

School Management involves activities of planning, controlling, organising, appraising and leading both human and physical resources in order to achieve the objectives of the school. A school as an organization therefore requires a professionally qualified head teacher who is able to effectively plan, control, organize, and lead personnel and other physical resources in order to achieve its goals.

Primary school management is the work of school committees, which were set up under the authority of the Education Act (1968). The school committee should have a say on discipline of both teachers and pupils, school equipment, as well as the general running of the school. The Gachathi report (1976) recommended that all D.E.Bs should be responsible for all the primary schools under the supervision of the P.E.O.

The management of primary schools entails certain management tasks, in which a head teacher requires to be professionally trained, and to have adequate skills in order to effectively carry them out. These tasks are discussed below.
This management task focuses on the school mission in terms of planning, organising, coordinating, communication, resource management, conflict handling and decision-making.

2. Curriculum and instruction management
   This means that a head teacher should be able to articulate instructional goals to the teachers effectively, and create an enabling environment for the teaching learning process, motivate staff and students and evaluate the success of the instructional programme.

3. Finance and Business Management
   This administrative task involves managing and control of school funds through the preparation of the budget, accounting and auditing. It also involves managing business operations within the school.

4. Management of physical and material resources
   This administrative task involves the development, maintenance, and proper use of school plant e.g. classrooms, laboratories and workshops.

5. Management of staff personnel
   The school staff comprises of both academic and non-academic staff, and both are important in ensuring the school is running effectively. The management tasks involve delegation of responsibilities, motivating of staff, as well as managing conflicts among staff.

6. Management of students
   The head teacher is responsible for organising instructional programmes, providing adequate classrooms, maintain student records, maintain student discipline, and supervise student activities and services.

7. Management of a school community relationship
Head teacher’s role involves representing the school to the community; soliciting parents support in the development of the school, encourage the use of community resources for learning and working well with the school community.

Focussing on the above discussion on the various administrative tasks that a head teacher is supposed to carry out, it is clearly noted that school management is a very complicated exercise, and that those who manage the school should be professionally trained to do so; as Willis (1980) says: “The head teachers work is a very intensive technology that makes for difficulties in preparing people for job, and also imposes stressful conditions upon the incumbent”.

Schools are complex organisations because of their size, curriculum, technology and staff. Educational administrators were typically selected from the teaching staff. It cannot therefore be assumed that classroom teachers when promoted to headship can perform their duties satisfactorily without some form of training on school management.

Orwa (1986) defines in-service as any professional development activity that a teacher undertakes singly or with other teachers after receiving his or her initial teacher certificate and after beginning the professional practise. Some scholars refer to in-service training as staff development or professional development. An international conference on education was held in BELIZE in Central America with the view of looking at the possibility of implementing a national programme for training of primary school Principals with the anticipation for a more decentralised from of school management, with the principal assuming an enhanced leadership role and greater autonomy. This points to the obvious fact that there is need to train Head teachers on leadership and management of schools.
A report on a study of Curriculum Development in Kenya in part recommended that primary school head teachers should assume more responsibilities as in-service training agents in their schools by supervising instruction. The primary school head teachers can only achieve this, if they themselves have undergone some in-servicing training that would equip them with the necessary school administrative skills.

Due to rapid cultural, social, economic and political changes and development that is presently taking place, teachers as agents of imparting knowledge to students need to keep abreast with these changes by continuing to develop personally and professionally.

Among studies done by Ayot (1981) on In-service in Kenya, in his case study, Ayot (1981) says in part:

"There is no In-service Education and training after a teacher has been promoted to leadership, or upon assuming new Administrative roles".

This means that the newly appointed school administrators had been ill prepared to take up their new roles. Odhiambo (1981) viewed in-service as a better way of providing opportunities for teachers who are serving in the field.

Dadey et al (1991) note that one of the conspicuous anomalies in the current educational systems in Africa is the negligence of planning and developing training of Head teachers for their new roles. They acquire their skills of school management on the job... few undergo in-service training later in their career (Commonwealth Secretariat 1991).
A policy paper in management on training and professional support for Headship in Africa reveals that out of thirty one (31) African countries where research was done, only three (3) had comprehensive in-service training programmes in Educational Planning, Administration and Management. This means in particular that very little attention is paid to the training of frontline implementers of Educational policies such as head teacher of primary schools.

Until recently, the general view was that if one was a good teacher, able to produce good results, he or she was most likely to be a good head teacher; in which case headship was regarded as a mere extension of good classroom practice. This view still prevails in many developing countries including Kenya because most primary school head teachers are promoted and appointed on merit and experience; as Ayot (1981) states. Most of these head teachers are promoted from among competent classroom teacher. They undertake no pre-service training on school curriculum, supervision, pastoral care, discipline, financial management, school and community relationships, skill such as decision-making, negotiation, communication and conflict management. The Head teacher needs to go through in-service training to enable him/her handle issues effectively since they are never prepared well at the pre-service level.

Head teachers are always at the receiving end of educational policies. On them depends the implementation of the curriculum and other innovations, with or without consultation, at short notice, and with inadequate resources. Therefore, head
teachers require in-service training to prepare them for the role or curriculum implementation under such circumstances.

Many head teachers are ill prepared to cope with a range of external pressures and other internal constraints. As a link between the school and the community, the head teachers have the role of a Public Relations Officer. Studies show that this is one of the managerial roles that head teachers feel reluctant to delegate.

The school as a professionally staffed organization requires that the Head teacher himself becomes a professional administrator; as Hughes et al (1983) argues that the role of the professional administrator is the ultimate accommodating technique. It legitimizes hierarchy, helps to ensure bureaucratic formalizations, does not restrict autonomy, and provides external representation, which expresses a professional standpoint.

Therefore, in-service training, and support programmes of which the PRISM project is one are essential to help primary school head teachers cope with these demands, and enhance their professional and managerial skills. Such programmes should be part of the professional preparation of teachers at pre-service level, and also used as requirement for upgrading and promotion of primary school teachers for headship roles, but this has not been the case.
In-service training has a major advantage over trial and error apprenticeships in that it helps to organize and discipline knowledge, which would otherwise be gained after prolonged and wasteful experiences.

The Daily Nation Friday May 31, 2002 outline “Teachers new promotion rule” and says that: “education Officer will only be promoted after completing special courses at KESI. This move was to affect Head teachers, Deputy Head teachers, Heads of Departments, DEO, and AEO.

The Role KESI In Head Teachers’ Training

a) To establish and operate a permanent machinery for the in-service training of Educational Managers, administrators and other specialists.

b) To carry out research activities in Education, planning, administration and management with a view to developing a relevant and practical needs assessments, curricula, methodology and teaching materials for in-service.

c) To provide an instrument for the continuous evaluation and follow up of in-service activities and to assist educational administrators and other specialists through consultative services and continuous on the-spot guidance.

d) To establish and maintain effective communication and linkage institutions involved in the pre-service training of Educational administrators and other educational specialists.
e) To provide an institution which serves as a model for institutional management as well as effectiveness in achieving its training objectives.

The courses organized by Kenya Educational Staff Institute are programmes aimed at instilling resourcefulness and quality management skills to Education Officers. This was an additional requirement to the existing procedure whereby upward career mobility was pegged on pre-service qualification, job experience and performance. KESI’s main mission is to improve the leadership and management capacities of Education Managers through in-service training, development and support.

1.2 Statement of the Problem

In-service Training and Education for Primary School head teachers is a subject of great concern to all Educational policy makers; all over the world, and in Kenya. There is need to train school administrators like head teachers in order to improve their effectiveness. This is because with time, new problems tend to arise in schools, and their solutions require the latest administration knowledge and skills. While training at pre-service level, teachers receive knowledge on theories of education and teaching methods, but they are never adequately prepared for administrative tasks.

In Kenya today, primary school head teachers are promoted and appointed on merit. This is not a strong enough gauge to determine their effectiveness as administrators because they lack the professional skills required for school management. The ‘Daily Nation’ edition of Friday May 31 2002 points that Education Officers will only be promoted after completing special courses in school management and administration
offered by KESI. This is the new rule for promoting teachers to headship positions, unlike in the past when upward career mobility was based on performance and experience, hence the PRISM programme was meant to train primary school head teachers in school management and administration. In the recent past there has been a positive move towards in-service training of primary school head teachers by the Kenyan Government and other concerned organizations with aim of improving their management skills. The main aim of any In-service training of primary school head teachers is to increase productivity, reduce supervision, heighten morale, give greater job security and improve job satisfaction.

A lot of research has been carried out on In-service Education in Africa. Orwa (1986) carried out research on “The organization and effectiveness of In-service Education and training, and its role in teachers performance and primary school achievement in National Exams in Kenya.” Also Onyango (2001) carried out a study on “Competences needed by Secondary School teachers and implications for In-service Education in Kenya.” Greenlands (1983) IN SET in Africa carries reports on various In-service training programmes in African countries. But very little written work and research has been carried out on the impact of In-service training for primary School head teachers (PRISM). For this reason, the researcher has found it necessary to investigate the impact of PRISM In-service Training Programme on the management of primary schools in Nambale Division, Busia District and Amukura Division, Teso District.
1.3 **Purpose of the study**

The purpose of the study is to find out the impact of PRISM In-service Programme on the effective administration of Primary schools.

1.4 **Objectives of The Study**

Specifically, the study will attempt to: -

(i) Identify factors that motivated primary school teachers to attend PRISM in service training.

(ii) Find out the attitude of primary school teachers towards the PRISM In-service Programme.

(iii) Find out the positive impact of PRISM on primary school administration.

1.5 **Research questions**

The study will seek answers to the following questions: -

(i) What motivated primary school head teachers, deputy head teachers and senior teachers to attend PRISM in-service training.

(ii) What are the attitudes of primary head teachers regarding PRISM In-service training?

(iii) What is the impact of the PRISM in-service training on the management of primary schools?
1.6 Significance of the Study

The findings of the study will be of significance, as they will provide information on which useful/important policies concerning in-service of Primary School Administrators in Kenya will be based.

The study therefore will: -

i. Provide additional information on the existing literature on PRISM training programme in Kenya so as to enhance and improve its future activities.

ii. Assist the Ministry of Education through the Inspectorate put in place interventions aimed at improving and increasing the course content.

iii. Provide a springboard for further research on other related areas not covered by the researcher.

A report on a study of curriculum development in Kenya in part recommended that Primary School head teachers should assume more responsibilities as in-service training agents in their schools. This cannot be achieved unless the Head teachers themselves undergo some in-service training that would equip them with the necessary school administrative skills.

In one of studies done by Ayot (1981) on in-service of teachers in Kenya he points out that there is no in-service education and training that is given to teachers after they have been promoted to leadership positions or upon assuming new administrative roles. This means that the newly appointed head teachers are usually ill prepared to take up new roles, and carry out their new responsibilities, and so
there is great need to have them in-serviced and trained on skills of school management.

In the recent past, there has been a positive move towards the in-servicing of Primary school head teachers by the Kenyan Government and the other concerned organisation with the main aim of improving the management skills of these Head teachers. The major purpose of any in-service training programme is to increase productivity, reduce supervision, heighten morale, give greater job security and improve job satisfaction.

1.7 Basic Assumptions of the Study

The proposed study will be based on the following assumptions.

i. That primary school administrators and other educational administrators are agents of effecting educational changes.

ii. That school administrators need to get in-service training to enable them perform their duties effectively.

1.8 Limitations of the Study

i. The study will not be carried out in the whole of the two districts due to limitation of time and also due to financial constraints.

ii. Since little research has been previously done on in-servicing of primary school administrators, the researcher will have problems accessing information for literature review.
iii. The researcher anticipates the difficulty of getting honest and impartial responses to the data collection instruments. For example a head teacher who is not in-serviced will not be able to fill the questionnaire correctly.

1.8 Scope of the Study

The study will focus on the impact of PRISM in-service training programme on primary school administration in selected primary schools in Nambale division of Busia District and Amukura Division of Teso District. Due to limited time and financial constraints, the study will be confined to ten (10) primary schools in Nambale Division, Busia District and Ten (10) schools in Amukura Division, Teso District which represents 30% of the population respectively. The researcher will assume that the purposively selected school administrators will offer adequate information on the topic of study by asking them to respond to the research instruments more freely, and willingly.
1.10 Definition of key terms used on the study

Appoint: Give new responsibilities to a teacher

Apprenticeship: Learning of skills on the job

Curriculum: All the selected, organized, integrated and evaluative educational experiences provided to children under the authority of school in order to achieve the designated learning outcomes.

Competence: Being in a position to do one’s job to the best of his ability based on training and skills he/she has acquired.

Head teacher: The teacher who is in-charge of a learning institution or school.

In-service: Any professional development or training that a teacher undertakes after receiving his/her initial teacher certificates, and after beginning the professional practice.

Policy Makers: People who are responsible for making decisions that affect and reflect on education.

Pre-service: Training that is given to primary school teachers to prepare them for teaching career.

Promote: To move a person from a lower grade to a higher grade of his promotion.

Role: The part undertaken by the Head teacher in implementing the school curriculum.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this chapter is to review literature related to the proposed study. This chapter discusses the role of the head teacher in school management, factors that led to the need for in-service training, strategies employed to offer in-service training for primary school head teachers. The literature will be reviewed from previous books carried out by different researchers. The researcher will draw conclusions by discussing the main points highlighted in the chapter.

2.2 Review of Related Literature

This section reviews literature related to the proposed study. It is divided into three sections as follows:

(i) The role of head teachers in school management

(ii) Factors that led to the need for establishment of in-service training programmes and education for primary school head teachers.

(iii) Strategies employed to offer in-service training for primary school head teachers.
2.3 The role of the Head Teacher in School Management

Head teachers play various roles that are important to school management as discussed below:

a) General Administration

The head teacher plays a role of planning, organizing, coordinating and evaluating the school plans and objectives. He also ensures effective communication, proper resource management, conflict management and is in-charge of decision-making as far as the school is concerned.

b) Curriculum and Instruction Management

The head teacher is responsible for effective articulation of the instructional goals to teachers. He is supposed to create an enabling environment for teaching and learning by providing adequate learning resources, supervising instruction and motivating both teachers and students in order to achieve the school objectives.

c) Finance and Business Management

The head teacher manages school funds by putting forth proper methods of fee collection, preparation of school budget, accounting and auditing processes, as well as manage other business operation within the school such as income generating projects. He is the chief accounting officer for the school.
d) Management of Physical and Material Resources
The head teacher is responsible for developing and maintaining proper use of school facilities. He is in-charge of all purchases and totally accountable for the use of the school plant and equipment.

e) Management of Staff Personnel
Staff personnel include both academic and non-academic staff. The head teacher is responsible for delegating responsibility, supervising, and motivating staff as well as managing conflicts among staff members.

f) Management of Students
The head teacher is responsible for organizing instructional programme, providing adequate tuition and boarding facilities, maintaining student proper records, maintaining student discipline and supervising student activities and services.

gh) Management of School Community Relationships
The head Teacher represents the school to the community. He solicits for parents support in school development projects and encourages the use of school facilities by the community. He also encourages good relationship between the school and community.
2.4 Factors that led to the need for the establishment of in-service training programmes and Education for Primary School Head teachers

A report on a study of Curriculum Development in Kenya in part recommended that primary school Head teachers should assume more responsibilities as in-service training agents in their schools by Supervising instruction. This can only be achieved if these head teachers are in-serviced on methods of instructional supervision.

Due to the rapid cultural, social, economic, technological and political changes and developments that are taking place in the world today, it has become imperative that teachers as agents of imparting knowledge keep abreast with these changes by continuing to develop themselves through school based in-service programmes both personally and professionally. This requires that they attend seminars, workshops and courses on recurring issues of school management.

In one of Ayot's (1981) study on in-service of teachers in Kenya, he says:

"There is no in-service training and education after a teacher has been promoted to leadership or upon assuming new administrative Roles".

This clearly indicates that the newly appointed primary school administrators had previously been ill prepared to take up their new roles, and hence the greater need for them to undertake in-service training to enable them carry out their duties well. Odhiambo (1981) was also of this opinion when he viewed in-service training as a better option of providing opportunities for teachers in the field.
Dadey et al noted that one of the conspicuous anomalies in the current educational systems in Africa is the negligence of planning and development of personnel of whom primary school head teachers are. Staff development entails the in-service training of the same staff. Educational administrators were typically selected from the teaching staff as Lungu, (1983) notes. Neglect of school administrators is seen as the main bottleneck in Educational Administration. Chinnapah (1990) both cases point out to the fact that lack of proper management skills in primary school administration is a major hindrance to education.

A policy paper in management on training and professional support for Headship in Africa reveals that only three (3) out of thirty one (31) countries that were under study had comprehensive in-service training programmes in educational planning and management showing the inadequacy of such programmes for school administrators and indicating therefore that there is great need to avail such programmes for newly appointed primary school head teachers. This implies also that there is generally very little attention given to frontline implementers of educational policies.

Since school management involves planning, co-ordination, supervision and evaluation of school curriculum, pastoral care, discipline, financial management, personnel management, school and community relations management, use of skills such as decision making, negotiation, communication and conflict management, the head teacher needs to go through in-service training to enable him/her handle these issues effectively.
The head teachers are always at the receiving end of educational policies. On them depends the implementation of the school curriculum and other innovations, with or without consultation, at short notice and with inadequate resources. Therefore, head teachers require in-service training to enable them implement the curriculum at primary school levels under such difficult conditions. As public relations officers, the head teachers are never prepared to scope with the external pressures and other internal constraints.

Hughes et al (1983) argues that the role of a professional administrator is the ultimate accommodating technique. It legitimizes hierarchy, does not restrict autonomy and provides external representation, which expresses a professional standpoint. This points to the fact that the school as a professional organization requires a head-teacher who is professionally qualified.

2.5 **Strategies employed to offer in-service training for primary school head teachers.**

Anderson et al asserts that contemporary based teacher preparation is derived from instructional activities designed to produce teachers who posses designated competencies for entry into teaching and school administrative profession. That demonstration of these competences will supersede evidence of courses passed, and time spent in teaching as a requirement for promotion. This shows that any other training after the pre-service training improves teacher competency, and is the basis on which teachers should be promoted to administrative posts.
Warwick (1975) argues that most head teachers upon appointment usually turn out to be incompetent, and that it is at this time that they need to go through in-service. He says that every teacher goes through seven (7) stages in his profession. At stage four (4) the teacher seeks promotion either at school or professional level because he has acquired experience though lacking in competency. It is at this stage that teachers are promoted to headship, and indeed it is a transition period, so there is need for them to undergo in-service training on school administration.

In Uganda for example, focus is put on the training of head teachers for competence and head teachers' effectiveness in school management. TDMS – an acronym for Teacher Development and Management of Schools as an in-service programme which began as a temporary measure to offer training to teachers but is now expanded into a national programme. This is an indication that efforts are being made to train teachers to acquire school management skills. One of the TDMS objectives is to offer management training to teachers in all levels of management in-order to strengthen educational institutions. Also TDMS offer refresher courses to teachers to enable them handle the ever-changing curriculum.

The In-service Education and Training of Teachers (INSET) is a subject of both political and academic research throughout the world. One of the objectives of this project was to train teachers for administrative roles.

Greenland (1983) asserts that providing job-related training for head teachers is a major issue of concern. Some responses in a study done by this researcher indicate
that INSET programmes should be restarted, as this would strengthen primary school administration.

Until recently the general view was that if one was a good teacher and able to produce good results, one was most likely to become a good head teacher, in which case headship was regarded as an extension of good classroom practice. This view still prevails in most developing countries including Kenya where most primary school Head teachers are promoted and appointed on merit and experience.

"Most of these head teachers are promoted from among competent classroom teachers. They undertake no in-service training for their new roles. They acquire their skills of school management on the job, few undergo in-service training later in their careers". (Commonwealth Secretariat 1991).

The “Daily Nation” Friday May 31 2002 has teachers new promotion rules which states that Education Bosses must attend special courses to get to higher ranks; that Education Officers together with school head teachers will only be promoted after completing special courses offered by KESI – Kenya Education Staff Institute. This was one of the strategies developed by the government to equip Head teachers with adequate management skills. This was in addition to the previous requirement whereby upward career mobility was pegged to pre-service qualification, job experience and performance.

Another effort put in place to train primary school head teachers is the introduction of the PRISM project. The project was designed to meet the management needs of all Primary School head teachers in Kenya. A needs analysis conducted earlier revealed that there was an urgent need to train primary school head teachers in
areas of school management that lead to more effective schools. The needs analysis project was funded by (DFID, UK) under management of (CfBT) education services in UK, which worked closely with MOE and HRD Kenya

2.6 Summary
Primary school heads are the administrators of schools. A good and effective administrator needs to be equipped with the required administrative skills that would enable him/her perform duties well. There is therefore need to train all school administrators in school management and thus courses offered by KESI, as well as the PRISM project have proved worthwhile in equipping school heads with the required administrative skills and making them better school managers.

2.7 Conclusion
In this chapter, the researcher has attempted to review the literature related to the topic of the study. The researcher looked at the roles of Primary School head teachers. The researcher focused on issues that point to the need to offer in-service training for primary school Administrators to equip them with the necessary administrative skills required to enable them face the ever changing challenges that the school environment offers. The literature review also focused on the efforts put in place to try and provide in-service training for primary school administrator
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter attempted to describe the specific strategies or procedures that will be used in data collection and analysis in order to answer the research questions. The chapter focused on the research design, study locale, the population, sampling techniques, description of research instrument piloting, data collection and the plan for the analysis of data.

3.2 Research Design

This study investigated the impact of PRISM In-Service program on the administrative performance of primary school head teachers. The study adopted a descriptive-survey as the study done to investigate cause and effect relationship by observing an existing condition or state of affairs and searching back in time plannable causal factors. It is on the basis of this that the outcomes of impact of PRISM in-service training programme on primary schools administration would be assessed and understood. This design is also found to be appropriate because it allows the use of research instruments like questionnaires.
3.3 Study Locale

The study was carried out in Nambale Division in Busia District and Amukura Division in Teso District in Western Province of Kenya. The researcher chose the area because of limited time and financial resources at her disposal. The location was also chosen because of the availability of the required subjects such as those primary school head teachers who had gone through in-service (PRISM), and those primary school head teachers who had not gone through in-service training (PRISM). Also easy accessibility to those schools prompted the researcher to choose this area.

3.4 Target Population

The population for the study comprised of 60 primary school head teachers, 60 Deputy Primary school head teachers, 60 senior teachers, from 30 primary schools in Nambale Division, Busia District and 30 primary schools in Amukura Division, Teso District. There are a total of sixty schools in the two Divisions.

3.5 Sampling Procedure

This study was carried out in Nambale Division of Busia District and Amukura Division of Teso District. Ten schools were selected from Nambale Division-Busia District and ten schools from Amukura Division-Teso District using purposive sampling. After selecting the schools, the researcher solicited for the information from the Head teachers, deputy head teachers and senior teachers of these schools.
3.6 Data collection Instruments

In order to answer the research questions, data was collected using questionnaires. There was a questionnaire for head teachers, deputy head teachers and senior teachers. Data collection took a period of three months.

3.6.1 Head teachers questionnaire

In order to obtain information from the Head teachers, a questionnaire (Appendix II) was administered. A series of open and close-ended items were specifically tailored to enable the researcher collect data for the study. The open ended items gave the respondents freedom to express their views and also make suggestions. The close-ended items guided the respondents to give specific responses required by the researcher.

3.6.2 Questionnaire for deputy head teachers

This instrument (appendix III) was used to gather information from deputy head teachers of the selected primary schools. It sought information on their background, roles as deputy head teachers, and some problem they encounter in doing their work. This information was meant to counter-check the responses given by head teachers.

3.6.3 Questionnaire for senior teachers

This instrument (Appendix iv) was used to gather information from senior teachers of the selected primary schools regarding their background and administrative roles.
3.7 Piloting

Piloting was carried out in two primary schools purposely selected before the actual collection of data for the study. These schools were not among those that took part in the study. Two primary head teachers, two deputy head teachers, and two senior teachers took part in the pilot study. The purpose of piloting was to assist the researcher discover weaknesses in research instruments, check the clarity of questions and get comment from respondents that would improve the instruments. The researcher personally administered the instruments and followed the same procedure that was used during the actual collection of data.

3.8 Data collection procedures

The researcher obtained a research permit from the Office of the President through the Institute of Continuing Education - Kenyatta University. This permit was to enable the researcher to personally administer the questionnaires in order to collect data to answer the research questions. The researcher later collected the completed questionnaires for data analysis after a period of 2 weeks from the date of administration.

3.9 Data Analysis

The data was analyzed according to research questions. For the closed-ended and open-ended questions a codebook was assigned, where as for the open-ended questions, the questions were listed and tally marks used to match those that were identical. Counting was done to determine the frequency of each response. The
findings of the study were presented in percentages. The final conclusions and recommendations for the study were discussed in chapter 4 and 5.
CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

The purpose of this study was to find out the impact of PRISM in-service training on the effectiveness of Primary School head teachers. This Chapter presents the results of the study. The study was guided by the following research questions: -

1. What factors motivated Primary school head teachers, deputy head teachers and Senior teachers to attend PRISM in-service training?
2. What are the attitudes of primary school head teachers, deputy head teachers and senior teachers towards PRISM in-service training?
3. What is the impact of PRISM in-service training on primary school management of?

The chapter presents the findings of the study focusing on the following areas: -

- Profile of the head teachers, deputy head teachers, and senior teachers.
- Factors that motivated primary school head teachers, deputy head teachers, and senior teachers to attend PRISM in-service training.
- Attitudes of primary school head teachers, deputy head teachers, and senior teachers towards PRISM in-service training.
- Impact of PRISM in-service training on the management of primary schools.
4.2 Profile of head teachers, deputy head teachers, and senior teachers.

In this study there were ten head teachers, ten deputy head teachers and ten senior teachers. The researcher sought to find out information regarding the age, gender, academic and professional qualifications, and experience of the head teachers, deputy head teachers, and senior teachers which is indicated in the table below.

Table 4.1. Profile of the head teachers, deputy head teachers, and senior teachers in relation to age, gender, academic and professional qualifications and experience.

<table>
<thead>
<tr>
<th></th>
<th>Head teacher</th>
<th>Deputy. Head teacher</th>
<th>Senior teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n.</td>
<td>%</td>
<td>n.</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>9</td>
<td>90</td>
<td>7</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Academic qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. J. S. E</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>K. C. S. E</td>
<td>4</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>K. C. E</td>
<td>4</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>K. A. C. E</td>
<td>2</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P&lt;sub&gt;1&lt;/sub&gt;</td>
<td>6</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>P&lt;sub&gt;2&lt;/sub&gt;</td>
<td>2</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>S&lt;sub&gt;1&lt;/sub&gt;</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ATS</td>
<td>2</td>
<td>20</td>
<td>0</td>
</tr>
</tbody>
</table>

30
### Experience as a teacher

<table>
<thead>
<tr>
<th>Age Range</th>
<th>0-10 yrs</th>
<th>10-14 yrs</th>
<th>15-19 yrs</th>
<th>20-24 yrs</th>
<th>&gt; 24 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>50</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience as an administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age Range</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
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<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

### 4.2.1 Head teachers’ Profile

#### a. Gender

Table 4.1 reveals that 90 percent of the head teachers were males while 10 percent were females. There is an imbalance on gender distribution in school management and this can be explained by the fact there is usually a stereotype attitude that male head teachers do a better job as school administrators than their female counterparts. Also female teachers tend to be tied down by domestic roles of mothering and do not aggressively compete their male counterparts for administrative positions. For these reasons, the number of males appointed to headship positions outweigh that of females.

#### b. Age

One hundred percent of head teachers were mature as they stated their age to be above 30 years. Over 70% were above 45 years old. This means they had up to 10 years to be in service if the official retirement age is 55 years. However, the other 30% had
between 15 to 25 years before attaining the retirement age within which time they could gain experience as school administrators. These are those teachers who had been recently appointed and had administrative experience of less than 10 years.

c. Education

Eighty percent of the head teachers had reached form four level of education, and 20% had ‘A’ level certificates. Sixty percent had P1 certificates, 20% had P2 certificates while 20% were ATS teachers. All the head teachers had sound academic and professional qualifications because they fulfilled the basic requirements for primary teacher employment. These requirements are K. C. S. E D+ and above, or K. C. E division III and above together with a P1 certificate.

d. Experience

Sixty percent of the head teachers had a teaching experience of more than 20 years, and an administrative experience of more than 10 years. They had gained enough experience both as teachers and administrators, and perhaps this experience is one of the factors that had contributed to their promotion as Ayot (1981) asserts that “there is no in-service education and training after a teacher has been promoted to leadership or upon assuming new administrative roles”. This means that the criteria used to promote these head teachers may not have focused on whether the teacher had undertaken PRISM in-service training but on experience as and performance, and only acquire their skills of school management on the job. A few undertake in-service training later in their career (Commonwealth Secretariat 1991).
4.2.2 Profile of Deputy Head teachers

a. Age

Seventy percent of the deputy head teachers were males while 20% were females. The number of females among deputy head teachers is slightly higher than it is among head teachers. Seventy percent of the deputy head teachers were above the age of 40 years. It means that they had taught for quite a long period of time, gained enough experience upon which their promotion to deputy headship was based.

b. Education

Eighty percent of the deputy head teachers had K. C. S. E and K. C. E certificates. One hundred percent had P1 certificates. Both the academic and professional qualifications of the deputy head teachers were good as they met the basic requirements for primary teacher employment. These requirements are K. C. S. E certificate D+ and above, or K. C. E Division III and above plus a P1 certificate.

c. Experience

Fifty percent of the deputy head teachers had taught for at least 14 years, while the other 50% had taught for up to 24 years. All of them i.e. 100% had served as deputy head teachers for less than 10 years.
4.2.3 Profile of the Senior Teachers

a. Gender

Fifty percent of the senior teachers were male while 50% were females. There was a balance on gender distribution.

b. Age

Eighty percent of the senior teachers were aged below 40 years. Therefore they had more than 10 years to build their career through professional development and growth if ever they wished to become head teachers.

c. Education

Majority of them had K. C. S.E and K. C. E qualifications. All of them had P1 certificates

d. Experience

Fifty percent of the senior teachers had taught for more than 20 years. If experience is considered as a factor for promotion, then those that had taught for 20 years would be considered for promotion to deputy headship.

4.3. Factors that motivated primary school head teachers, deputy head teachers and senior teachers to attend PRISM in-service training.

The researcher sought to find out factors that had motivated head teachers, deputy head teachers and senior teachers into attending PRISM in-service training. The findings are tabled below.
4.3.1 Factors that motivated primary school head teachers to attend PRISM training.

All the head teachers involved in the study had undertaken PRISM in-service training. Seventy percent indicated that the Pre-service teacher training had not adequately prepared them for school management. Upon completing their pre-service course, teachers are posted to teach in primary schools from where they gain experience and some competences as Lungu (1983) states that education administrators are typically selected from the teaching staff. It cannot therefore be assumed that classroom teachers when promoted to headship can perform their duties satisfactorily without some form of in-service training on school management.

Table 4.2 Reasons for taking up PRISM in-service training.

<table>
<thead>
<tr>
<th>Reason</th>
<th>n.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was a requirement</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>To keep a breast with new knowledge</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>To enhance school management skills</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>To prepare for future management roles</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.2 reveal that 50% of the head teachers took the PRISM in-service training because it was a requirement Warwick (1975) argues that most of the head teachers upon appointment, usually turn out to be incompetent, and thus need to go through in-service training on school management. This explains why the head teachers felt that there was need to take up PRISM in-service training. They may have been promoted and
appointed based on other factors such as performance and experience, but basically they lacked administrative skills. They were inadequate and ill prepared for their new roles.

Because of this inadequacy, the head teachers were motivated to take up the PRISM in-service training so as to enhance school management skills. Also 40% of the head teachers who attended the training were sponsored by the government; forty percent sponsored themselves, while 20% were partly sponsored by the school management committees through cost sharing. The government’s and school committee’s offer to sponsor the head teachers for the training was indeed a motivating factor.

4.2.3 Factors that motivated deputy head teachers to take up PRISM training

The deputy head teachers having been in management positions lacked basic skills in school management. There was need for them to take up the PRISM training to acquire the required skills in school management. Forty percent of the deputy head teachers had undertaken the prism training. Those who had taken the training had sponsored themselves. It is expensive to pay fees for the training and that could be the reason why majority of the deputy head teachers did not take up the training. Besides, they were not required to have undertaken the training since their duty is to deputize the head teachers.
Table 4.3 Deputy head teachers’ reasons for taking up PRISM in-service training

<table>
<thead>
<tr>
<th>Reason</th>
<th>n.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was a requirement</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To keep a breast with new knowledge</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To enhance school management skills</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>To prepare for future management roles</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 4.3 shows that 50% of those deputy head teachers who took up the PRISM training indicated that they took the training to enhance skills in school management, while 50% indicated that they took the training to prepare for future management roles. They were therefore motivated by the need to enhance skills in school management, and also by the desire to prepare themselves for future leadership. It therefore became imperative that they take up the training in order to equip themselves with skills and competences required for school administration in future.

4.3.3 Factors that motivated senior teachers to take up PRISM training

Thirty percent of the senior teachers had undertaken the prism in-service training while the majority 70% had not. Those who took the training sponsored themselves. All those senior teachers who took the training indicated that they did so to prepare for future leadership roles in school, as 100% of the senior teachers expressed interest in becoming head teachers. Seventy percent stated that they had not been adequately prepared for school administration at pre-service training level, and felt they needed to take up PRISM training. Forty percent indicated that there were other teachers in their schools who were not in administrative positions but who had taken the PRISM training.
This is an indication that the training is so vital that majority of the teachers chose to take it even if promotions were not forthcoming. One point is distinctively clear, that the PRISM in-service training not only imparts the required skills and competences, in school managers, but also builds confidence in regular teachers.

4.4 Attitudes of primary School head teachers, deputy head teachers and senior teachers regarding PRISM in-service training.

The researcher sought to find out the attitudes of primary school head teachers, deputy head teachers and senior teachers regarding PRISM training.

4.4.1 Attitude of primary school head teachers regarding PRISM training.

PRISM in-service training had enabled 100% of the head teachers to be better administrators. Forty percent indicated that they undertook PRISM in-service training. These are those head teachers who had been promoted after attending the training. Sixty percent who were promoted before the training also indicated that after attending the training, they were able to carry out the school administrative duties better.
Table 4.4. Attitude of head teachers towards PRISM training.

<table>
<thead>
<tr>
<th>Criteria for promotion</th>
<th>n.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic qualification</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PRISM training</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Performance</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Experience</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

Table 4.4 reveals that 50% of the head teachers indicated that during promotion to headship, PRISM in-service training should be considered. This is because most of the head teachers who were promoted to headship were ill prepared. As Commonwealth Secretariat (1991) states that

"Most of these head teachers are promoted from among competent classroom teachers. They undertake no in-service training for their new roles. They acquire their skills of school management on the job; a few undergo in-service training later in their careers".

For this reason, 50% of the head teachers felt that candidates for headship ought to be selected from among those teachers who had undergone PRISM in-service training. Thirty percent indicated that performance should be considered while 20% indicated that experience should be considered when promoting teachers to headship positions.

While it remains clear that PRISM in-service training should be a major factor for consideration during the promotion of teachers to headship, it is also important to note that other factors such as experience and performance carry some weight. This is so because however qualified a teacher may be, if he/she lacks adequate experience in the
teaching profession, and has not been producing any good results in K. C. P. E examinations, that teacher is less likely to be the candidate for promotion.

Majority of the head teachers were of the opinion that any promotion should be given to teachers only after they have successfully completed the PRISM training. This kind of view indeed emphasizes the need for professionalism in school administration. This view gained a lot of weight as 100% of the head teachers stated that all head teachers in the country should be PRISM trained. It is quite evident that the attitude of head teachers towards PRISM in-service training is positive.

Besides experience and performance, in-service training should be considered for promotion to headship positions. This is because the in-service training imparts professionalism in school managers and also creates in them confidence. Therefore, the three aspects, which are experience, performance and in-service training, should be considered when promoting a teacher to headship. For those teachers who have not been promoted, in-service training in school management should be a requirement for promotion.

4.4.2 Attitude of deputy head teachers regarding PRISM training.

All the four deputy head teachers who had undertaken PRISM in-service training stated that the training had made them better teachers and also better administrators. Thirty percent of the deputy head teachers stated that their promotion was based on PRISM in-
service training. These were those deputy head teachers who had taken up the training prior to their promotion. Forty percent stated that their promotion was based on experience. These responses concur with those of the head teachers on the same item. Here again, it is important to note that promotion of teachers to headship position was not necessarily based on in-service training but on other factors as 50% cited performance and experience. However, the issue of in-service and performance featured more dominantly than that of experience.

Forty percent of the deputy head teachers were of the opinion that teacher promotion to headship should be based on PRISM in-service training. Forty percent indicated it should be based on experience. Here again, the attitude of deputy head teachers towards PRISM in-service training is positive as 50% of the cited PRISM training. This attitude is even more enforced as 100% of the deputy head teachers argued that promotion of teachers to headship should only be given after a teacher has completed PRISM in-service training; and that all head teachers in the country should be PRISM trained. The positive attitude of deputy head teachers tallies with that of head teachers and is aimed at introducing professionalism in school management.

4.4.3 Attitude of senior teachers regarding PRISM training.
All the three senior teachers who had been PRISM trained stated that the training had made them better teachers as well as better administrators. Sixty percent stated that their promotion was based on performance. This is because they were promoted to administrative posts even before taking the PRISM training. 20% indicated that their
promotion was based on experience, while 20% stated that their promotion was based both on experience and performance.

Forty percent of the senior teachers indicated that teacher promotion to headship should be based on PRISM training. Forty percent indicated it should be based on performance, while 20% indicated it should be based on experience. Here again, the issue of PRISM in-service training and performance feature more dominantly as 50% of the senior teachers stated that promotion to headship should be done regardless of whether the teacher is PRISM trained or not as long as he/she has been performing. 50% stated that promotion should only be given after the teacher has completed PRISM in-service training. It can therefore be noted that the senior teachers’ attitudes towards PRISM in-service training were positive as they (50%) emphasized promotion upon completion of the training.

4.5. Impact of PRISM in-service training on the management of primary schools.

The researcher sought to find out the impact of PRISM in-service training by focusing on management tests, head teacher’s administrative abilities, and K. C. P. E results.
Table 4.5 Areas of school management made easier after head teacher attending PRISM training.

<table>
<thead>
<tr>
<th>Management task</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial management</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Student discipline</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Personnel management</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Curriculum and instruction</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>School development plan</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Physical resources management</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>School community relations</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

In table 4.5. Ninety percent of the head teachers stated that financial management had been made easier after the PRISM in-service training, 80% indicated curriculum and instruction, 80% preparation of school development plan, and 70% physical resources management and school management, personnel management and school community relations were represented by 70%, 40% and 30% respectively. These figures show that PRISM in-service training had a positive impact on school management since majority of the head teachers’ responses indicate an improved performance in school management tasks after the PRISM training.
Table 4.6. Administrative activities that enhanced good school management after PRISM training.

<table>
<thead>
<tr>
<th>Activity</th>
<th>n.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise instruction</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Evaluate learning outcomes</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Teach</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Delegate responsibility</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Hold regular staff meetings</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Motivate teachers</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Motivate pupils</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

Among those activities that the head teachers performed in order to demonstrate better management capabilities, 60% of the head teachers stated that they evaluate learning outcomes, 100% teach and 70% stated that they motivate their teachers. From the above responses, it was quite notable that majority of the head teachers were able to demonstrate better administrative practices and competences after PRISM in-service training, and therefore the training had a positive impact.
Table 4.7. Head teacher’s administrative abilities

<table>
<thead>
<tr>
<th>Rating scale</th>
<th>D. H. Teacher</th>
<th></th>
<th></th>
<th></th>
<th>Senior teacher</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n.</td>
<td>%</td>
<td>n.</td>
<td>%</td>
<td></td>
<td>n.</td>
<td>%</td>
</tr>
<tr>
<td>o Excellent</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>20</td>
<td></td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>o Good</td>
<td>6</td>
<td>60</td>
<td>5</td>
<td>50</td>
<td></td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>o Fair</td>
<td>2</td>
<td>20</td>
<td>3</td>
<td>30</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>o Poor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
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As asked to rate their head teachers’ administrative abilities after PRISM in-service training, 20% of the deputy head teachers stated it was excellent, 60% stated it was good, while 20% stated it was fair. Twenty percent of the senior teachers stated it was excellent, 50% stated it was good while 30% stated it was fair. From the above findings, it can be noted that all the deputy head teachers and senior teachers rated their head teachers’ administrative abilities after attending PRISM training as above average. This means the training had imparted into the head teachers desirable professional skills and competences that enabled them to carry out their responsibilities more effectively. Therefore, PRISM in-service training had a positive impact on school management.
Figure 4.1 shows performance in K. C. P. E examinations between those schools whose head teachers were PRISM trained and those schools whose head teachers were not PRISM trained. The performance of the schools whose head teachers were PRISM trained was above average with the lowest mean being 5.630, and the highest mean being 6.177 over a period of 4 years. On the other hand the performance of schools whose head teachers were not PRISM trained, was below average with the lowest mean
being 3.335, and the highest mean being 4.526. The results showed that those schools whose head teachers had been PRISM trained were doing better in K. C. P. E examinations than those schools whose head teachers were not PRISM trained. This can be explained and supported by previous responses, which showed improved skills, competences and a sense of professionalism among PRISM trained head teachers. These three aspects were likely to be the cause of better performance in K. C. P. E examinations. Therefore PRISM in-service training had a positive impact on school management.

4.6. SUMMARY

Chapter 4 presented and analyzed the data obtained from the questionnaires. The results of the study showed that:

i. Majority of the head teachers who were PRISM trained attended the training because it was a requirement and this was aimed at introducing professionalism in school management.

ii. PRISM in-service training in school management had made school administration a lot easier as majority of the head teachers affirmed that they were all able to easily handle the management tasks.

iii. Besides experience and performance, PRISM in-service training is also an important factor that should be considered while promoting teachers to headship.

iv. PRISM in-service training has positively affected school management since those schools whose head teachers were PRISM trained had better academic results than those whose head teachers were not PRISM trained.
CHAPTER FIVE

SUMMARIES, CONCLUSIONS, AND RECOMMENDATIONS.

5.1 Introduction.
The purpose of the study was to find out the impact of PRISM In-service training programme on the administrative performance of primary school head teachers, whether the head teachers had attended the PRISM training, reasons for attending the training and how the training has affected their administrative abilities. The study came up with some findings, which were summarized and discussed in this chapter. This chapter also outlines conclusions arrived at and recommendations for desired action.

5.2 Summary and discussion of the major findings.
a. Head teachers' profile.
Findings of the research showed that a majority of the head teachers i.e. ninety percent of those who had attended PRISM in-service were males. Eighty percent had P1 teacher certificates. Sixty percent had taught for a period of over 24 years, seventy percent had experience as head teachers for at least 14 years. This means that good academic and professional qualification, access to PRISM in-service training, as well as long experience both as teachers, and head teachers provided a good base for proper school administration.

b. Impact of PRISM in-service training on School Management.
One hundred percent of the head teachers contacted had attended PRISM in-service training, eighty percent attended PRISM in-service to improve their skills in School Management.
Sixty percent indicated that after attending PRISM in-service training School Financial Management had become easier to handle, (70%) indicated that personal (both student and staff) became easier to handle, while (80%) indicated that curriculum instruction became easier to handle, and (80%) cited the preparation of the school development plan. The findings indicate that all school management tasks have been made a lot easier after attending PRISM In-service training.

Eighty percent of the Head teachers suggested that if they have to become better administrators, all heads of Primary Schools should undertake PRISM in-service training. This means that In-service on school management is very vital for school administration.

b. Factors that motivated head teachers to attend prism training.

It is also revealed that over 60% of the head teachers had attended the PRISM training after being promoted to headship positions, and only 40% had attended the training before being promoted. From this observation a conclusion can be made that the head teachers usually promoted to head schools despite the fact that they lacked the required administrative skills. They therefore required to be competent in their duties and hence took up the prism training. Besides they were offered sponsorship by the government and this was a motivating factor.

c. Impact of prism training on primary school Management

Of all the head teachers used in study 80% stated that they attended the prism training to improve their management skills. 60% indicated that after attending the PRISM training school financial management become a lot easier to handle, 70% indicated
personnel management became easier to handle while 80% indicated curriculum and instruction; 80% indicated school development plan. From the above findings it is quite clear that upon completing the PRISM training the head teachers were able to handle school management tasks more effectively. This is because 80% of all the head teachers used in the study suggested that if they had to become better administrators, there was need for all heads of primary schools to undertake the PRISM in-service training. Further more comparison of K.C.P.E results of those schools whose head teachers were PRISM trained, and those whose head teachers were not PRISM trained show a better performance in the schools whose head teachers were PRISM trained. If the academic performance of a school is good and constantly improving this is an indication that the PRISM trained head teachers were doing their work effectively. Therefore PRISM in-service training had a positive impact on school management.

d. Deputy head teachers’ profile

Seventy percent of the deputy head teachers were above 40 years of age and had taught for over 15 years. They had gained experience while on the job that could probably have been a factor for consideration during their promotion. One hundred percent of deputy head teachers had O-level and P1 certificates respectively. This means they had met the basic academic and professional requirement for employment into primary school teaching.
e. Factors that motivated deputy head teachers to attend PRISM training.
The deputy head teachers lacked the basic school management skills and so there was need for them to take up the prism training in order to acquire the necessary skill and competences that would enable them deputize the head teachers more effectively.
Fifty percent of the deputy head teachers' took the training to enhance school management skills and also to prepare themselves for future leadership roles. Forty percent of the deputy head teachers were positive about the PRISM training as they said that their promotion was partly based on the PRISM training.

f. Impact of PRISM on school management.
Those deputy head teachers who were promoted before the prism training indicated that upon completing the training they were able to carry out school administrative duties more effectively. They were of the opinion that for one to become an effective administrator there was need for him or her to take up PRISM training.

5.3. CONCLUSION
All the Head teachers, Deputy Head teachers and senior teachers had strong academic, and professional qualifications, as well as long enough experiences both as teachers and School Administrators. This enabled them to perform their duties.
However, some deputy head teachers and senior teachers who had not attended PRISM in-service training in Nambale Division, and they felt that this was a set back in their duties.
Head teachers in Amukura Division had not attended PRISM in-service training and this resulted in the poor academic performance. Lack of PRISM training was a major hindrance to them performing their duties effectively. A few deputy head teachers and senior teachers had attended PRISM in-service training and were offering support to their head teachers.

There was evidence that all the head teachers who had not been PRISM in-serviced; head teachers and senior teachers expressed interest in the training as they aspired to become head teachers in future. Most of the teachers were of the opinion that for one to be promoted to headship position, he/she must first of all have attended some form of in-service training on school management.

5.4. RECOMMENDATIONS

(i). The curriculum at teacher training level should be restructured so that fewer subjects are offered and the student teachers should be allowed to specialize in fewer subjects; at least four (4) so that they can concentrate on the professional training aspect of the course.

(ii). The ministry of education in Human Resource Development should design suitable in-service courses on school management and other emerging issues such as Drugs and substance abuse, AIDS and HIV among others. These courses should be mandatory to all primary school teachers. They should be partly sponsored by the government and offered during school holidays at zonal levels.

(iii). Certificates should be offered to those teachers who successfully complete PRISM and any other in-service training.
5.5. SUGGESTIONS FOR FURTHER RESEARCH

This study was limited to a relatively small sample of Nambale and Amukura Divisions due to lack of adequate time and finances. Further and related studies are recommended in other districts and provinces in Kenya with the view of establishing how the present findings can be generalized throughout the country.
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APPENDIX I: LETTER OF INTRODUCTION TO HEAD TEACHERS

The Head Teacher,

________________________
________________________

Date:

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a postgraduate student pursuing a Masters degree in Education at Kenyatta University. I have chosen to use your school to conduct research and would like to request you, the Deputy Head teacher, and the senior teacher to participate in the study.

I am conducting research on the impact of PRISM In-service Training programme on the effectiveness of primary school administration in Nambale Division, Busia District and Amukura Division, Teso District. This study is important as it will enable the educational planners determine the need for training primary school Head teachers in management of schools.

A copy of the clearance letter from the Office of the President will be availed to you on the day of visiting your school.

I would like to visit your school on _____________ to administer the questionnaires and have an interview with you as the head of the institution.

Thank you.

Yours faithfully,

OLIWA R.O.
APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

Instructions:

This study is out to investigate the impact of PRISM In-service training programme on the effectiveness of primary school administration. Please put a tick (✓) in the appropriate bracket, or fill in the information as your response to the following questions. Do not write your names anywhere on the questionnaire. Your responses will be treated as confidential. Please ensure all parts of the questionnaire are filled.

1 (a) Name of school ____________________________

   Type of School
   Mixed day (   )
   Mixed day and boarding (   )
   Girls’ Boarding (   )
   Boys’ Boarding (   )

2 Name of sponsor ____________________________

3 Your gender: Male (   )

   Female (   )

4 Your age _______ years

5 Staff distribution by sex. Male (   )

   Female (   )

6 Indicate your highest academic qualifications.


7 Indicate your highest professional qualifications ____________________________

8 What are the professional qualifications of your teachers? Give numbers against each grade

   S1
   P1
   Others
   (specify) ____________________________

9 Is one's professional qualification important for promotion to YES( ) NO( )

   (i) Deputy headship
   (ii) Senior teacher
   (iii) Others (specify)

Give reasons for your response in (c) above ____________________________

10 for how long have you been a head teacher? ____________________________
11 For how long have you been a head teacher in this school?

12 Is experience on the job useful for handling administrative matters Yes/No
Give reasons________________________________________________________

13 Below are statements that describe the relationship between the head teacher and teachers. Please tick the ones that you think apply to your school.

(i) Head teacher consults teachers constantly on matters of administration (  )

(ii) Consultative meetings between the head teacher and teachers are rare in this school (  )

(iii) The head teacher enjoys a cordial relationship with members of staff (  )

(iv) The head teacher does not allow informal groups with members of staff (  )

(v) The head teacher allocates responsibilities to members of staff basing on their professional competence. (  )

(b) In what ways does the relationship described in (a) above affect the administration of your school?

14 Have you undertaken any in-service training offered by Prism? Yes ☐ No ☐

15 What was the main reason for your taking up in-service courses offered by PRISM project? Choose from the list below
- It was a requirement for promotion (  )
- To enlighten myself (  )
- To keep abreast with new development (  )

16 Who sponsored you into the programme?
- Self (  )
- Government (  )
- School (  )
- Any other (specify)________________________________________________________

17 Are all the teachers involved in the administration of the school? Yes (  ) No (  )
If yes, say how they are involved__________________________

(b) Why do you think it is necessary to involve other teachers in administration? Give reasons__________________________

18 List down any areas of school administration that has been made easier to you after attending in-service training.

(i)__________________________
(ii)__________________________
(iii)__________________________
(iv)__________________________
(v)__________________________

19. How have the experiences you learnt while at the in-service courses affected your leadership style – briefly explain.

___________________________________________________________________________

___________________________________________________________________________

20. In your Opinion, what can be done to make all primary school head teachers in Kenya better school managers?

___________________________________________________________________________

___________________________________________________________________________

21. Fill in the table below the performance of students in K.C.P.E before you attended the in-service and after you attended in-service:

Give the mean grade

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<th>Year</th>
<th>Before</th>
<th>After</th>
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<td>2001</td>
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<tr>
<td>2003</td>
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22. Has there been any improvement in academic performance?
   YES ( )    NO ( )

23. Explain the causes of this improvement
APPENDIX III: QUESTIONNAIRE FOR DEPUTY HEAD TEACHERS

Instructions.

This study is seeking to investigate the IMPACT OF PRISM in-service training programme on the effectiveness of primary school administration. Please put a tick (✓) in the appropriate bracket, or fill in the information, as your response to the following questions. Do not write your names anywhere on the questionnaire. Your responses will be treated as confidential.

1. Name of school________________________________________

   Type of school
   Mixed day (  )
   Mixed day & boarding (  )
   Girls boarding (  )
   Boys boarding (  )

2. Your gender - Male (  )
   Female (  )

3. Indicate your highest academic qualifications________________________

4. Indicate your highest professional qualifications______________________

5. Did your professional training prepare you adequately for school administration?
   Yes (  ) No (  )

   Give reasons______________________________________________________

6. Have you undertaken any in-service training offered by PRISM programme?
   Yes (  ) No (  )

   Any other?_______________________________________________________

7. How long have you been a teacher_______________________________

8. For how long have you been a deputy head teacher_________________

9. What was the main requirement at the time of your promotion to this office

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10 Of the three factors listed below, which one is used most when appointing teachers to managerial status?
   - Experience (   )
   - Performance (   )
   - In-service (   )

11 How many other teachers in the school have attended in-service training offered by PRISM. _____________________________
   - Males (   )
   - Females (   )

12 Which of the following activities does the Head teacher engage in order to facilitate good school management (Tick the ones that apply in your school)
   (i) Supervision (   )
   (ii) Provision of teaching-learning resources (   )
   (iii) Evaluation of learning outcomes (   )
   (iv) Send teachers for In-service training (   )
   (v) Teach (   )
   (vi) Seek support from other teachers (   )
   (vii) Hold regular consultative staff meetings (   )
APPENDIX IV: QUESTIONNAIRE FOR SENIOR TEACHERS

Instructions:
Please answer all the questions by putting a (✓) in the bracket or explain your responses on the spaces provided. Information collected will be treated as confidential.

1. Name of school ________________________________
   Type of school
   Mixed day ( ✓ )
   Mixed day and boarding ( ✓ )
   Girls’ boarding ( ✓ )
   Boys’ boarding ( ✓ )

2. (a) Your gender  Male ( ✓ )
   Female ( ✓ )
   (b) Your age ____________________ years

3. Indicate your highest academic qualifications ____________________
   Indicate your highest professional qualification ____________________

4. Did you professional training prepare you adequately for school administration
   Yes ( ✓ ) No ( ✓ )
   Give reasons__________________________________________________

5. Have you undertaken any in-service training offered by PRISM program?
   Yes ( ✓ ) No ( ✓ )

6. Why did you undertake the training? ______________________________
   Give reasons__________________________________________________

7. For how long have you been a teacher? ____________________________
8. For how long have you been a senior teacher?

9. How do you rate your head teachers' administrative ability after attending in-service training?
   (a) Excellent ( )
   (b) Good ( )
   (c) Fair ( )
   (d) Poor ( )
   (e) Very Poor ( )

10. How has the training mentioned in (a) above enabled you to be a better administrator?
    Explain

12. Which one of the two factors listed below was your promotion based on?
    (i) Experience ( )
    (ii) Performance ( )

13. Would you like to be a head teacher sometime?
    Yes ( )  No ( )

14. Which criteria is used to promote teachers to headship?
    Explain

15. Do you think that all school administrators need to attend in-service training?
    Yes ( )  No ( )

16. Do you think they should get this training before or after promotion?
Before ( )

After ( )

Give reasons for your answer
APPENDIX V: RESEARCH BUDGET (FISCAL BUDGET)

A. Events and items

Transport and Subsistence

(i) To Nairobi for Literature review
    at Kenyatta University, Jogoo House, four (4) days.
    Cost Ksh. 8000.00

(ii) Transport to and from Nairobi to consult the supervisor
    @ Kshs. 1000 x 2
    Subsistence
    @ Ksh. 200 x 5
    Cost Ksh. 6000.00
    1200.00
    1000.00

(iii) Short distances while in Nairobi
    @ Ksh. 200 x 4
    Cost Ksh. 1800.00

TOTAL
28,800.00

B. Research for 14 days

(i) Transport to 20 schools
    Cost Ksh. 4,600.00

(ii) Subsistence
    Cost Ksh. 2,800.00

TOTAL
7,400.00

C. Pilot study in Nambale Division and Amukura Division

(i) Transport to and from the selected schools
    @ 200 x 20
    Cost Ksh. 4000.00

(ii) Subsistence
    @ Ksh. 160 x 14
    Cost Ksh. 2240.00

TOTAL
6,240.00

D. Materials to be used

(i) Printing paper (3 reams) @ Kshs. 550.00
    Cost Ksh. 1,650.00

(ii) Foolscap (2 reams)
    @ Kshs. 175
    Cost Ksh. 350.00

(iii) High density diskettes
    @ Ksh. 50
    Cost Ksh. 100.00

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<td>(i) Typing services</td>
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<td>(ii) Printing and photocopying</td>
<td>3,000.00</td>
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<tr>
<td>(iii) Binding</td>
<td>1,500.00</td>
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<td>(iv) Miscellaneous</td>
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<td><strong>Total</strong></td>
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GRAND TOTAL KSHS. 57,000.00
APPENDIX VI

WORK AND TIME SCHEDULE MAY 2003 – AUGUST 2004

* May – August 2003-Writing the proposal and preparing research instruments


* Jan. – March. 2004-Carry out the research

* March- May 2004-Data analysis and interpretation

* May – August 2004-Writing of the final copy of the research project and submit it.