THE IMPACT OF KESI MANAGEMENT DEVELOPEMENT IN-SERVICE COURSE ON SECONDARY SCHOOL HEADTEACHERS PERFORMANCE
(Case of Makuemi District)

BY

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DECLARATION

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

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DEDICATION

I dedicate this research project to the following people, To my wife for supporting me during my postgraduate studies and for the moral financial and psychological support that she has given me during the development of this project. My Son Ken and two daughters Carol and Mutheu for their perseverance and understanding during my absence when I needed time to write the project. May God bless them all.
ACKNOWLEDGEMENT

Though the writing of this proposal is more an individual affair, the amount of work that entails its production is as a result of a number of cooperative efforts and wonderful assistance of various people. I was able to work out and complete the project through the peace of mind and moral support given to me by my colleague teachers. My wife and children who bore the financial strains as I used the family finance to pay my college fees. They managed also to survive with my continued absence in order to write this project. I would like to convey my sincere gratitude and appreciation to my supervisor, Mrs. Phelgonah Genga through her efforts in giving guidelines on how to write a project I was able to come up with the project, Faith who patiently typed the manuscript. I thank the almighty God for giving me strength and ability to go through the exhaustive and challenging task of writing this proposal.
ABSTRACT
There are several types of resources required in any organization for it to achieve its goals and objectives but human resources are the most important in any organization. School headteachers perform a crucial role in the school organization as they operate on a very dynamic environment both external and internal. Their main role as administrators is to plan, organize, co-ordinate and control all the activities of the school organization. The headteachers need to have the necessary skills, knowledge and competencies as to undertake the above functions effectively. Some school administrators have these skills while others do not. In Kenya management development of public secondary school headteachers is offered by Kenya Education Staff Institution (KESI) where school head teachers, attend seminars and workshops on school management.

The core purpose of this study was to establish the impact of KESI Management Development and Training in-service course for headteachers in public secondary schools in the performance of their tasks i.e (curriculum and instructions, student personnel, staff personnel, school plant, business management, staff development, school community relations and evaluation)

The research design used was descriptive survey. The target population comprised the headteachers in all public secondary schools and quality assurance officers in Makueni district.

The sample size of the schools used in the study were obtained through simple sampling. The actual sample size was 40 headteachers who got an opportunity to give their views on impact of KESI management development in-service course. The research instrument used was a questionnaire where closed and open-ended questions were drawn for headteachers. Descriptive statistics was used to analyze the data and then was expressed in tables showing frequency and percentages. Data from the questionnaires was analyzed using statistical package for social science (SPSS).
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DEFINITION OF TERMS

Management development: Refer to a systematic process of growth and development by which the managers develop their abilities to manage.

Administration - Is the overall control of human and material resources in the system of operation in order to accomplish and define purpose.

Administrative tasks - These are the operational areas of school administration divided mainly in six parts which include finance, business management, school community relations, curriculum and institutions staff personnel student personnel and school plants.

Assess: Making judgment about the effectiveness of the management development in-service programme in headteachers administrative task performance.

Headteacher – Secondary school executive who is in-charge of running school.

In-service training – A short training given to those already in a profession with an aim of refreshing and updating them in order to improve professional performance.

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

Secondary – The level of education between primary and university in the 8-4-4 system of education.

Impact : The powerful effect that something has on somebody/something.
ABBREVIATION

PTA – Parents Teachers Association

BOG – Board of Governors

KNUT – Kenya National Union of Teachers.

KUPPET – Kenya Union Post Primary Education Teachers.

MOE – Ministry of Education

MPET – Master Plan on Education and Training.

TTEM – Training of Trainer in Education Management.

DEO – District Education Officer

PED – Provincial Director of Educational

KESI – Kenya Education staff Institute
CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

The Kenya, government spends 32 percent of its budget on education according to Masubo (2006) writing in the Daily Nation of 19th December 2006. There is, therefore, need for proper management of the education sector. The government is the employer of the teachers and promotes them to administrative positions to be involved in day-to-day management of schools. In the recent past, management of education institutions in particular secondary schools have become quite challenging and involving. Mwanzia in the Standard 25th October 2006 reported that Machakos district had in the past two years witnessed high turnover of headteachers as the ineffective ones were demoted. Over twenty heads had been sent packing from their stations due to poor performance. Most had been accused of embezzling finances, poor results and gross indiscipline among learners. This situation is common in most secondary schools in the republic of Kenya. Consequently, there is need for school administrators to be acquainted with managerial skills, knowledge and attitudes to handle great and challenging tasks they have to undertake on daily basis.

According to Okumbe (2001) et al, there are eight administrative tasks that all administrators attend to. These include curriculum and instruction, student personnel, business management, school community relation, staff personnel, staff development and evaluation. Campbell and Pamseryer (1968), noted that the task of curriculum and instruction entails determining of educational programmes. It is the duty of the headteacher to ensure the six operational areas have been co-ordinated. This research sought to find the impact of KESI training on the performance of these tasks by headteachers.

Since the inception of Kenya Education Staff Institute (KESI) in 1981, it has continued to offer in-service training and support services in education management, planning and administration for various cadre of educational managers. KESI attained full legal status through the legal gazette notice number 565 of December 1988 (Ministry of education 1999). The KESI is mandated to undertake in-service training of personnel in administrative and management positions within the ministry of education as a management development method.
The institute since its inception has been able to train only thirty thousand education managers, a figure that is just a drop in the ocean, according to Education team report in Standard Newspaper of 25th October 2006. Education managers should be exposed to the ever-changing social economic trends that impact heavily on education.

To achieve education millennium goals, KESI has drafted a strategic plan to improve the quality of education managers. A Ministry of Education Science and Technology report (2003) notes that in-service training is done by KESI. The big question is does KESI have adequate facilities to effectively carry out the task? Consequently, this research investigated the impact of KESI in management development of headteachers of secondary schools, with an aim of suggesting ways to improve the impact of the same.

1.2 Statement of the problem.
A Ministry of Education and Technology hand book on education for all EFA (2001) states that although KESI has been carrying out training in school management for over 15 years, still secondary schools continue to suffer from poor management.

Griffins in the Daily Nation Paper (July 1995) blamed headteachers of indiscipline and unrest in schools. Gikundi and Angira (2006) in the Standard News Paper 25th October 2006 noted that despite having been trained, some school heads have however, been transferred or demoted due to decline in academic performance in their institutions. A question that has continued to puzzle administrators, educators, parents and the community as to whether the KESI management development course that headteachers undergo has impact in developing management competencies. It is, therefore, the intention of this study to establish the impact of the KESI management development programme on the head teacher’s performance of administrative tasks.

1.3 Objectives of the study.
The broad objective of this study was to investigate the impact of KESI management development in-service course on performance of headteachers in public secondary schools in Makueni district.
Specific objectives

1. To find out how the course has improved the headteachers financial management activities of the schools.

2. To establish the impact of the course on headteachers relationship with the community and other stakeholders.

3. To determine the extent to which the course has improved the management of teaching and support staff.

4. To investigate the extent to which the course has improved the headteachers strategic planning of activities and development of school physical facilities.

5. To find out the effect of the course on headteachers curriculum evaluation

1.4 Research questions.

1. How has the KESI course improved the headteachers performance in financial management?

2. What is the impact of KESI course on headteachers management of the schools, their relationship with the community and other stakeholders relations?

3. What extent has the KESI course helped to improve management of teaching and support staff?

4. How has KESI course helped the headteachers in developing school strategic plans?

5. How has the course impacted on headteachers management of curriculum evaluation?

1.5 Significance of the study.

The study is going to be important to:-

1. The Managers of KESI as it is going to shed light on the impact of the programme.

2. Provide feedback to KESI trainers and other management development and training providers on the impact of the programme. Such feedback will help the planners and organizers of the in-service course with current information on which useful decisions concerning the management of KESI in-service course would be based and to update their training packages.

3. The study will assist the Ministry of Education (MOE) to determine whether in-service training is necessary for headteachers and to come up with solutions to problems of management development in-service course.
4. Kenya National Union of Teachers (KNUT) and Kenya Union Post of primary Education Teachers (KUPPET), will understand the importance of management development and not to over protect headteachers when they fail to go for training.

5. It will help donors, parents and teachers association (PTA) and Board of governors (B.O.G) understand the need to sponsor teachers for management development course.

6. Headteachers will be able to understand the need for self-development.

1.6 Limitations of the study
The study limited itself to the impact of KESI management development in-service, a case of Makueni district due to shortage of time and funds. It’s focus was mainly on assurance and standards officers at Makueni district headquarters as well the headteachers.

1.7 Assumption of the study
The following assumptions were made:

1. That most of teachers in the Makueni district have undergone KESI management development and training in-service course.

2. The study was to give a comprehensive insight on impact of KESI management development course on headteachers performance.

3. The study was to enrich KESI management development in-service course for headteachers performance.

4. The respondents would co-operate, be honest and will be able to respond to the study instruments.

1.8 The scope of the study.
The study limited itself to the impact of KESI Management Development Training In-service course on the administrative tasks performed by headteachers in Makueni. The study was conducted on public secondary school headteachers and Quality Assurance and standard Officers in Makueni district as it allowed an in-depth investigation and brought about deeper insights and better understanding of the impact of KESI management development in-service for public secondary school headteachers on performance.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction.
The purpose of this study was to investigate the impact of KESI management development in-service course for headteachers in public secondary school. This section therefore reviewed relevant literature concerning the study. More specifically it presents a review of some literature under the following subheadings.

- Administrative tasks of headteachers
- Management development needs assessment
- Content of KESI management development programme
- Training methods used in KESI management development course
- Auditing (evaluation) of management development course.

2.2 Main review

2.2.1 Administrative tasks of headteachers.
According to Okumbe (2001) administrative tasks which all educational administrators attend to are.

i) Curriculum and instructions that entail development of a philosophy of education and objectives consistent with that philosophy which involves the review of the past and the application of the present in order to shape the future of mankind. The construction of programmes to fulfill these objectives, constant appraisal of curriculum and instruction, engender a climate which displays a readiness for change and provision of support materials for curriculum and instructional activities.

ii) Student personnel service that fall under quantitative and qualitative issues. Quantitative data deal with elaborated programmes of student accounting, maintenance of records, reporting information to various agencies, students progress, racial and sex data for affirmative action, discipline data, projection of students enrolments. While qualitative data include those services which seek to help students adjust better to the school development more effectively as social and emotional persons, become better learners and develop skills for dealing with the future beyond schools.
iii) Staff personnel, which constitute teachers and non-teaching staff. An elaborate human resource management programme must be put in place in order to derive their maximum resourcefulness for the enhancement of teaching and learning.

iv) School plant (physical facilities) concern with diligent sighting of school plant and facilities, maintenance and repair of school plant and facilities, enhancing cleanliness in classrooms, dormitories, halls, eating areas and within the surrounding environment provision of maintenance and repair materials and enhancing health and safety concern through appropriate school plant design, maintenance and repair.

v) Business management entails understanding the sources of revenues for the school budget, monitoring expenditure in light of the approved budget and management of services of non-certified personnel.

vi) Staff development aimed at maintaining a teaching force that grows in competence, inspiration and motivation during a long and rewarding career.

vii) School-community relations that concerns assisting the community to contrast its current sense of what schools do and ought to do with other conceptions of education, interpreting the educational programme to the community, working closely with representatives of the community, working with other non-governmental organizations involved with the health of the community and the youth and enabling staff to understand and appreciate the community.

viii) Evaluation that addresses search for the values in programmes, which help educational personnel to make rational decisions on the programmes impact. To perform the above tasks, headteachers require thorough management development. Therefore the need to study the impact of KESI management development training in-service course for headteachers.

2.2.2 Management development need assessment.
KESI, schools and individual teachers ought to assess the need for management development in order to justify its expenditure. Teachers desire to develop themselves in their career hence the term personal development. They envision raising their status and achieving better qualification. This is driven by a desire for self-fulfillment. The school on the other hand to realize organizational development, it has first to improve the quality of its staff and continuously update and maintain it. Report of a committee on Selection Appointment Development and Training of Headteachers in public secondary school in Kenya (Republic
of Kenya 1998) stipulates in the legal notice No. 565 that one of KESI’s function is to liaise with various sections of the ministry of education in the identification of educational staff development needs and in-service training requirements for the purpose of designing appropriate training programmes and strategies meet the needs.

Cole (2002) observes that training need is any shortfall in employee performance or potential performance, which can be remedied by appropriate training.

**Figure 2.1 The training needs equation***.

<table>
<thead>
<tr>
<th>Demand of the job</th>
<th>Level of knowledge understanding etc possessed by employee</th>
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<tr>
<td>Knowledge</td>
<td>Equal</td>
</tr>
<tr>
<td>Understanding</td>
<td>Extent of employee’s willingness to adopt</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
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<tr>
<td>Manual</td>
<td></td>
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<tr>
<td>Social intellectual</td>
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<tr>
<td>Attitudes</td>
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<tr>
<td>Demand of change in the organization</td>
<td>Training need</td>
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To develop customized management development programme, KESI should carry out an effective training needs assessment.

Okumbe (2001) observes that in training needs assessment, personnel managers should be able to differentiate between training and non-training needs. These are those problems where an organization requires training and others that require other solutions. Needs assessment is done in steps, this includes identifying the performance gap, selecting appropriate training method, conducting the training and finally evaluating the effectiveness of the training methods.

Management development is carried for headteachers as a human resource capacity building. In-service of teacher and institutional managers has neither been regular nor systematic. The report of presidential working party on education and training for the next decade and beyond (1988) and sessional paper No. 6 1988 laid down the educational objectives, policies and strategies for the 1990’s and to industrialize her economy. The policies have stood the test of time. However, new socio-economic developments have necessitated a review of some of the policies and strategies in education training for the next century.

circumstances but the focus should generally be on identifying and meeting individual learning needs. He further observed that need for competency based management development is essential if they are given to take the organization forward in line with its strategy plans for example.

i. **Strategic capacity** to understand the changing business school environment, competitive challenges and the strength and weaknesses of their own organization in order to identify optimum strategic responses.

ii. **Change management** capability to identify change needs, plan change programmes and persuade others to participate willingly in the implementation of change.

iii. **Team management capability** to get diverse groups of people from different discipline to work well together.

iv. **Relationship management** to re-work effectively with others to share information action and pool resources to achieve common objective.

v. **Intervention management** to be capable of managing across international frontiers working well with people of other nationalities.

According to Goleman (1995) management development should take account for the concept of emotional intelligence. He defines emotional intelligence as knowing what you are feeling and being able to handle those feelings without being carried away. Being able to motivate yourself to get jobs done, be creative and perform at your peak. Sensing what others are feeling and handling relationships effectively. The possession of high level of emotional intelligence is a necessary attribute for success as a leader.

Eshiwani (1993) notes that lack of induction negatively affects the performance of headteachers in school management and administration. The roles and expectations of the headteachers 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 recruitment of a new teacher and cost sharing call for competent school leadership.
Harris (1989) observes that training provides knowledge, skills and attitude necessary for effective performance of ones roles and responsibilities. Hove (1979) argues that school administration needs high conceptual morality leadership and technical skills. It is necessary to possess the above skills because headteachers have to deal with supervision of instructional programme, personnel matters, business affairs, physical resources, administration auxiliary service and managing a network of information within the school system and the public at large. To accomplish these tasks the headteacher needs regular and continuing management development training 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 experience to deal with emerging issues. New teachers being appointed to responsibility positions must learn to apply their knowledge and skills in the job hence management development education becomes an extension of pre-service preparation. Therefore, the need for a follow-up after training of headteachers. This study tried to confirm the extent to which this is happening in Makueni.

Nzulwa (2003) observes that there is need for creating training and development avenues for teachers, sponsoring them for career development so that they can perform their work better. This is also an opportunity to enhance skills and achieve greater responsibility hence motivational. She further recommends employment of trained managers who will professionally deal with teachers. They should have the right human, technical and conceptual skills especially in relation to maintaining teachers morale and motivating them. Providing enabling work environment that boost creativity and growth. The training process for those managers should be continuous to accommodate change.

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 education structure hence the need to train them in order to cope with the 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 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) describes the purpose of in-service as useful because it makes teachers more aware of the changes that are taking place in primary school curriculum. It is stressed that every teacher should keep abreast with new knowledge to play his/her role effectively.

The need for further in-service training is supported by the fact that knowledge is expanding. There are new discoveries and new ideals about methods, approaches and techniques essential for classroom teaching that surface occasionally. Shiundu et al (1992) argues that in-service training is justified because of the explosion of knowledge and the need to have teachers keep abreast of new development in knowledge. No teacher can claim to be fully equipped in knowledge sufficient to last through the teaching career hence need for further training.

Ochoro (1987) states that the headteachers roles are like the roles of any manager yet headteachers lack managerial skills. The study expounded that training is a basic prerequisite to headteachernesship if the 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 responsibility helps headteachers to perform better.

Report of the task force on student’s discipline and unrest in secondary school (republic of Kenya 2001) note 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 recommends 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 demand for management training. This report affirms the importance of management development training in performance of duties and efficiency of the school system. Therefore there is need for this study to find out the impact of KESI as a Management Development Training programme.
Content of KESI course

The content of any training and development course may not be the same for different categories of employees. KESI trains B.O.Gs, PTA, bursars, heads of departments (Hods), deputy principals and headteachers thus content taught to each category should be based on job analysis. Headteachers being the chief executive of institution, their course content should included organization methods, work/activity control, method study, time study, job evaluation, government education policies, personnel policies, procedure, programmes training, subordinate grievance handling, discipline procedure, communication, effective instruction report writing, performance appraisal, personnel records, dealing with absenteeism, labour turn over, industrial and labor laws. Gikandi and Anyiva reporting in the Standard New Paper on 25th October 2006 notes KESI offers training in accounting, financial management, administration and curriculum development.

Cole (2002) observe that in deciding what is required in terms of substance content, the trainer will need to ask a number of important questions.

1. What essential facts, ideals, principles and procedure are needed for the job concerned?
2. What necessary trainee knowledge, skills, or attitude are implied in the objectives or goals set for this learning activity?
3. How useful to the trainees and to the organization will this information be?
4. What would be an appropriate level of content given to the nature of the learners?
5. How transferable or durable are the knowledge skills or attitude we propose to include?
6. How feasible is the content in the light of the time and resources available?

Effective learning, acquisition of knowledge and skills beside other factors depend on how training programme content is tailored and designed. Report of a committee on selection, appointment, development and training of head teachers in public secondary schools in Kenya (Republic of Kenya 1998) notes that in 1997, the Kenya education staff institute realized a training prospectus in education management. The training activities on offer include

Induction Course in Educational Management (ICEM) stages 1 and II lasting two to four weeks.

Senior Induction Course in Educational Management (SICEM) stage III lasting 2 weeks.
Professional Certificate Course in Educational Management (PCEM) - distance type courses that are station based lasting 12 months.

Training of Trainers in Educational Management (TOTEM) lasting 5 days to 10 weeks depending on the target group and the stage. It was further noted that the modular courses for headteachers put in place in 1993 covered four major areas namely:

Area one: school goals and objectives.

Area Two: managing school resources.
1. Human management
2. Financial management
3. Time management
4. Physical facilities equipment and material (Text books) management

Area three: education management information system (EMIS)

Area four: school and community welfare security, Healthy, safely and relations. This study was to find out if these are covered in KESI programme.

Headteachers operate in internal and external environment, which are quite dynamic; hence the need for appropriate content. There is, therefore, a need to study the impact of KESI in management development of headteachers.

2.2.4 Training methods used in KESI management development course.

Trained employees would be a valuable asset to an organization. They will enhance organizational efficiency, productivity, progress and development to a greater extent. Besides other factors, training methods would determine the degree of learning.

The KESI annual report (1991) points out that the KESI training programme are targeted to meet and achieve identified needs and objectives. The strategies adopted take into consideration the target group needs in terms of their specific duties and responsibilities in the education sector. The modalities adopted depend entirely on available resources personnel and time. However, course tutors are encouraged to employ varying methodologies during their presentations to keep their audience attentive and ensure that presentations, are not solely theoretical. Peer group experience input are considered as critical components in the practitioner training support and development. The variety of methods used in training activities include.
i. Lecture and discussion in plenary and group discussion.

ii. Group and individual exercises.

iii. Formulation exercise and demonstration

iv. Case studies

v. Educational visits and tours

vi. Open forum and panel discussion

vii. Discussion and sharing of participant’s everyday experience takes the bulk of the training time.

Wachira (1996) in her study included the contention that on-the-job learning involved “trial and error” experience. The connotation was that headteachers had little or no guidance on how to manage schools and they had to struggle to keep a float.

Management development methods can be placed into three main categories

i. Management education – Qualification-bearing courses.

ii. Management training – Internal and external courses, off the job and focusing on acquiring specific knowledge and relevant job skills.

iii. Experiential learning – Learning by doing on-the-job experience usually with guidance from superiors or colleagues. The first two methods have been discredited in many respects. Humble (1967) and Hague (1974) criticized off-the-job methods on ground of their lack of relevance to real need. Humble proposed the alternative of management by objective (MBO). Such an approach can be an extremely effective way of developing management skills and experience. Hague on his part, favoured what he called executive self-development which in practice, means on the job guided experiences.

It is not enough in condition of rapid growth and change to leave everything to chance – to trial and error. On the other hand elaborated management development programmes cannot successfully be imposed on the organization. As Peter Drunker (1955) wisely said many years ago ‘development is always self-development. Nothing could be more absurd than for the enterprise to assume responsibility for the development of a man. The responsibility rests with the individual, his activities, his efforts’. But he went on to say every manager in a business has the opportunity to encourage individual self-development or to stifle it, direct it to or misdirect it. He should be specifically assigned the responsibility for helping all men
working with him to focus direct and apply their self-development efforts productively. And every company can provide systematic development challenges to its managers. Executive ability is eventually something that individuals must develop for themselves while carrying out their normal duties. Management development contributes to business success by helping the organization to groom the managers. It requires meeting its present and future needs. It improves managers performance, gives them development opportunities and provides for management succession. Development process may be anticipatory, (so that managers can contribute to long term objectives) reactive, (intended to resolve or pre-empt performance difficulties) or motivational (geared to individual career aspiration)

It has been suggested by Mumford (1993) that three elements have to be combined to produce an effective management development system. Self–development – a recognition that individuals can learn but are unlikely to be taught and that the initiative for development often rests with the individual. Organization – derived developing the development of the system of formal development of personnel and management development specialist. Boss – derived development – those actions undertaken by senior managers with other most frequently around real problem at work.

Mumford also makes the point that manager’s think in terms of activities. Not learning opportunities and therefore ‘our main concern must be to facilitate learning through our understanding of real work in the managers world, rather than attempting to impose separate management development. He suggests that formal management development process does not always function as effectively we would like because we have put too much emphasis on planning ahead and not enough on enabling managers to use, understand and then build on their past experiences.

Armstrong (2005) notes that the job environment of the individual is the most important variable affecting their development. Unless that environment is conducive to their growth, none of the other things we do to them or for him them be effective. This is why the ‘agricultural approach to management is preferable to the manufacturing approach. The latter
leads among other things, to the unrealistic expectation that we can create and develop managers in the classroom.

Schan (1990) notes that the typical training efforts therefore faces the problem of not only how to teach a new employee the specific of a complex job for today, but also how to create a learning situation in which the employee can develop their other capacities by way of preparing for an uncertain future. The above sentiments justify the investigations of the impact of KESI programme.

2.2.5 Auditing of KESI management development course.
Management development programmes are expected to have a number of outcomes. These may include individual managers performing at a fully satisfactory level, improved performance from work-teams as a result of better leadership, pool of managers ready and able to take up promotion or stand in for absentee, managers working collaboratively together, improved communication between managers and colleagues and improved problem solving capacity through out the organization. Smith et al (1980) states management development audits aims to ensure that the provisions adopted by any organization for developing its managers do produce the intended results. The essence of the audit approach is to ask individual managers to describe their own experiences of, and views about management development, and then to reflect the collective view back to those responsible for making discussions about the development of managers.

Evaluation activities at KESI takes the form of constructing, administrating, analyzing and interpreting evaluation instruments, pre- course evaluation determining the target groups expectation to decide on or confirm the envisaged training needs. Formative evaluation in the form of programme review committees and continuous evaluation during delivery by the participants facilitators and tutors are used.

Kalai (1998) recommended a study to determine the adequacy of various efforts by professional development agencies in meeting educational administration needs. He noted that such study would seek to establish the experiences that newly appointed head teachers
have been exposed to and determine the extent to which such experiences promotes headteacher’s growth. Hence the need for this study.

Okumbe (2001) while giving the steps to be followed in training needs assessments notes that evaluating the effectiveness of a training method is important. He observes that a well-planned evaluation procedure shows the extend is to which the training has been effective. This enable the human resource manager to provide corrective mechanism.

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 competences. The literature review has shown no result-oriented evaluation of KESI courses after the participants return in their work stations. Therefore, there is need to carry out assessment of KESI management development in -service course to establish their impact.

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. Ayot (1980, 1982) identified 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 management development and training programmes can be planned. In view of this there is a need to undertake a systematic evaluation of impact of management development course offered by KESI.

Evaluation of management development 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.

Hopkin (1986) states that the best evaluation methodology 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 organized 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." (Dadcy and Barber 1991: 25).

Ongito (2004) observes that management development courses offered by KESI are not evaluated hence difficulty to tell their impact.

Wachira (1996) observes that even though attempts are made by KESI to provide management development in 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 impact. He further notes that the induction programmes are mainly not timely because they come several years after the appointment when headteachers have already made many mistakes in management. The researcher has therefore found it necessary to find out the impact of KESI courses as of now.

Cole (2002) Notes that auditing management development seeks answers to questions such as the following:

1. What are the main objectives of management, and also how well are they being answered?
2. What are the main forms of training available for managers and what emphasis is placed on them?
3. How is self-development encouraged?
4. What discussion takes place before a manager goes on a course, and what happens on their return?
5. What kind of appraisal system exists?
6. Is there a formal system of career development, and is this related to appraisal?
7. For what levels of management is succession planning carried out?
8. What internal and external resources are made available for management development?
9. What are the main problems confronting management development in the organization at the present time?
From the questions raised above, the researcher felt that there is need to assess the impact of management development in service course by KESI.

2.3 The conceptual frame model on KESI management development in-service course impact on headteachers performance.

The conceptual frame work that guides this study is based on the relationship between KESI management development in-service course that inculcates technical, human, and conceptual skills and out come which is efficient, effective and improved management of schools.

In addition to professional qualification, headteachers require management development to manage effectively. The KESI management development training of headteachers basically should cover the three skills areas namely Human skills, Conceptual and Technical skills. Acquiring these skills enables the headteachers to carry out various administrative tasks better. The results of the management development course is improved school management. However, it should be noted that management development is only one of the many factors that could lead to better performance of administrative tasks. During the development course the headteachers are taken through different topics related to their management task areas. These include school goals and objectives, managing school resources, human management, financial management, time management, physical facilities, equipment and material (text – books management) Education Management Information Systems (EMIS) and school and community welfare, security, Health safety and relations. Possessing the three skills required in the management of organizations (institutions) enhance headteachers performance of their administrative duties.
2.4 Summary and gaps to be filled by the study.

From the reviewed literature it is apparent that KESI management development in-service course is characterized by a number of problems. It has shown that secondary school headteachers have various administration tasks to perform, which are challenging and thus require sufficient skills, knowledge and proper attitudes. Though secondary school headteachers, receive management development training they still face problems in performing their administrative roles of finance, curriculum, student personnel, school community, school plant and staff personnel. KESI has been organizing several management development courses, however no proper organized follow up is done to ascertain the impact of the training in relation to administrative task performance by headteachers. Evaluation of the course organized is lacking and if carried they are done in a haphazardly and in ad hoc manner. There exists a gap of research knowledge on impact of management development in-service course offered by KESI to public secondary school headteachers on performance of their administrative tasks, which this study intends to fill.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction
This chapter comprises the methodology and the procedure that were be used in the study. Research design, target, population, sample size and sampling techniques, research instruments, data collection procedures, data analysis and presentation.

3.1 Research design.
Research design refer to the procedures used to explore the relationship between variable forms, subjects into groups, administer measurers, apply treatment to the groups and analyses the data. The research used a descriptive survey design. According to Orodho and Kombo (2002) descriptive survey can be used when collecting data about peoples attitudes, opinions habits or any of the varieties of education or social issues. Kerliger (1973) points out that descriptive studies are not only restricted to fact finding but may often result in the formulation of important principles of knowledge and solution to significant problems. Descriptive survey is to be used in this study as it allows collecting information by interviewing or administering a questionnaire to a sample of individual and can provide accurate account of a particular phenomenon or situation as required in this research, the case of Makueni.

3.2 Study area
The area of study was Makueni district. The study was conducted in the large five educational divisions namely Kaiti, Kalawa, Kathonzweni, Kisau and Wote out of 17 educational division.

3.3 Target population
The target population was the headteachers of public secondary schools in Makueni district. There are 180 secondary schools but the researcher targeted only the headteachers of five divisions with the largest number of schools out of seventeen Education divisions as indicated in the table below.

Borg and Gall (1969) defined population as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study.
Table 3.1-Target population.

<table>
<thead>
<tr>
<th>Educational division</th>
<th>Population number of headteachers</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiti</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Kalawa</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Kathonzweni</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Kisau</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td>Wote</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td><strong>Sample size</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>Rest</strong></td>
<td><strong>140</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.4 Sample design

From the above population of 40 headteachers a complete census was be taken. Cohen and Manion (1994) state that a sample of 30 subject is minimum for a description study, also Airy (1972) note that in descriptive studies a sample of 10 – 20% is acceptable but the researcher worked with all the sample population of 40 headteachers this was to ensure every headteacher in the population sample gave his/her view on the impact of KESI management development in-service course.

3.5 Data collection instrument

The researcher used questionnaires as data collection instruments that were administered to 40 headteachers. The researcher constructed the questionnaires of which the questions were to be relevant to the research. The use of a questionnaire is appropriate because it permits wide coverage with minimum expenses in terms of money and efforts. It also permits more considerate answers as it gives the respondent a sense of privacy (miller 1991). The questionnaire consisted of two parts, part one contained structured requesting for personal demographic data and part two encompassed both structured and semi – structured questions on impact of KESI management development in-service course on headteachers performance. The researcher conducted a pilot test on the questionnaires by administering questionnaire to a few headteachers in order to give more weight to the validity of the research instrument. The few headteachers who participated in the pilot study were not included in the study sample.
3.6 Data analysis.
Data analysis involved examining and organizing of data from the questionnaire. The information received was managed and analyzed using appropriate methods consisting of table, pie charts and graphs which were used for presentation of data in preparation of interpretation. According to Herper (1988) use of tabular layout would enable any desired figure to be located more easily.

Data from questionnaire was analyzed using data management software such as the statistical package for social science (SPSS).

3.7 Expected output
At the end of the study the researcher hoped that the research would prove that KESI management development in-service course led to improved headteachers performance.
CHAPTER FOUR

RESEARCH FINDINGS PRESENTATION AND ANALYSIS OF DATA

4.1 Introductions

The purpose of the study was to establish the impact of KESI management development in-service course on secondary school headteachers performance. The data obtained during the study was presented, analyzed and discussed in this chapter. The chapter was organized as follows based on the research questions.

- Profile of the schools and of the respondents
- Overall impact of KESI management development in-service course on headteachers performance.
- The extent to which KESI course has helped to improve the headteachers performance on financial management.
- The impact of the course on headteachers relationship with the community and other stakeholders.
- The extent to which the course has improved the management of teaching and support staff.
- The extent to which the course has improved the headteachers strategies planning of activities and development of school physical facilities
- The effect of the course on headteachers curriculum evaluation.

4.2 Profile of the schools and of the respondents.

The researcher collected background information of the schools and on the respondents in the study sample this information’s assisted the researcher to generalize the study findings on the whole population.
4.2.1 Age distribution of the respondents

The researcher sought to find out the age of headteachers in the study as in Table 4.1 below.

Table 4.1 Age distribution of the respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 29</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>30 – 39</td>
<td>16</td>
<td>40.9%</td>
</tr>
<tr>
<td>40 – 49</td>
<td>18</td>
<td>45.5%</td>
</tr>
<tr>
<td>50 – 59</td>
<td>6</td>
<td>13.6%</td>
</tr>
<tr>
<td>60 and above</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Majority of the headteachers were aged between 30 – 39 representing 40.9% and between 40–49 representing 45.5%. Age is an important aspect in learning as it determines the rate of understanding and coping with new knowledge, skills and translating them to action.

4.2.2 Gender distribution of respondents

The respondents were asked to state their gender. The results were presented in table 4.2.

Table 4.2 Gender distribution of respondents.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>72.5%</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>47.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The data indicated that there were more men than women in the study table. This information was important to the researcher because it could be used to generalize the findings on whether gender had any bearing on the response on impact of KESI management development in service course.
4.2.3 Highest academic qualification

The researcher sought to find out the highest academic qualification of the respondents. The responses were as in table 4.3

Table 4.3 Academic qualification

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHD</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>MED/MBA</td>
<td>4</td>
<td>17.5%</td>
</tr>
<tr>
<td>BED</td>
<td>16</td>
<td>72.5%</td>
</tr>
<tr>
<td>BA/BSC/PGD</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>DIMPLOMA</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>SI</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the table it was evident that most of the headteachers had high academic qualifications. This enabled them to be receptive to further development and flexible in accommodating and implementing diverse ideas.

4.2.4 Professional training.

The researcher sought to find out the level of professional training of the respondents under study as in table 4.4 below.

Table 4.4 Highest professional level of respondents

<table>
<thead>
<tr>
<th>Professional level</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>S1</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Bed</td>
<td>33</td>
<td>82.5%</td>
</tr>
<tr>
<td>Med</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>PGDE</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The data indicated that 82.5% of the sampled headteachers had Bachelor of Education qualification. This meant they could respond appropriately and give detailed and precise information.
4.2.5 Category of school

The researcher sought to find the category of schools in the study as in table 4.5

Table 4.5 Category of schools in the study sample.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provincial</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>District</td>
<td>30</td>
<td>75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The district schools formed the larger part of the study sample. This was influenced by the fact that district schools were more than other categories of schools.

4.2.6 Type of school

The researcher inquired about the type of school. The information obtained was recorded in table 4.6

Table 4.6 Type of school

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Girls</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>Mixed</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The largest percentage of type of schools sampled constituted mixed schools. This information was important to the researcher because it could be used to generalize the findings on whether type of school one headed had any bearing on the responses on impact KESI management development in-service centre.
4.2.7 Length of service as a headteacher.

The researcher sought to find the length of service of headteachers in the study sample as in table 4.7

Table 4.7 Length of service as a headteacher in the study sample.

<table>
<thead>
<tr>
<th>Length</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 3</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>4 – 7</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>8-11</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>12 and above</td>
<td>9</td>
<td>22.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the data it can be inferred that majority of headteachers had a service exceeding four years. This gives headteachers an enriched on the job training and an opportunity to implement knowledge and skills acquired in the KESI management development in service course.

4.3 Overall impact of KESI management development in–service course on Headteachers performance.

Headteachers are charged with responsibility of instructional supervision that entails, curriculum and instructions, student personnel, staff personnel, school plant, business management, staff development, school – community relations and evaluation. These requires the headteachers to have the knack to execute their duties. The researcher sought to find out the impact of KESI management development in-service course on headteacher performance.
4.4.1 Whether in-service course helped the headteachers in financial management of schools

Table 4.9 Responses as to whether the in-service course has helped improve headteachers financial management.

<table>
<thead>
<tr>
<th>Whether the in-service has helped to improve headteachers financial management</th>
<th>Number</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

All the respondents indicated that the course had greatly assisted them in handling financial matters of their institutions.

4.4.2 The extent to which the in-service course has improved headteachers financial management.

Table 4.10 Responses as to the extent to which the in-service course has improved headteachers financial management.

<table>
<thead>
<tr>
<th>Extent improved headteachers financial management</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Great extent</td>
<td>29</td>
<td>72.5%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Low extent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Majority of the respondents felt that KESI course had improved their financial management to a great extent (72.5%)
4.4.3. Suggestions on what required improving or financial management training.
The headteachers (61.5%) observed that more time and frequent financial training course should be offered. They further suggested facilitators be drawn from district Audit unit and auditing be incorporated in the financial content.

4.5 School community and other stakeholders relations.
For headteachers to realize an effective institution they ought to develop soft skills such skills have to be natured and developed through planned programmes. The researcher sought to find out whether KESI in-service course has improved headteacher school community and other stakeholders relations.

4.5.1 Whether the in-service course helped the headteachers in school community and other stakeholder’s relations.

Table 4.11 Respondents as to whether the KESI management development in-service course has helped improve headteachers school community and other stakeholders relations

<table>
<thead>
<tr>
<th>Whether the in-service has helped to improve headteachers school community and other stakeholders relations</th>
<th>Number</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>82.5%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Majority of headteachers (82.5%) indicated that the course had benefited them in managing school community and other stakeholders relations.
4.5.2 The extent to which the management development in – service course has improved headteachers school community and other stakeholders relations.

Table 4.12 Extent to which the course has helped the headteachers in the management of school community and other stakeholders relations.

<table>
<thead>
<tr>
<th>Extent to which the course has helped headteachers improve schools community and other stakeholders relations</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Great extent</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Low extent</td>
<td>11</td>
<td>27.5%</td>
</tr>
<tr>
<td>Very low</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

From the data 50% of headteachers felt that the course had helped them to a great extent in handling school, community and other stakeholders relations, while 27.5% expressed that the course had helped them to a low extent.

4.5.3 Suggestions on what required improvement in the course to improve headteachers school community and other stakeholders relations.

Most of the respondents (50%) recommended that the public relations content be enriched and incorporated many stakeholders in the training B.O.G, P.T.A and sponsors. They proposed the course organizers to rely on qualified facilitators rather than people pulled from office who deals with files.
4.6 Staff Personnel

The human factor plays the key role in any organization to enable it to realize its goals and objectives, however the organizations have no direct ownership over the assets. Therefore, managers of these valuable and indispensable variables ought to have the necessary competencies.

4.6.1 Whether the in-service course has helped the headteachers in staff personnel management.

Table 4.13 The respondents were asked to respond as to whether the course had helped them in staff personal management.

<table>
<thead>
<tr>
<th>Whether the course had helped headteachers in staff personnel management</th>
<th>Number</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

All the headteachers had benefited from the staff personnel management unit.

4.6.2 The extent to which the course has improved headteachers -staff personnel management.

The researcher inquired about the extent to which the management development in-service course has helped headteachers to manage staff personnel.

Table 4.14 Extent to which the course has improved headteacher staff personnel management.

<table>
<thead>
<tr>
<th>Extent to which the course has helped headteachers to improve staff personnel management</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>Great extent</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Low extent</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Very low extent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
From the data, it indicates most of the headteachers (50%) felt that staff personnel management training had helped them to a great extent, very small number (5%) had low extent impact.

4.6.3 Suggestions on what requires improvement in the course to improve headteachers staff personnel management.

The headteachers (76%) proposed that conflict and resolutions, strategic human resource management and case studies be incorporated in the course. They further noted that classroom teachers be exposed to the course and more time allocated to the training rather than having a crash programme.

4.7 Strategic planning and physical facilities.

Organization to ensure continuous progress and to remain competitive has to be strategic. This entails more than just balancing organizations strength, weakness, threats and opportunities, but focusing on long term objectives and needs. Strategic planning knowledge is quite crucial, KESI provides this service to headteachers.

4.7.1 Whether the in-service course has helped the headteachers in strategic planning and physical facilities.

Table 4.15. Headteachers where asked to respond as to whether the course had helped them in strategic planning and physical facilities.

<table>
<thead>
<tr>
<th>Whether the course had helped headteachers in strategic planning and physical facilities management</th>
<th>Number</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>87.5%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Majority of the headteachers (87.5%) indicated that the course had helped them in strategic planning and physical facilities management of their institutions only small number (12.5%) observed that the course didn’t help them.
4.7.2 The extent to which the course has improved headteachers strategic planning and physical facilities.

The researcher sought to find out the extent to which the management developed in-service course has helped headteachers to apply strategic planning and physical facilities management.

Table 4.16 Extent to which the course has improved headteachers strategic planning and physical facilities management.

<table>
<thead>
<tr>
<th>Extent to which the course has helped headteachers to improve strategic planning and physical facilities management</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Great extent</td>
<td>15</td>
<td>37.5%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>13</td>
<td>32.5%</td>
</tr>
<tr>
<td>Low extent</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>Very low extent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40%</td>
<td>100%</td>
</tr>
</tbody>
</table>

It can be inferred from the data that most of the headteachers had benefited from the strategic planning and physical facility management content. However a small number (17.5%) felt that the unit help them to a lesser degree.

4.7.3 Suggestions on what required improvement in the course to enhance headteachers strategic planning and physical facilities management.

Majority of the respondents (72.5%) noted that KESI should investigate the key priorities of schools strategic planning and draw sample strategic plans to be used as case studies in the course.
They also propose that the course to incorporate proposal writing and how to source for donor funds.

4.8 Curriculum evaluation.

Learning institutions core business is institution supervision, that constitutes what goes on in class and outside the class. Headteachers being the chief executive in their institutions ought to have well developed competences of carrying this involving duty.

4.8.1 Whether the in-service course has helped the headteachers in curriculum evaluation.

Table 4.17 respondent were asked to respond as to whether the course had them in curriculum evaluation.

<table>
<thead>
<tr>
<th>Whether the course had helped headteachers in curriculum evaluation</th>
<th>Number</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

All the headteachers benefited from the course in their curriculum evaluation role.

4.8.2 The extent to which the course has improved headteachers curriculum evaluation.

The researcher inquired the extent the course has helped headteachers in curriculum evaluation management.

The researcher inquired the extent the course has helped headteachers in curriculum evaluation management. The information obtained was recorded in table 4.18 below.
Table 4.18 Extent the course has helped headteacher curriculum valuation management.

<table>
<thead>
<tr>
<th>Extent to which the course has helped headteachers improve curriculum evaluation management</th>
<th>number</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great extent</td>
<td>15</td>
<td>37.5%</td>
</tr>
<tr>
<td>Great extent</td>
<td>18</td>
<td>45%</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>Low extent</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Very low extent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data it indicates that majority of the headteachers had benefited from the curriculum evaluation unit. Though a small number (5%) didn’t not realize much help from content.

4.8.3 Suggestions on what required improvement in the course to promote headteachers curriculum evaluation management.

Most of the headteachers (82.5%) observed that KESI should organize frequent refresher courses, and more time allocated to curriculum matters as they constitute the core business of any educational institutions. They suggested KESI should develop tools for monitoring and evaluation of curriculum at departmental and school levels and rely on qualified and competent curriculum developers.
CHAPTER FIVE

5.0 Introduction
The chapter presents a summary of the study, major findings of the study, conclusion made from the findings of the study, recommendations and suggestions for further research.

5.1 Summary
The purpose of the study was to examine the impact of KESI management development in-service course on public secondary school headteachers performance in Makueni District. It involved obtaining information from 40 headteachers of public secondary schools in Makueni District in Eastern Province of Kenya.

The information was intended to obtain facts regarding the impact of these course on headteachers performance and improvement that can be done in the course.

Data was collected using a questionnaire. The data collected was analyzed and presented in form of frequencies, tables and in narrative form. The main statistics used in analyzing the data was percentage.

Some of the major findings in the study are summarized below:

- The course was useful to the headteacher.
- The management development in service course has improved headteachers financial management.
- KESI course has helped headteachers to develop soft skills that have enhanced their school community and other stakeholders relations.
- The course has developed headteachers competencies in managing the human capital in their institutions.
- The headteachers were equipped with knowledge and skills which enabled them to put in place strategic plans for their institutions.
- The KESI course has sharpened headteachers instructional supervision abilities.
5.2 CONCLUSION
Based on the findings, it was concluded that KESI management development in-service course has been quite useful to headteachers as it has equipped them with managerial skills. They were able to develop competencies in financial management, school community and other stakeholders relations, staff personnel, strategic and physical facilities management and curriculum evaluation.

5.3 RECOMMENDATION OF THE STUDY
In the light of the research findings, the researcher wishes to make the following recommendations.

- The financial management content should incorporate additional information in auditing, cost benefit and cost effective management.
- School community and other stakeholders relations united should incorporate detailed public relations content and training expanded to address even sponsors of schools.
- The staff personnel unit should be enriched by including conflict resolution and human capital development.
- In-service course strategic planning and physical facilities management should encompass proposal writing, sourcing for donor funds and sample strategic plans.
- Curriculum evaluation unit should entail developing tools for monitoring and evaluation at departmental and school level, and putting emphasizing on instruction supervision.
- The duration of the course should be made adequate to accommodate the content. For example the course takes more than one week. The respondents noted that most of the courses took one week and a lot was covered in the process. The respondents wanted more time to be allocated to cover financial management and curriculum evaluation.
5.4 Suggestions for further research

The following are some of the suggestions the researcher gives for further study on this topic.

1. The study can be replicated in another District or even expanded to cover a large area for example a province or country.

2. A similar study can be done for primary schools in the country.

3. A study can be done on other bodies offering management development and its effectiveness for example Steadman company, Strathmore University and action Aid

4. A study can be done on feasibility on performance appraisal of public secondary school headteachers

5. Examine the problems headteachers face in the performance of their duties.

6. Similar studies can be carried out for courses organized for teachers, BOG, PTA and Education officers.
REFERENCE.


Berg B.L *Qualitative Research methods for the social science* copy right Allan and Bacon, London.


Easterby – Smith M et al (1980). *Auditing management development growers*


Harris (1989). *In-service Education for staff development*. Boston Allyun and Bacon


## Appendix A

### Work plan

<table>
<thead>
<tr>
<th>ACTIVITY DESCRIPTION</th>
<th>ESTIMATED DURATION</th>
<th>ESTIMATED DURATION (WEEKS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem definition</td>
<td>March 10&lt;sup&gt;th&lt;/sup&gt; – 21&lt;sup&gt;st&lt;/sup&gt; 2007</td>
<td>2</td>
</tr>
<tr>
<td>Back ground analysis</td>
<td>April 3&lt;sup&gt;rd&lt;/sup&gt; – 20&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>3</td>
</tr>
<tr>
<td>Research design</td>
<td>April 22&lt;sup&gt;nd&lt;/sup&gt; – 26&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Fast draft questionnaire</td>
<td>May 3&lt;sup&gt;rd&lt;/sup&gt; – 6&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Finalizing questionnaire</td>
<td>July 20&lt;sup&gt;th&lt;/sup&gt; – 24&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Carry out pilot study</td>
<td>July 3&lt;sup&gt;rd&lt;/sup&gt; – 5&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Review pilot study</td>
<td>July 10&lt;sup&gt;th&lt;/sup&gt; – 14&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Prepare questionnaire for study</td>
<td>July 20&lt;sup&gt;th&lt;/sup&gt; – 23&lt;sup&gt;rd&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Data collection</td>
<td>July 24&lt;sup&gt;th&lt;/sup&gt; – 31&lt;sup&gt;st&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Data analysis</td>
<td>August 3&lt;sup&gt;rd&lt;/sup&gt; – 7&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Report writing for presentation</td>
<td>August 10&lt;sup&gt;th&lt;/sup&gt; – 25&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>1</td>
</tr>
<tr>
<td>Contingency analysis</td>
<td>September 1&lt;sup&gt;st&lt;/sup&gt; – 5&lt;sup&gt;th&lt;/sup&gt; 2007</td>
<td>1</td>
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</tbody>
</table>
Appendix B.

Budget for the study

<table>
<thead>
<tr>
<th>1. Secretarial service</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Typing proposal during development</td>
<td>8,000.00</td>
</tr>
<tr>
<td>a. Typing final proposal</td>
<td>3,000.00</td>
</tr>
<tr>
<td>c. Typing the final report</td>
<td>4,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Stationery</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Writing materials</td>
<td>2,000.00</td>
</tr>
<tr>
<td>b. Printing papers</td>
<td>1,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Traveling expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. For consultations</td>
<td>3,000.00</td>
</tr>
<tr>
<td>b. For data collection</td>
<td>9,000.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Binding expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. drafting proposal</td>
<td>400.00</td>
</tr>
<tr>
<td>b. final proposal</td>
<td>400.00</td>
</tr>
<tr>
<td>a. final report</td>
<td>2,000.00</td>
</tr>
</tbody>
</table>

| 5. Computer services                       | 10,000.00 |

| 6. Contingencies                           | 2,500.00 |

| Total                                      | 45,300.00 |
Appendix C: KESI management development in-service course Questionnaire

Study: To investigate the impact of KESI management development in-service course in secondary school headteachers performance in Makueni District.

Introduction

You have been selected to participate on the study of the impact of KESI management development in-service course on secondary school headteachers Performance. The information requested is to be used to improve KESI management development in-service course. Kindly respond to the questionnaire thoughtfully and as honestly as possible. To safeguard confidentiality, please do not write your name in this questionnaire. Respond either by writing or putting a tick where required. There is no correct or wrong answer. Your answer is the right one.

Section A (Background information).

Please tick where appropriate.

1. Age
   a. 20 – 29 ( )
   b. 30 – 39 ( )
   c. 40 – 49 ( )
   d. 50 – 59 ( )
   e. 59 – above ( )

2. Sex
   b. Male ( )
   c. Female ( )

3. Highest academic qualification (tick)
   a. PhD ( )
   b. MED/MBA ( )
   c. BED ( )
   d. BA/BSC/PGD ( )
   e. Diploma ( )
   f. SI ( )
4. Tick highest level of professional training you have attained
   a. P1 ( )
   b. S1 ( )
   c. Bed ( )
   d. Med ( )
   Other specify ____________________________

5. School category (where you are tending now) present station
   a. National ( )
   b. Provincial ( )
   c. District ( )

6. Type of school (Tick)
   a. Boys school ( )
   b. Girls school ( )
   c. Mixed school ( )

7. How long have you been a Headteacher
   a) 1 - 3 years ( )
   b) 3 - 7 years ( )
   c) 8 - 12 years ( )
   d) 13 and above years ( )
Section B (KESI management development in-service course)
1. Has the KESI management development in-service course been useful to you as a principal
   A Yes ( )         B No ( )
2. If yes how has it improved your performance and running of the school.

__________________________________________________________________________
__________________________________________________________________________

Section C (financial management)
1. Has the in-service course improved your financial management of the school
   A Yes ( )         B No ( )
2. If yes to what extent
   A Very great extent ( ) B great extent ( ) C moderate extent ( ) D low extent ( )
   E Very - low extent
3. What do you suggest requires improvement in the course to improve your financial management.

__________________________________________________________________________
__________________________________________________________________________

Section D. (School community and other stakeholders relations)
1. Has the in-service course improved your school community and other stakeholders relations.
   A Yes ( )         B No ( )
2. If yes to what extent.
   A Very great extent ( ) B great extent ( ) C moderate extent ( ) D low extent ( )
   E Very - low extent ( )
3. What do you suggest require improvement in the course to improve your school community and other stakeholders’ relations.

__________________________________________________________________________
__________________________________________________________________________

48
Section E. (staff personnel)

1. Has the in-service course improved your staff personnel management
   A Yes ( )   B No ( )

2. If yes to what extent
   A Very great extent ( )   B great extent ( )   C moderate extent ( )   D low extent ( )
   E Very – low extent ( )

3. What do you suggest require improvement in the course to improve your staff personnel management.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Section F: (Strategic planning and physical facilities)

1. Has the management development in-service course improved you strategic planning and physical facilities development.
   A Yes ( )   B No ( )

3. If yes to what extent
   A Very great extent ( )   B great extent ( )   C moderate extent ( )   D low extent ( )
   E Very - low extent ( )

3. What do you suggest require improvement in the course to improve your strategic planning and physical facilities development.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Section G (curriculum evaluation)

1. Has the management development in-service course improved your curriculum evaluation role.
   A Yes (   )        B No (   )

2. If yes to what extent
   A Very great extent (   ) B great extent (   ) C moderate extent (   ) D low extent (   )
   E Very – low extent (   )

3. What do you suggest require improvement in the course to improve your curriculum evaluation role.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________