THE IMPACT OF TRAINING ON PERFORMANCE OF SECONDARY SCHOOL HEAD TEACHERS IN KITUI DISTRICT.

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR THE REQUIREMENT OF THE AWARD OF MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT) OF KENYATTA UNIVERSITY.

APRIL, 2010.
DECLARATION

I declare that this is my original work and has not been submitted in any other university or institution for examination.

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DATE

This is to certify that this project has been submitted with my permission and authority as the university supervisor.

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DATE

CHAIRMAN, BUSINESS ADMINISTRATION DEPARTMENT.
DEDICATION

To my beloved children; Cynthia, Brian and Keith: you were all a great inspiration for your love and patience gave me energy to rise up every time my own energy waned. It is from you that I drew courage and tenacity to always face a new day. To my late Mom and Dad, posthumously, I wish you were here to see the fruits of your work;

And to my

Beloved wife, Faith: you have made a difference in my life.
ACKNOWLEDGEMENT

This research project was possible because of the contributions of many individuals. Personal and academic support throughout the process provided by Mr. Bett formed foundation of the entire study; he helped me grasp the true concept of research. My colleagues Katua T. Monyi J. Musyimi D and Musyoki S. gave me unwavering support throughout the rigors of the MBA course.

Thank you all for making me a better person, researcher and a student.
OPERATIONAL DEFINITION OF TERMS.

Development – Training people to acquire new horizons, technologies or view points. It enables leaders to guide their organizations on to new expectations.

Job description – Set out the purpose of a job, where it fits in the organizational structure, the context within which the job holder functions and the principal accountability of the holder or the main task they have to carry out.

Learning – Occurs when one adds new and modifies existing behaviour patterns in a way that has some influence on future performance on attitudes.

Management – A recess whereby the objectives of an enterprise are met through the efficient and effective use of resources.

Performance – Refers to the degree of accomplishment of the tasks that make up an employees job.

Training – Planned and systematic process of impacting knowledge, skills and attitudes through learning experience to achieve effective performance in an activity or a range of activities.
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LIST OF ABBREVIATIONS USED.

BOG – Board of governors

C.D.F – Constituency Development Fund

DEB – District Education Boards

DEOs – District Education Officers

EFA – Education for All

HRM – Human Resource Management

KESI – Kenya Education Staff Institute

MOE – Ministry of Education

MOEST – Ministry of Education Science and Technology

PDE – Provincial Director of Education

PTAs – Parents Teachers Associations

SMCs – School Management Committees

SPSS – Statistical Package for Social sciences

TNA – Training Needs Assessment.
ABSTRACT

Training is a planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities, as defined in the glossary of training terms (Dessler, 2001). The emphasis is on planned process and effective performance. Training also refers to the methods used to guide new or present employees on the skills they need to perform their job. It might thus mean showing a mechanic how to operate his new machine, a new sales man how to sell his firm's products, or a new supervisor how to interview and appraise employees (Dessler, 2001). Training and development therefore entails a deliberately planned process that is carried in a systematic fashion and aimed at bringing about effective performance.

The performance of any organization is dependent on the quality of its workforce. The general view is that training and development leads to improved employees' performance and that organizations should therefore invest in training and development. The study seeks to examine whether management training and development is an essential tool in enhancing the productivity of head teachers in public secondary schools in Kenya. This will be made possible by studying the kind of management training and development programmes that are available for the public schools head teachers in a bid to examine the various variables relating to performance, success and survival of the schools that they head. The study also tries to assess the various aspects of performance such as increased productivity, increased efficiency, improved quality levels, improved morale, with regard to specific management training and development methods adopted by the Ministry of Education for the public secondary schools head teachers in Kenya.
The scope of the study was limited to the Kitui District. The target population was the 60 public secondary schools head teachers in Kitui District. In this target population a sample of 30 head teachers was drawn by stratified random sampling technique. Data was collected using structured questionnaires and analyzed using descriptive statistics such as percentages, frequencies and measures of central tendencies through the Statistical Package for Social Sciences (SPSS) computer package.

From the findings, the study concluded that that there is a relationship between training and development and performance in secondary schools. This is because, training gives the head teachers a chance to look positively at the job, it motivates them and also it presented some new ideas and approaches. The training also is appropriate to the head teachers needs and also the training helped in improving their performance.
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

According to the founder of Starehe Boys centre, Dr. Geoffrey Griffin, "it is difficult to think of institution- be it a hospital, a hotel, a regiment or whatever, that depends so greatly in its leader as does a secondary school. This is a situation which offers splendid opportunities to the right person, but which is also fraught with peril, because an incompetent head can do serious harm in a brief span of time. There are all too many examples around us of schools whose once great standards have been brought low though inadequate leadership" (Griffin, 1994).

On the management of secondary schools, Daly (2004) is of the opinion that one will no doubt be eager to build on his skills and further their knowledge in order to do an effective job and enhance the experience being offered to the children in their care. He goes on to say that many experienced heads have never actually attended any formal management training and more recently, even those appointed to the positions result in a lot of trial and error, due to the many challenges faced.

In the recent past a number of management techniques and theories have been developed to improve the practice of management in organizations. The more significant of these include management by objectives, organization development, strategic management, training and development and operations research. In most cases these theories and techniques were initially developed for and applied in private sector settings.
(Schwella, 1988). But attempts have been made to transfer these to other sector contexts. The Principles of management models developed for the private and public sector have been applied to help the health sector organizations improve their management performance (Warsame, 2002). Broadly speaking, most organizations depend on the lower cadre employees and the line managers for their survival. These are the people whose input is most felt towards the success of the organizations. Their work basically entails offering labour and technical support in their daily routine performance. Top management is only charged with offering managerial, advisory and directive support (Mugwere, 2004).

It is in light of this that every organization must appreciate the crucial role played by this level of personnel. Needless to say therefore, they must be well equipped with the necessary skills to input in the course of their work thereby facilitating their effective performance. Accordingly training comes in hardly towards the achievement of the organizational goals for effective performance.

A lot of research has been done on the effectiveness of different organizations leading to outline of several factors that play a determinant role on the organizational performance. Training and development are some of the factors that govern organizational effectiveness as they guide meaning to work, and enable workers to learn acceptable procedures of the job, and to justify and at least rationalize efforts spent on the job (Schuller and Jackson, 1999).
In this era of globalization and emergence of technologies, organizations are striving to survive, grow and operate profitably in a turbulent, ever changing environment. They have repositioned themselves in order to keep a hold on the new technologies and business development globally. The security of life-long employment has also been challenged. The approach to careers path were one is seriously assured of upward mobility along the careers ladder is too risky and no longer applicable. Actually moves have become the common way to re-energize employees as companies reduce the levels of management and decrease the number of employees, further placing increased demand on those who remain (Mondy & Noel, 1996). And this on-going trend places more relevance on employee training and development to increase effectiveness.

The principle goal of Human Resource Management (HRM) is the concept of strategic integration, which involves vertical and horizontal cohesion. It requires great emphasis to be placed on identifying the training needs and the organization of training. Studies suggest that the strategic integration of training has not generally been achieved. The Price Waterhouse Cranfield project for example, identified a high proportion of European organizations (60 – 90% in the countries studied), which systematically analyzed their training requirements. Nevertheless the survey concluded that the consistency and cohesion of training polices and indeed their human resource strategy as a whole was often too poor to underpin the corporate objectives they were designed to support. (Syrett, 1990).
The goal of quality relates to features of management behaviour, which includes the management of and investment in training and development programme, as well as greater attention to recruitment and selection procedures. Workers need to be trained in a range of tasks and be prepared to move between these as the production schedule requires but being trained in a range of tasks does not necessarily imply the development of higher level skills and in high volume production (Thompson, 1989).

1.1.1 Training in the Kenyan Education Sector

At independence in 1963, the Kenya Government recognized education as a basic human right and a powerful tool for human resource and national development (Ministry of Education Science and Technology – MoEST, Sessional paper No. 1, 2005). Since then the government has addressed challenges facing the education sector through commissions, committees and task forces.

Kenya took stock of its education system through the first Education commission after independence. The commission’s main concern was to reform the education system inherited from the colonial government and make it more responsive to the needs of independent Kenya (Ominde, 1964). The Commission set out the objectives of education and proposed a system that would foster national unity and create human capital for national development.

The Gachathi report of the national committee on educational objectives and polices also defined Kenya’s education objectives and recommended policies to achieve these
objectives in spite of financial constraints (Gachathi, 1976). Consideration was given to
economic, social and cultural aspirations of Kenyans and the distribution of benefits and
costs of education. The report resulted in the governments support for “Harambee
Schools”.

The Kamunge Report (1988) focused on improving education financing, quality and
relevance. At this time the government scheme for the provision of instructional
materials was inefficient and had affected the quality of teaching and learning. It
therefore recommended the policy of cost sharing in education between the government,
parents and communities.

The Mackey report (1981) recommended change of education structure from seven years
primary, four years secondary, two years high school and three years university (7-4-2-3)
to eight years primary, four years secondary and four years secondary and four years
university (8-4-4), the curriculum was expanded in terms of number of subjects and
more vocational and technical subjects were introduced as cost sharing in education
management and financing at primary, secondary and tertiary levels was maintained
technical subjects required new equipment and workshops, which did not exist in most
schools. New textbooks in addition to other instructional materials were required.
Education therefore become a burden to the government, parents and communities. It was
deemed necessary to review the curriculum and reduce the cost of education. The
commission of Inquiry into the education system of Kenya (Koech, 2000) was mandated
to review the education system in response to the changing circumstances. One of the
recommendations was curriculum rationalization. The content and the number of subjects were cut down in order to reduce the workload and the cost of education.

The overall policy goal of the government is to achieve Education for all (EFA) in order to give every Kenyan the right to education and training (MoEST, 2005). Management and planning of education and training are the responsibility of the Ministry Of education at the national level. At the provincial level, the Provincial Directors of Education (PDE) coordinate education activities in their provinces and in the districts, education management, planning, registration and monitoring of schools and teacher management fall under the District Education Boards (DEBs) with the District Education Officers (DEOs) being secretaries to the Boards. At the public school level, school Management Committees (SMCs) and Parents Teachers Association (PTAs) are responsible for their respective schools. The functions of the DEBs are as follows: management of education services; teacher management, school audit; supervision of education programmes, accounting for funds, quality assurance and resource mobilization. On the other hand function of the head teachers are to make the school plans, mobilize additional resources and implement government polices and guidelines. PTAs monitor implementation of school programmes, educating services and mobilize additional resources. (Kenya Education Sector support Programme –KESSP, 2005 – 2010)

1.1.2 An overview of Kitui District

Kitui District has been chosen because of its convenience. The District consists of 96 secondary schools, and 48 will be used for research. These schools comprise boys and
In the past two years, the district has witnessed a high turnover of head teachers as the ineffective ones were demoted. Over ten heads have been sent packing from their stations due to inept performance. Most of them have been accused of embezzling finances, poor results and gross indiscipline among learners. To redeem the stature of such schools, and avoid new heads from being brought through trial and error, the factors affecting management training need to be investigated and solutions sought. This way, the schools will make a substantial contribution since the heads will realize improved morale, improved labour – management relations, improved organizational communication; and therefore help employees adjust to change as well as being better placed in handling conflict in their schools.

1.2 Statement of the Problem

The growth of secondary schools has trust the head teachers in to roles that their training had not prepared them for. A part from their duties as heads of academic institutions they are new required to be managers, accountants and auditors, and are also to perform a multiplicity of other functions (Griffin, 1994).

The outcry against falling standards in Kenya is likely to continue until competent and well-trained head teachers are injected into school management system. This is because the administrators in the education management are never prepared for their work. The practice has always been to pick the best performing teachers – those whose students do
well—and make them Heads of Departments, Deputy Heads and eventually Head teachers. Little, however, is done to equip them with the skills they will need to manage schools, since the challenges they face are enormous; and this is a tough assignment, as it involves coordination of academic programmes, supervision, managing teachers, students, support staff, as well as dealing with external clientele including parents, political leaders and education administrators.

According to the MoEST heads manual, the head teacher is the Chief Executive Officer in charge of finances, human resource management, instructional materials, the school plant and discipline (MoEST, 2003). The more critical element is that school heads run big budgets, are involved in procurement and accounting for funds in their charge, yet, they lack skills in these areas. In the recent times, serious efforts have been made to offer training to newly recruited head teachers and deputies though the Kenya Educational Staff Institute (KESI). In fact, in a move to expand its scope, the institute has been moved from its humble base at Kenyatta University to the more spacious former Highridge Teachers Training College in Nairobi. But heavy investment is still required to enable the institute play its rightful role as an incubator for education managers.

Teachers in Kitui District and other parts of the country have been expressing concern over the falling performance standards by the students, indiscipline and frequent strikes. The head teachers are also faced with other challenges, including dealing with staff that are more qualified than themselves; dealing with inadequate funding as well as insufficient personnel.
Although the Ministry of Education has introduced courses of management training and development for head teachers, no studies have been done to establish whether meeting such challenges would lead to improved management in schools as may be expected. This research intends to find out whether training has any impact on the performance of head teachers because as Siberman (1998) puts it, organizations with higher and better levels of skills adjust more effectively to the challenges and opportunities of globalization since they are more flexible and better able to absorb and adopt new technologies and to work with new equipment. Such skills level and quality of workforce will thus increasingly provide the cutting edge and successfully complete in the global economy.

1.3 Objectives of the study.

1.3.1 General Objective
To determine whether, training has an impact on performance of secondary school head teachers in Kitui district.

1.3.2 Specific Objectives
1. To determine if training has led to increase in output among the secondary school head teachers
2. To establish if training has enhanced the competitive advantage and customer care of secondary schools
3. To establish if training has impacted on training need assessment and if relevant training programs are in place.
4. To examine if training has impacted on performance appraisal and motivation of secondary school head teachers.

5. To establish if training has affected the performance of secondary schools.

1.4 Research Questions.

1. Is training a critical factor in increasing secondary school head teachers' output?

2. What is the current market position in relation to the competitors? Does its current level of effort constitute a competitive advantage?

3. How do secondary schools assess training needs, and are relevant training programs in place?

4. Is training a motivating factor to secondary school head teachers. Does performance appraisal show changes resulting from training?

5. Has training impacted on the secondary schools performance?

1.5 Significance of the study

There is need to study more about the role that training plays in creating and sustaining superior competitive since traditional sources of competitive advantage such as proves technology, economies of scale and intellectual property are becoming increasingly easy to imitate. The study is significant to the ministry of education in appreciating the need for training of secondary school head teachers.

It is also hoped that the study will help the government in developing a national training policy of the need arise to do so, help employers appreciate the need to train their employees and the employees to see the need to invest in training for their own benefit.
The study also helps to generate new knowledge and information on the role that training plays in improving the competitive position of an organization in the education industry.

1.6 **Scope of the study.**

Due to financial constrains and time, the research was conducted among secondary school head teachers in Kitui District. It was therefore undertaken in Kitui District due to its accessibility. Even it there are many other factors that may contribute to good school performance like the style of management, availability of resources, political environment among others, the research only concentrated on those factors associated with training.

1.7 **Limitations of the study**

The researcher was limited by time as he carried out the study. The time allocated was not adequate.

The researcher was limited by resources as substantial amounts of money were required to cater for travel expenses, telephone calls, stationary and preparation of the final report. Some respondents did not give accurate information while trying to be confidential or due to ignorance. The researcher tried to overcome this limitation by accompanying each questionnaire with a cover letter assuring respondent that the information they will provide will be treated with utmost confidentiality.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter covers available and relevant literature on the variables of this study. Its objective is to (from a survey of empirical and theoretical literature); capture existing information pertinent to training and matters related to training.

In reviewing the plethora of literature that exists on the topics of employee loyalty, retention, training and development, one might wonder why the training problem still exists; yet companies, large and small struggle with this challenge. While many books and articles seem to emphasize similar themes, others have suggested more radical views about the nature of training problems (Gilley, 1989). Case studies validate strategies that have worked successfully for some organizations, yet most experts agree that training and development practices need to be approached differently in different organizations. Most of the published works on training and development topics focus on three key areas: the causes, the costs and the strategies for eliminating the problems (Rainbird, 2000).

2.2 The Concept of Management

Management has evolved as a result of man’s desire to have things done in the best way possible. Okumbe (1998) outlined the evolution of management from the classical (scientific) movement by Fredrick Taylor (1856 – 1917) and Max Weber (1864 – 1920), concerned with rational manner to achieve high productivity, followed by human relations who looked at work from the humanistic point of view, and finally the
integrated approach to work by the behavioural scientists who provided a solution by implementing the scientific and human relations theory into a comprehensive management theory.

The classical definition of management as held by Henri Fayol is to forecast and plan, to organize, to command, co-ordinate and control. Okumbe (1998) come up with an operational definition of management as a process of designing, developing and addicting organizational objectives and resources so as to achieve the pre-determined organizational goals. According to Okumbe, the foremost task of a manager is to be able to determine the long range goals of an organization, after which the manager designs and develops objectives or short range goals and then determines both the human and material resources required for the attainment of these goals. Thus a manager performs the dual function of policy making and execution.

Warsame (2002), defined management as the art of getting the best out of available resources human physical and financial. According to him, management is a decision making process. He urges that decisiveness in decision-making process is vital in management. This implies taking a decision at the right time. He says that a well-knit team is vital part of any manager’s job, and that good management is participation and attention to detail. The decisions are about the effective use of resources and the underlying assumption is that these resources will be used more effectively over a period of time in order to improve output efficiency and utilization.
In an organization, people, physical and financial resources have to be managed well. Though there are divergent management styles, people generally are best managed using a consultative style, which encourages sharing experience, participation and teamwork. Mitchell (1998) asserts that management of resources comprises financial management, physical resources and time. All these resources are scarce and the production may be grossly affected if good care is not taken on them (Wasarne, 2002).

2.3 The Functions of Management

The Manager is the moving force of the Organization. It is this function to make the organization mobile and operative. It is therefore necessary to understand what the organization stands for and how it is to function to understand the role and responsibilities to the Manager. An Organization is established with certain objectives or purposes. It possesses resources intended to be utilized fully to achieve these purpose. Organization also consists of people from within and outside. The people from within should form an integrated block and operate in a coordinated manner to ensure the realization of the objectives of the Organization. The school is also an organization just like a business enterprise with the headmaster being the manager (Sale, 2002).

2.4 The Head Teacher and School Management

The head teacher is the chief executive of the school and usually an ex – officio member of the board. He forms a link between the school and the board, MOE, and other educational authorities. He / she should therefore advice the B.O.G on matters relating to
management of the school; provide relevant facts and figures to guide the B.O.BG on its deliberations, and to help it make policy decisions for the school (Quayson et al, 1993).

Traditionally, schools and school systems have been controlled and managed by a professional bureaucracy. Decisions are made at the top of the pyramidal power (Gregg, 1985) and are filtered down to the departments. This bureaucratic structure (Schiller, 1999) considers individuals within the system, as well as those affected by these decisions to be incapable, unqualified or disinterested in the organizations decision-making process.

Today, prevailing views on leadership suggest that the head teacher’s role should not be to direct others but to create school culture in which decisions are made collectively. Such facilitative leadership power should be though others, and not over them (Conly & Goldman, 1994). Heads are usually the key figures in fostering shared governance within the schools. They not only have increased responsibility and authority in school programme, curriculum and personnel decisions but also increased accountability for students and programme success. Hence they must be excellent team leaders and delegators (Spaudeing, 1994).

Kossek (1996) noted that the head teacher is responsible for the internal organizations, management and control of the school, and exercises supervision over teaching and non teaching staff. His advice must therefore be very carefully considered. While he does not have power on what the governors choose to do, it would be stupid to press on with
any matter if the consequences, which the head teacher explains, suggest the opposite. Thomas adds that the head teacher should be given ultimate control over the internal workings of the school for not only is he/she the experienced senior professional, but also the efficient running of the school requires a series of on the spot judgment. This is so because governors are not present within the school and they usually meet only once or twice term. Osure (1996) states that it is hard for B.O.G to operate effectively without the head teacher’s guidance. Being the main professional link between the B.O.G and school, the head teacher has to oversee the implementation of decisions and advice accordingly. Poor relationship between the head teacher and the B.O.G can negatively affect the running of the school (Bray, 1988). Osure (1996) says that head teachers who work together with B.O.G and PTA as a team and who have common goals realize satisfactory performance and rapid development. The Head teacher’s relationship with B.O.G should be one of partnership based on mutual understanding of each other’s roles and responsibilities (Quayson, 1993). This relationship is that of a facilitator enabling B.O.G to perform its functions, while the B.O.G depends on the head teachers and staff for information and professional expertise on educational matters. Leighton and Thain (1997) indicated that the relationship is often that of tension, because of the head teacher’s informal power, role in shaping policy and leadership position. Some analysts recommend collaborative methods. The relationship should be partnership, base on mutual trust. It fails if communication about roles and responsibilities is ineffective (Houle, 1989).
2.5 Overview of Training

Training refers to the method used to give new or present employees the skills they need to perform their job. Training might thus mean showing a mechanic how to operate his new machine, a new sales person how to sell her firm’s product, or a new supervisor how to interview and appraise employees (Dessler, 2001).

Training is a planned process to modify attitude, knowledge or skills behaviour though learning experience to achieve effective performance in an activity or range of activities, as defined in the glossary of training terms (Dessler, 2001). The emphasis is on planned process and effective performance.

Training can be defined as the process of teaching new employees the basic skills they need to perform their jobs. According to Dessler (2001) training gives new and present employees the skills they need. In his book, principles of Human Resources Development (Gilley, 1999) defines Training as an organized learning activities arranged within an organization in order to improve performance and/or the organization.” Human Resource Development includes the areas of training and development, career development, and organization development. This is related to Human Resource Management, that is, a field which includes HR research and information systems, union/labor relations, employee assistance, compensation/benefits, selection and staffing, performance management systems, HR planning, and organization job/job design (Dessler, 2003).
Organizations and jobs will never be the same. Changes are based on the global economy, on changing technology, on changing work force, on culture and demographic tends, and on the changing nature of work itself. Employees need to learn new skills and develop new abilities to respond to these changes in their careers and their organizations (Rouda and Kusy, 1995). These can be dealt with constructively using change for competitive advantage and as opportunities for personal and organizations growth.

Accountability being change affects all organizations including hospitals (Nickels, 2005). The goal of Human Resource Training and Development is to improve the performance of organizations by maximizing the efficiency and performance of employees (Ronda & Kusy, 1995). Organizations exhibit varying training and development practices. The differences occur at different stages in the training and development process.

### 2.6 Ways of identifying training needs

Task analysis and performance analysis are two main ways to identify training needs. Task analysis is especially suitable for determining the needs of employees who are new to their jobs. Performance analysis appraises the performance of current employees to determine whether training include supervisor’s report, personal records, management requests, observation, test of jobs knowledge, and questionnaire surveys (Dessler, 2003).

Strategy sets the agenda for training. If strategy is not fully considered in need analysis, certain training programs may be left out. Sins of omission thus become a problem. A skills training effort can be a source of difficult when activities undertaken fail to undertake necessary training (Miner and Crane, 1995). Needs assessment provides information on what, where, when and who needs to be trained. It should also include
assessing needs communication and linkages between different jobs. Teams task analysis for example helps analyze deficiencies in team level interaction (Kossek and Lobel, 1996).

Training analysis could be targeted at attitudes. An attitude is an individual’s characteristic way of responding to an object or situation. It is bases on experience and leads to certain behaviour or the expression of certain opinions. Attitudes determine the general approach to an employee to work. The importance of attitudes obviously varies according to the type of job. They are not particularly important when the work is highly structured because so long as the employee is at workstation he or she has little chose about the way the work in undertaken. On the other hand, instructed work, with its freedom of chose ad its opportunity for self regulations, cannot be carried out successfully unless the employee’s attitudes are consistent with the purpose of the job. Changing attitudes though training is difficult because many attitudes are deep rooted and cannot easily be changed in a short time (Graham & Bennet, 1995).

2.7 The concept of training and Development

2.7.1 The concept of training.

Monoppa et al (1996) define training as the teaching / learning activities carried out for primary purpose of helping members of an organization to acquire and apply the knowledge, skills abilities and attitudes needed by the organization. According to Cole (1997), training is a learning activity, which is directed towards acquisition of specific knowledge and skills for the purpose of an occupation. It will focus on the job or task. Training can both be formal and informal and is usually carried out to assist employee
understand and perform his / her job better. While according to man power services
commission 919810, it is the process to modify attitudes, knowledge or skill behavior
though learning experience to achieve effective performance in an activity or range of
activities. Its purpose in the work situation is to develop the abilities of the individual
and to satisfy the current and future manpower needs of the organization. Broadly,
training is the act of increasing knowledge and skills of an employee necessary for doing
a particular job.

Generally speaking, training is the creation of an environment where employees may
acquire or learn specific, job related behaviour, knowledge, skills abilities and attitudes.
Cole (1997) argued that the amount of training and development are crucial, for ensuring
that the organization does not depend entirely upon the external labour market, which
may not inculcate the kind of values and attitudes the organization desires. If one wishes
to make a distinctive between training and development, it would be that training is
directed is directed at helping employees perform better on their current jobs while
development represents a future investment in employees (Schwella, 1998). Development
includes both training to increase skill in performing a specific job and education to
increase general knowledge and understanding of the total environment. Cole (1997)
defines development as any learning activity, which is directed towards future needs
rather than present needs and which is concerned with career growth other than
immediate performance. Planned development programmes will value to the
organization in terms of increased productive, heightened morale, reduced costs and
greater organizational stability and flexibility to adapt to changing external requirements (Ron. 2001).

Among firms which profess to believe in some type of panned systematic executive development, a great variety of developmental techniques are used. Obviously, the executive requires job knowledge in the assigned position, and thus the methods of on-job experience, coaching and understudies are available. The job is performed within an organizational environmental and such required organizational knowledge can be obtained though position rotation and multiple management.

2.7.2 The Concept of Development

Development involves activities like learning, which is a relatively permanent change in behaviour that occurs as a result of practice or experience. Education is also a development activity in which knowledge values and understanding are required in all aspects of life rather than developing the knowledge and skills relating to particular areas of activity. Development is the growth or realization of a person’s ability and potential though the provision of living and educational experiences while training is the systematic modification of behaviour though learning events, programs and instructions which enable individuals to achieve the level of knowledge, skill and computer to carry out their work effectively (Armstrong, 2005).

The process of training starts by defining the training needs then deciding what sort of training is required upon which the experience and trained trainers are used to plan and
implement training finally follow up and evaluation of training is done to ensure that it is effective. Different methods can be applied in the analysis of training needs, which include analysis of performance reviews and carrying out training surveys. We have different training methods that can be applied by an organization as discussed out Armstrong (2005) including in company or on the job training which consists of teaching or watching by manager’s team leaders or trainers at the desk or the bench. It may also consist of individual group assignments and projects and the use of mentors. Off – the training can take place on special courses or training areas or centers, which have been specially equipped and staffed for training. Another is external training which is useful for the development of managerial law leading to technical and social knowledge and skills especially if the courses carry standard theory and practice which can easily be translated from the general to the particular.

2.7.3 Training and Development

Development is any learning activity which is directed towards future needs, and which is concerned more with concern than immediate performance. Training is an learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. Management development contributes to business by helping the organization to grow the managers. It requires meeting its present and future needs. It improves manager’s performance, gives them development opportunities and provides for management succession.
Career Management consists of the process of career planning and management succession, career planning shapes the progression of individuals within an organization in accordance with assessments of organizational needs and the performance potential and preferences of individual members of the enterprise. Management succession planning takes place to ensure that, as far as possible, the organization has the managers it requires to meet future business needs (Armstrong 2005)

Martinez Espinoza (1998) argues that there is no ideal best combination of development methods. Each organization must design its own particular program to suit the climate of the firm, the organizational level for which the training is required, the particular characteristic of the personnel to be developed, the recognized specific developmental needs, and the availability of economic resources that can be allocated to training and education without itemizing the listed methods used by any one firm. Also their political, economic, social and cultural environment evidently shapes training and development arrangements. The current environment of change brought about by economic, technological, social and political factors is undoubtedly the most powerful force driving the search for closer and new forms of collaboration between the state, enterprises and other stakeholders.

The development of partnership can be triggered by major political change in a country. One illustration is Chile's transition to a market economy in the 1970's, which reinforced the role of private sector and led to the pioneering of new forms of training alliances. As part of the liberalization proves, reforms were undertaken with a view to develop a
market driven enterprises led training system operating in a competitive market (Johnson, 1999).

Development is based on the fact that an employee will need an evolving set of knowledge, skill and abilities to perform well in the succession of the position encountered during his or her career. Preparation of an employee for these series of positions is what is meant by employee development (Locke, 1996). The foundations for flexible training are sound general education and abroad – based basic training, which are the prerequisites for all subsequent training and work. Developing a broad based knowledge requires reforms not only in initial training but also necessitates retraining the workers who have received specialized training in line with the Taylor’s (1997) approach to work. To learn new technical and non – technical skills workers need to broaden the current skill base. This broad and transferable body of knowledge is the basis of life long learning and the acquisition of the multiple skills that give mobility and employability (Locke, 1996). The types of multiple skills that enhance employability include the development of technical knowledge and skills on “core” (generic) skill area are central to a number of occupations and which therefore enhance worker mobility.

The multiskilling of workers in related skill and occupational areas undoubtedly promotes both external and internal employability (Mitchell, 1998). Therefore, many employers consider that transferable or portable skill should be acquired at the cost of the worker, since they increase the individual’s mobility outside the company. In contrast, workers
maintain that it is the responsibility of the employing enterprise to protect the worker’s employability.

2.8 Output / Production of Staff

McGhee (1997) stated that an organization should commit its resources to a training activity only if, in the best judgment of managers, the training and be expected to achieve some results other than modifying employee behaviour. It must support some organizational goals, such as more efficient production or distribution of goods and services, products operating costs, improved quality or more efficient personal relations is the modification of employees behaviour affected though training should be aimed at supporting organization objectives.

According to Armstrong (2005) all organizations are concerned with what should be done to achieve sustainable high levels of performance though people. This means giving close attention on how individuals can best be motivated though such means as incentives, leadership and training. The main aim is to develop motivation processes and work environment that will help to ensure that individual deliver result in accordance with expectations of management. For current employees whose job performance is not satisfactory. It may be that some type’s additional training can help to bring them up to pair. Such training needs may be experienced with employees or with group of employees or individuals who need additional training. It is necessary to determine what they need.
Given the evidence about the changing demands on school leaders, it is our view that, where a school (or group of schools) has decided to separate out the chief operating officer role from the professional leadership role then there should be no barrier to an individual without qualified teacher status taking on that leadership role, even where it is constituted as a ‘chief executive’ position to which he professional leadership reports. Such individuals could well have long-standing experience of working in school environment or in wider children’s services or voluntary sector setting, but they could also be from other background that provides relevant skills. In such circumstance it will be critical that there is also a senior qualified teaching post on the senior leadership team to provide professional leadership and acts head of teaching and learning. (Bobbit, 2002).

According to Kearns (1997) training can only add value if there is an opportunity for added value. Either the business is not performing effectively because people are not performing or there is a market opportunity, which can be exploited but required some new training or development.

### 2.9 Competitive advantage

Competitive advantage is the essence of competitive strategy. It encompasses hose capabilities, resources, relationships, and decision, which permit an organization to capitalize on opportunities in the marketplace and it avoid threats to its desired position. (Lengncik – Hall, 1990). Boxal and parcel (1992) suggest that “Human resource advantage can be traced to better people employed in organizations with better processes”. This echoes that sources based view other firm which states that “distinctive human resource practices help to create the unique competences that determine how firms
compete" (Capelli and Croker-Hefter, 1996). Intellectual’s capital is the source of competitive advantage for organizations. The challenge is to ensure that firms have the ability to find, assimilate, compensate and retain human capital and to shape talented individuals who can drive global organization that are both responsive to their customers and “the burgeoning of technology (Armstrong, 2005).

Many organizations have gone to the point of recognizing that training development is a strategic priority rather than a tactical response. A reason for training development is to give the organization a competitive edge (Christopher, 1995). More organizations are using human resources strategy a way of integrating their business planning processes with organization wide development and human resource activities from recruitment all though to succession planning. For example public enterprises cannot succeed simply in terms of profit and market share, the way they acquire resources and deliver services is increasingly becoming a driver for competitive advantage. Therefore the more an organization comes to have a reputation of progressive training and development the greater its chances of attracting high caliber candidate when recruiting (Christopher, 1998).

2.10 Techniques used to identify training needs

Ford (2000) says that multiple methods of Needs Assessment should be used. To get a true picture, one should not relay on one method. It is important to get a complete picture from many sources and viewpoints. The Manager’s word should not be taken to be what’s needed. There are several basic needs assessment techniques. A combination of
some of these are appropriate: direct observation, questionnaires consultation with persons in key positions, and/or with specific knowledge, review of relevant literature, interviews, focus groups, tests records and report studies.

One should remember that the actual needs are not always the same as perceived needs, or "Wants" look for what the organization and people really need since they may not know that they need, but may have strong opinions about what they want. The Human resource Development data should be used to make decisions. This avoids confronting management since the conclusions will follow from the needs Assessment activities (Ford, 2000). Since public health provides might be dependent on funds which come not from users, but from donors, there is a danger that they may become concerned more with resources efficiency then with services effectiveness. It has no real measure of efficiency other than its ability to carry out its mission and achieve its objectives within the dollar contributions. This study however, seeks to reveal the training needs practiced by the public health providers.

2.11 Measuring the effects of Training

According to Martiniz (1998), once training sessions are over, the vehicle has come to halt; the journey is not necessary complete unless you can prove the value of training effort. Training evaluation information is critical for determining the success of the program in meeting its stated objectives, and what refinements in the training are needed to improve its quality. A key focus effort should be on the transfer learning or the extent to which trainers effectively apply the knowledge, skills and attitudes gained in training
context (Kossek and Lobel, 1996). There is no "approach to evaluation of training". To properly evaluate training requires one to think though the purpose of the training, the purpose of the evaluation, the audience for the results of the evaluation, the points or spans of points at which measurements will be taken, the time perspective to be employed, and the overall framework to be utilized (nickels 2005, ww.map.org).

Training evaluation has two primary purposes: to improve the effectiveness of training and to demonstrate its results (Ford, 2000). Evaluation includes measuring, participant response to the program, on - the - job training, business focused results and organizational impact.

These measures ensure that training is value adding and aligned with organizational goals. Business related results could be divided into hard and soft results. Hard results are easier to analyze. They are more concrete, observable and you can usually assign numbers to them easily (Martiniz, 1998). They could include aspects such as: time, usually measured by percentage of timely deliveries, number of appointments met on time, output measured by number and amount of work redone, number of product problems, number of tasks completed successfully, and cost. Soft results on the other hand are much more complicated to analyze because these outcomes are often based on people's behaviour and attitudes. However, they can be measured, and will lend more credence to the success of your training. They could include aspects such as: work practices productivity, attendance ratio, number of safety practices violated among
others, ability to make decisions, listening skills, training sessions attended, and climate or culture which includes the number of complaints, and number of employee grievances.

According to Martiniz (1998), evaluation can either formative or summative. Formative evaluation focuses on improving the training process and the effectiveness of training. It is primarily an internal evaluation process initiated and used by trainers to assess their own work and discover ways to make continuous improvement to the training process. It is used to help monitor the quality of ongoing instructional designed projects and ensure that they achieve their stated objectives. Summative evaluation on the other hand focuses on assessing his impact of complete training programs to determine if they have met their goals and if the programs should be continued or curtailed. Scholars have proposed models for evaluating training activities. Some of the recent models are reviewed below:

2.12 Training as a motivator.

Trying to understand human motivation is a complex process. Sometimes a person’s motive may be clear to him but quite puzzling to others. In other incidences, both the individuals and those affected by this behaviour understand what is driving them. In yet other situations, especially where stress is involved the individual concerned may be totally unaware of his motives while others may see them clearly. It is, therefore, prudent for those in managerial and supervisory positions to be aware of these issues and to take into consideration their own prejudices in this area of their work. This is because our efforts to understand others are clouded by our attitudes towards them and the assumption
we make about their behaviour in that training and development increases the motivation of the employees in any given concern (Cole, 1995).

2.13 Evaluating Training – Recent models

Business changes have resulted in increased pressure on training professionals to demonstrate their worth. Donald Kirkpatrick has provided a framework of four levels of evaluation (Kirkpatrick 1994):

Level 1 – measures the effectiveness as perceived by the trainee. This level measures learners’ reactions or satisfaction with a learning or performance improvement intervention. Reaction is typically measured at the need of training; they can be measured during the training even if only informally in terms of the instructor’s perceptions.

Level 2 – measures evaluations of training. This includes measures of knowledge or skills that occur from the intervention as assessed during or at the end of training (learning). What the trainees know or do can be measured during and at the end of training, but, in order to say that this knowledge or skill resulted from the training, the trainee’s entering knowledge or skill levels must also be known or measured. Thus evaluating learning requires measurements before, during and after the training.

Level 3 – measures observed performance. This encompasses transfer of learning as measured by improvements in performance attributable to the intervention (Behaviour).
Evaluation of change in on-the-job behaviour must occur in the workplace itself. It should be kept in mind that behaviour changes are acquired in training and they then transfer (or don’t transfer) to workplace. It is deemed useful therefore, to assess behaviour changes at the end of training and in the workplace.

Level 4 – business impact. Evaluation at this level estimates the organization benefits of an intervention based on perceptual data, measurable performance improvements, costs, reduction of turnover and absenteeism, reduction of grievances, increase in quality and quantity of production and improved morale among others (Ivancevich, 2001).

Kaufman and Keller (1994) proposed a fifth level that is a logical extension of the traditional classifications. They proposed societal outcomes as fifth level, and it focuses on issues and consequences of an intervention on the society within which the organization is situated. Given the degree, to which companies are being held accountable for the societal outcomes of their products and processes, this level of evaluation adds a relevant new dimension to the traditional models (Keller and Schaffer, www.edci.purdue.edu).

2.14 Performance appraisal.

Performance management can be defined as a strategic and integrated approach to delivery of sustained success to organization by improving the performance of people who work in the firm and by developing the capabilities of teams and individual
contributors. (Armstrong and Baron, 1998). Performance management process should be a prime source of information about individual learning and development needs.

The performance management approach to learning concentrate on the preparation of performance improvement programmes and learning contracts which are related to jointly, determined action plans. The emphasis is on continuous development. Every contact between management and individuals throughout the year is regarded as a learning opportunity (Armstrong, 1998)

Regular appraisal may pinpoint individual training needs. But there are indications of training deficiencies with groups of employees, a general approach to determining their training needs may be in order, looking towards the development of a training program to improve job performance. The critical element of an effective performance management system are planning and feedback appraisal. The planning process includes an assessment of the employee’s capability, a discussion with the employees in order to clearly define job roles and expectations, identify the tools required to do the job and to ascertain whether or not the employee has the knowledge and skills required to perform the job (Russo, 1998).

2.15 Improvement in profitability

Training ensures that grater efficiency is achieved though the production of goods and services with realistic profit margin. In so doing the organization is assured of its survival market and in the sector as a whole (1996)
Parkison (1990) in a study of 91 UK companies where management development is part of corporate plan identifies senior management needs to believe that investment will allow them to respond more effectively to a changing environment. Companies in markets that have been increasingly turbulent in the last few years demonstrate this; being amongst the largest spenders on management’s development and training they have also registered growth in their annual income. The role of training and development is crucial to any effective and successful manager being able to get work done though the efforts of others is a key managerial skill which is often seen as a function which is performed by the individual, charged with personnel responsibilities or considered a luxury item for busy small business owners / managers. One can become a more effective training and development professional when he / she incorporate in the ways of improving the financial position of the firm as it key of training.
2.16 The conceptual framework.

The model below will be used for the purposes of this study to show the relationship that may exist between training and development and performance of staff. The independent variable being training and development while the dependent variables are staff output, competitive advantage and customer care, training needs assessment and training programmes performance appraisal and motivation and profitability of the firm.

```
INPUT
TRAINING

INCREASE IN OUTPUT.
COMPETITIVE ADVANTAGE & CUSTOMER CARE.
TRAINING NEEDS ASSESSMENT & TRAINING PROGRAMES
PERFORMANCE APPRAISAL & MOTIVATION.
PROFITABILITY OF THE FIRM.

OUTPUT

Where effective training and development programs are in place the results will be, increased employee’s output and hence improved profitability of the firm, in such a firm training needs assessment and effective training programs are likely to be in place this is likely to enhance staff motivation, thus effective training and development likely to give a firm competitive edge over its competitors.

Source: Researcher 2009
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CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter defines the target population of the study. It also focuses on the sampling designs and procedures, data collection procedures and data analysis techniques to be used in the study.

3.1 Research Design

The descriptive survey method was used as the research design. This method was chosen in achieving the stated objectives in that it enables data collection from a large sample. This determines and reports the way things are, such as public opinions at attitudes (Gay, 1976). Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and whatever possible draw general conclusion from facts discovered (Lokest, 1984). The methods are non-experimental for they will deal with relationships among non-manipulated variables. Since the condition or events have already occurred or exist, the researcher will merely select the relevant variables for analysis of the relationship (Best and Hah, 1993).

3.2 Target Population

The target population is the larger group to which one hopes to apply the findings (F.Lrankel Wallen, 1993). For this study it was the secondary schools head teachers of Kitui district. The district has a total of 96 secondary schools with the following characteristics
### Table 1.1: CATEGORY OF SCHOOLS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding schools</td>
<td>24</td>
<td>25.0%</td>
</tr>
<tr>
<td>Girls boarding schools</td>
<td>28</td>
<td>29.1%</td>
</tr>
<tr>
<td>Mixed boarding school</td>
<td>12</td>
<td>12.5%</td>
</tr>
<tr>
<td>Mixed day schools</td>
<td>24</td>
<td>25.5%</td>
</tr>
<tr>
<td>Mixed day and boarding schools</td>
<td>08</td>
<td>08.3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>96</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### 3.3 The Study Sample

A sample is any group from which information is obtained (Frankeland Wallen, 1993). The head teachers from a population of 48 secondary schools in Kitui District were included in the sample. Gay (1976) said that for descriptive statistics, a sample size of 10% is considered minimum. A minimum of 60% is recommended by Cohen and Manion (1994) when statistics analysis is to be useful. Therefore for this study, 50% of all the schools in the district were used. This yielded a sample of 48 head teachers.

The sample was obtained from all the 96 secondary schools in Kitui District. The researcher used systematic random sampling technique. A list of the entire head teachers was obtained from the district education office. Using this list the researcher systematically picked every 2nd head teacher from the list in the respective categories. This constituted the study sample. According to Kerlinger (1973), a sample drawn at random is unbiased in the sense that no member of the population has any more chance of
being selected from the other members and the selected teachers were handed out questionnaires to respond to. Therefore, the researcher studied 48 head teachers. The sample taken is assumed to be enough to make generalizations on the actual population size. The ideal sample is large enough to serve as an adequate representative to the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability, expenses in both time and money and completing of data analysis (Best and Kahn, 1993).

Table 1.2: CATEGORY OF SCHOOLS

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>FREQUENCY</th>
<th>RATIO</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys boarding schools</td>
<td>24</td>
<td>0.5</td>
<td>12</td>
</tr>
<tr>
<td>Girls boarding schools</td>
<td>28</td>
<td>0.5</td>
<td>14</td>
</tr>
<tr>
<td>Mixed boarding schools</td>
<td>12</td>
<td>0.5</td>
<td>06</td>
</tr>
<tr>
<td>Mixed day schools</td>
<td>24</td>
<td>0.5</td>
<td>12</td>
</tr>
<tr>
<td>Mixed day and boarding schools</td>
<td>08</td>
<td>0.5</td>
<td>04</td>
</tr>
<tr>
<td>TOTAL</td>
<td>96</td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

3.4 Data Collection

The instrument to use in this study will be questionnaires. These have the advantage of the respondents remaining anonymous, can be more truthful and have more time to think about the questions than is usual with interviews. This may result in more meaningful answers (Peil, 1985). Permission to carry out research is to be obtained from as required
by law. A reconnaissance will be made to each secondary school in Kitui District to inform the head teachers of the intended study. The day will then be arranged to administer the research instruments. The questionnaires will be given to head teachers to complete and return to the researcher. To ensure a higher return rate they will be collected within 7 days. However from those who might not be able to fill in the questionnaires within the given period for any given reason, the questionnaires will be collected at a later date convenient to both the researcher and the respondents.

3.5 Data analysis

Descriptive statistics and inferential statistics were used to analyze data owing to the nature of the methodology used in the research. This was through measures of central tendency such as means, median, mode, percentages and proportions. Tables and pie charts were obtained and the interpretation done. The Pearson product moment correlation coefficient was used to determine whether there is a relationship between variables (training and performance).
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents the data analysis and interpretations. The analysis was based on the responses from 35 secondary school head teachers from Kitui District.

4.2 General Information

Table 4.1: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>25</td>
<td>71.4</td>
</tr>
<tr>
<td>female</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in the above table show the gender of the respondents (secondary school head teachers from Kitui District). From the findings, the study established that the majority of the respondents were males as indicated by 71.4% of the respondents, while females were shown by 28.6%. This information implies that the majority of the secondary school head teachers from Kitui District were males.

Table 4.2: Level of Education

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>diploma</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>bachelors degree</td>
<td>28</td>
<td>80.0</td>
</tr>
<tr>
<td>masters degree</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>
On the level of education, the study found that the majority of the respondents (80%) had a bachelors degree, 11.4% had a diploma while 8.6% of the respondents had a masters degree. This therefore shows that the secondary school head teachers from Kitui District were well qualified for their positions as 88.4% of them had a bachelor’s degree and above.

Table 4.3: Years of Experience as a Head Teacher

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 years</td>
<td>20</td>
<td>57.1</td>
</tr>
<tr>
<td>6-10 years</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>11-15 years</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Over 15 years</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also sought to establish the respondents years of experience as head teachers. According to the study, most of the respondents had an experience, as head teachers, of 1-5 years as shown by 57.1%, 31.4% had an experience of 6-10 years, 8.6% said 11-15 years, while a small proportion of respondents as indicated by 2.9% reported that they had an experience of over 15 years as head teachers.

Table 4.4: Years of Experience in the Current School

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>3-4 years</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>5-6 years</td>
<td>7</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondents were also requested to indicate the number of years of experience in their current schools. From the study, 42.9% of the respondents reported that they had an experience, in their current schools, of 1-2 years, 37.1% said 3-4 years, while 20% of the
respondents said that they had an experience in their current schools of 5-6 years.

4.3 Training Information

Induction/Orientation Course Given On Management since Joining the Current Position

The respondents were asked whether they were given an induction/orientation course on management since joining their current position. According to the study, all the respondents (100%) reported that they were given an induction/orientation course on management since joining their current position.

Table 4.5: Method Used For Training

<table>
<thead>
<tr>
<th>Method Used For Training</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>on the job training (illustrative)</td>
<td>9</td>
<td>25.7</td>
</tr>
<tr>
<td>off the job training (classroom)</td>
<td>26</td>
<td>74.3</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also sought to establish the method that was used for training. From the study, the majority of respondents (74.3%) said that the method used was off the job training (classroom), while 25.7% of the respondents said on job training (illustrative).

Table 4.6: Duration the Course Took

<table>
<thead>
<tr>
<th>Duration the Course Took</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>34</td>
<td>97.1</td>
</tr>
<tr>
<td>others</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to the findings in the above table, most of the respondents as shown by 97.1% said that the course took 1 week, while a small proportion of respondents said that the training took other durations i.e. 2 weeks.

**Table 4.7: Extent the Training Helped To Do a Better Job**

<table>
<thead>
<tr>
<th>Extent of Help</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>to a large extent</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>to some extent</td>
<td>30</td>
<td>85.7</td>
</tr>
<tr>
<td>very little extent</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The respondents were also required to rate the extent that the training helped them to do a better job. From the findings, the majority of respondents as shown by 85.7% said that it helped them to do a better job to some extent, 11.4% said to a large extent, while 2.9% of the respondents said to a very little extent.

**Table 4.8: The Major Benefits Received**

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>helped confirm some ideas</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>presented some new ideas and approaches</td>
<td>14</td>
<td>40.0</td>
</tr>
<tr>
<td>gave me a good chance to look positively at the job</td>
<td>20</td>
<td>57.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The respondents were also requested to state the major benefits received from training. From the study, most of the respondents as shown by 57.1% felt that training gave them a good chance to look positively at the job, 40% felt that it presented some new ideas and approaches, while 2.9% of the respondents felt that it helped them confirm some ideas.
Table 4.9: Whether the Program Was Appropriate To the Needs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>to some extent</td>
<td>27</td>
<td>77.1</td>
</tr>
<tr>
<td>very much</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondents were also asked whether the training program was appropriate to their needs. From the study, most of the respondents (77.1%) felt that to some extent training program was appropriate to their needs, 14.3% felt that it was very much appropriate to their needs, while 8.6% of the respondents felt that the training program was not appropriate to their needs.

Figure 1: Any Other Training after the Initial Induction Training

The respondents were asked whether there was any other training done after the initial induction training. According to the findings, most of the respondents (97.1%) reported that there was other training done after the initial induction training, while 2.9% of the
respondents reported that there was no other training done after the initial induction training. These respondents also reported that this did not negatively affect their performance.

Table 4.10: Whether the Schools in the District Have a Training Program for Head Teachers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>20</td>
<td>57.1</td>
</tr>
<tr>
<td>no</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also sought to establish whether the schools in the district had a training program for the head teachers. From the study, the majority of respondents as shown by 57.1% reported that the district had a training program for head teachers, while 42.9% of the respondents disagreed with this.

Figure 2: Reason of the schools in the District not having a Training Program for Head Teachers

The respondents who said that the district did not have a training program for the head teachers were also requested to state the reason for this. All these respondents (42.9%) felt that the lack of a training program for the head teachers was as a result of constrained budget.
Table 4.11: If Yes, the Training Method Used

<table>
<thead>
<tr>
<th>Training Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>on the job</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>off the job</td>
<td>12</td>
<td>34.2</td>
</tr>
<tr>
<td>Not reported</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondent who reported that the district had a training program for the head teachers were also requested to state the training method that was used. Most of them (34.2%) said off the job training, while 22.9% of the respondents said on the job training method.

**Responsibility of Conducting the Training**

The study also sought to establish the responsibility of conducting the training. From the study, all the respondents (100%) reported that the training was conducted by hired external training consultants.

**Figure 3: Duration That These Training Programs Are Conducted**

The respondents were also asked to state for how long the training programs were conducted. According to the study, majority of respondents as indicated by 97.1% said that the training programs took 1 week, while a small proportion of respondents said that they took 1 day.
Whether These Programs Are Compulsory For All Head Teachers at One Point during Their Employment

According to the study, it was clear from all the respondents that these programs were compulsory for all head teachers at one point during their employment.

<table>
<thead>
<tr>
<th>Table 4.12: What Necessitated Training for All Head Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Refresher courses</td>
</tr>
<tr>
<td>Acquisition of social and communication skills</td>
</tr>
<tr>
<td>Keeping abreast with technological changes</td>
</tr>
</tbody>
</table>

The study also sought to establish what necessitated training for all head teachers. From the findings, the majority of respondents as shown by 88.6% said that training was necessitated in order to keep abreast with technological changes, while the respondents who said refresher courses and those who said acquisition of social and communication skills were shown by 31.4% of the respondents.

<table>
<thead>
<tr>
<th>Table 4.13: What Is Taught After Initial Induction Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>Improved performance</td>
</tr>
<tr>
<td>Improved productivity</td>
</tr>
<tr>
<td>Social skills</td>
</tr>
<tr>
<td>Time keeping and management</td>
</tr>
<tr>
<td>Quality control</td>
</tr>
</tbody>
</table>

The study also sought to establish what was taught after the initial induction training. From the study, all the respondents (100%) reported that they were taught on time keeping and management, 80% said on improved performance and 77.1% said on improved productivity. The respondents who reported that they were taught on social skills and those who said on quality control were shown by 37.1%.
Table 4.14: How the Training Activities Are Evaluated

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training evaluation forms</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Staff performance appraisal</td>
<td>29</td>
<td>82.9</td>
</tr>
<tr>
<td>Never evaluated</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also sought to establish how the training activities were evaluated. From the majority of respondents as shown by 82.9%, training activities were evaluated through staff performance appraisal. 14.3% of the respondents said that they were never evaluated, while 2.9% of the respondents said that they were evaluated through staff training evaluation forms.

Table 4.15: Problems Faced In Implementing Training Programs

<table>
<thead>
<tr>
<th>Problem</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low financing/constrained budget</td>
<td>94.3</td>
<td>5.6</td>
</tr>
<tr>
<td>Staff illiteracy</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>Staff resistance</td>
<td>5.7</td>
<td>94.3</td>
</tr>
<tr>
<td>Time constraints</td>
<td>88.6</td>
<td>11.4</td>
</tr>
<tr>
<td>Lack of competent trainers</td>
<td>17.1</td>
<td>82.9</td>
</tr>
</tbody>
</table>

The study also sought to identify the problems faced in implementing training programs. From the study, the main problems faced were low financing/constrained budget as shown by 94.3%, 88.6% of the respondents said time constraints. Other problems faced were lack of competent trainers as shown by 17.1% of the respondents and staff resistance as shown by 5.7% of the respondents.
The respondents were also requested to give their opinions on how training for secondary school head teachers could be improved. The respondents were also given the responses on a 4 response scale where 1 was most important, 2 was important, 3 was least important and 4 was not important. From the study, most of the respondents felt that the most important factors in improving training were increased budget as shown by a mean score of 1.2 and government involvement as indicated by a score of 1.3. Other important factors were more time allocation as shown by a mean score of 1.7, hiring external trainers as shown by a mean score of 2.0 and hiring more literate staff as shown by a mean score of 2.1.

Table 4.16: Improving Training for Secondary School Heads

<table>
<thead>
<tr>
<th></th>
<th>Most important</th>
<th>Important</th>
<th>Least important</th>
<th>Not important</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>increased budget</td>
<td>85.7</td>
<td>11.4</td>
<td>2.9</td>
<td>0</td>
<td>1.2</td>
</tr>
<tr>
<td>hiring external trainers</td>
<td>20</td>
<td>62.9</td>
<td>14.3</td>
<td>2.9</td>
<td>2.0</td>
</tr>
<tr>
<td>more time allocation</td>
<td>42.9</td>
<td>42.9</td>
<td>14.3</td>
<td>0</td>
<td>1.7</td>
</tr>
<tr>
<td>hiring more literate staff</td>
<td>5.7</td>
<td>77.1</td>
<td>14.3</td>
<td>2.9</td>
<td>2.1</td>
</tr>
<tr>
<td>government involvement</td>
<td>74.3</td>
<td>25.7</td>
<td>0</td>
<td>0</td>
<td>1.3</td>
</tr>
</tbody>
</table>

From the findings in the above table, the majority of respondents (91.4%) reported that their schools encourages self-sponsored training for teachers, while a small proportion of respondents as shown by 8.6% reported that their schools do not encourages self-sponsored training for teachers.

Table 4.17: Whether the School Encourages Self-Sponsored Training for Teachers

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>91.4</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the findings in the above table, the majority of respondents (91.4%) reported that their schools encourages self-sponsored training for teachers, while a small proportion of respondents as shown by 8.6% reported that their schools do not encourages self-sponsored training for teachers.
Table 4.18: Whether Head Teachers Who Improve Performance after Training Are Rewarded

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>62.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also sought to establish whether the head teachers who improved performance after training were rewarded. From the study, most of the respondents as indicated by 62.9% reported that the head teachers who improved performance were never rewarded, while 37.1% of the respondents said that they were rewarded.

Table 4.19: How They Are Rewarded

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>promotions to higher jobs</td>
<td>12</td>
<td>34.3</td>
</tr>
<tr>
<td>never rewarded</td>
<td>23</td>
<td>65.7</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondents were also requested to state how the head teachers were rewarded. According to the study, most of the respondents as shown by 65.7% said that they were never rewarded, while 34.3% of the respondents said that they were promoted to higher jobs.

Table 4.20: Whether an Annual Budget Is Allocated For the Training Function

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>77.1</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondents were also asked whether an annual budget was allocated to the training function. According to the majority of respondents shown by 77.1%, an annual budget
was allocated for the training function, while 22.9% of the respondents said that an annual budget was not allocated for the training function.

Table 4.21: Whether Training Helped In Improving the Output

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>17.1%</td>
<td>6</td>
</tr>
<tr>
<td>Most important</td>
<td>82.9%</td>
<td>29</td>
</tr>
<tr>
<td>Improved output</td>
<td>100%</td>
<td>35</td>
</tr>
</tbody>
</table>

The respondents (100%) were also asked whether the training attended helped in improving their performance. All the respondents (100%) felt that the training helped in improving their performance and 82.9% agreed that training was key in improving output. This was because the schools were performing better with the managerial skills learnt through training, it boosted their morale as head teachers and hence made them better heads, it opened up the world view on managerial skills which they applied in their institutions and also it has helped them understand government policies on secondary school management.

Table 4.22: Whether the Training Received Made the Respondent a Better Head Teacher Relative to Those in Other Competing Schools

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>97.1%</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

All the respondents also felt that the training received made them better head teachers relative to those in other competing schools.
Figure 4: Whether Lack of Training Made the Respondent a Better Teacher than Those in Competing Schools

The findings in the above figure also show that lack of training did not make the respondents better head teachers than those in the competing schools as shown by 97.1% of the respondents.

4.4 Training Programmes / Training Needs Assessment

Table 4.23: Whether the Respondent Receive Adequate Support for Training and Development Needs from the School

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>88.6</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study also required the respondents to state whether they received adequate support for training and development needs from the school. From the findings, the majority of respondents (88.6%) reported that they received adequate support for training and development needs from the school, while a small proportion of respondents as shown by 11.4% felt that they did not receive adequate support for training and development needs from the school.
The respondents were also requested to rate the training programs in place. From the study, the majority of respondents (80%) rated the training programs in place as somewhat adequate, 17.1% rated them as not adequate, while 2.9% rated them as adequate.

**Table 4.25: Satisfaction with the Current Training Programmes**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
</tr>
</tbody>
</table>

The study also sought to establish whether the respondents were satisfied with the current training programmes. From the findings most of the respondents (65.7%) were satisfied with the current training programmes, while 34.3% of the respondents were not satisfied with the current training programmes.

**If No, Areas That Should Be Improved On**

The respondents that were not satisfied with the current training programmes were also requested to mention areas that they would not want improved on. From the study, these respondents suggested that the training period should be longer, the trainers should be well versed with the management. They also suggested that they should be trained on financial management, human resource management, conflict management, stress management, management of change, management styles, employee relations, industrial relations, guidance and counseling, and also in information technology.
<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>the training I have received for my job is adequate</td>
<td>2.9</td>
<td>77.1</td>
<td>2.9</td>
<td>14.3</td>
<td>2.9</td>
<td>2.2</td>
</tr>
<tr>
<td>training and development policies are followed in our school</td>
<td>0</td>
<td>25.7</td>
<td>25.7</td>
<td>45.7</td>
<td>2.9</td>
<td>3.3</td>
</tr>
<tr>
<td>I have opportunities to use and develop my skills and knowledge</td>
<td>0</td>
<td>5.7</td>
<td>8.6</td>
<td>74.3</td>
<td>11.4</td>
<td>3.9</td>
</tr>
<tr>
<td>i attribute my school good performance to training</td>
<td>2.9</td>
<td>2.9</td>
<td>11.4</td>
<td>62.9</td>
<td>20</td>
<td>3.9</td>
</tr>
<tr>
<td>training motivates me</td>
<td>0</td>
<td>0</td>
<td>2.9</td>
<td>45.7</td>
<td>51.4</td>
<td>4.5</td>
</tr>
<tr>
<td>training is a prerequisite to good performance to head teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>31.4</td>
<td>68.6</td>
<td>4.7</td>
</tr>
<tr>
<td>programs in place are a comparative advantage</td>
<td>0</td>
<td>0</td>
<td>2.9</td>
<td>40</td>
<td>57.1</td>
<td>4.5</td>
</tr>
<tr>
<td>training is a critical motivating factor to all head teachers</td>
<td>0</td>
<td>0</td>
<td>2.9</td>
<td>42.9</td>
<td>54.3</td>
<td>4.5</td>
</tr>
<tr>
<td>head teachers are subjected to adequate training hours</td>
<td>0</td>
<td>60</td>
<td>34.3</td>
<td>5.7</td>
<td>0</td>
<td>2.4</td>
</tr>
<tr>
<td>head teachers take training for job related reasons</td>
<td>0</td>
<td>17.1</td>
<td>34.3</td>
<td>37.1</td>
<td>11.4</td>
<td>3.4</td>
</tr>
<tr>
<td>the training policy in place for head teachers is adequate</td>
<td>2.9</td>
<td>54.3</td>
<td>14.3</td>
<td>25.7</td>
<td>2.9</td>
<td>2.7</td>
</tr>
<tr>
<td>it does not matter whether training is internal or external</td>
<td>5.7</td>
<td>60</td>
<td>11.4</td>
<td>20</td>
<td>2.9</td>
<td>2.3</td>
</tr>
</tbody>
</table>

The respondents were also requested to describe their feelings about training in their organization. They were therefore given responses on a 5 point response scale where 1 was strongly disagree, 2 agree, 3 neutral, 4 agree and 5 strongly agree. The results were therefore interpreted using mean scores.

From the study, the majority of the respondents strongly agreed that training was a prerequisite to good performance to head teachers as shown by a high mean score of 4.7, training motivated them, programs in place were a comparative advantage and also training was a critical motivating factor to all head teachers as shown by a mean score of 4.5 in each case. Most of the respondents agreed that they had opportunities to use and
develop their skills and knowledge and also they attributed their school good performance to training as shown by a mean score of 3.9 in each.

Most of the respondents were neutral on the fact that head teachers took training for job related reasons as shown by a mean score of 3.4, training and development policies were followed in the school as indicated by a mean score of 3.3 and also the training policy in place for head teachers was adequate as shown by a mean score of 2.7.

The majority of respondents further disagreed that head teachers were subjected to adequate training hours as shown by a score of 2.4, head teachers are subjected to adequate training hours as shown by a score of 2.3 and also the training they had received for their job was adequate as shown by a mean score of 2.2.

Table 4.27: Whether There Are Qualified Trainers in the Organization

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>91.4</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondents were also asked whether they had qualified trainers in the organization. From the study most of the respondents (91.4%) reported that there were qualified trainers in the organization, while 8.6% of the respondents reported that they had no qualified trainers in the organization.
Table 4.28: Whether the Respondent Can Attribute Their Good Financial Performance to Training

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>94.3</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The respondents were also asked whether they could attribute their good financial performance to training. According to the study, most of the respondents as shown by 94.3% attributed their good performance to training, while a small proportion of respondents as indicated by 5.7% did not attribute their good financial performance to training.

Whether Training Offered Directly and Positively Impacts On Employee Performance

The respondents were also asked to give their opinions on whether the training offered directly and positively impacted on employee performance. From the study, all the respondents felt that whether the training offered directly and positively impacted on their performance.

Table 4.29: Indicators of Training in an Organization

<table>
<thead>
<tr>
<th></th>
<th>Most important</th>
<th>Important</th>
<th>Least important</th>
<th>Not important</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>improved performance</td>
<td>82.9</td>
<td>17.1</td>
<td>0</td>
<td>0</td>
<td>1.2</td>
</tr>
<tr>
<td>improved quality and quantity</td>
<td>22.9</td>
<td>74.9</td>
<td>0</td>
<td>2.9</td>
<td>1.8</td>
</tr>
<tr>
<td>improved morale</td>
<td>40</td>
<td>51.4</td>
<td>8.6</td>
<td>0</td>
<td>1.7</td>
</tr>
<tr>
<td>improved co-operation</td>
<td>34.3</td>
<td>54.3</td>
<td>11.4</td>
<td>0</td>
<td>1.8</td>
</tr>
<tr>
<td>Increased efficiency</td>
<td>74.3</td>
<td>25.7</td>
<td>0</td>
<td>0</td>
<td>1.3</td>
</tr>
</tbody>
</table>

The respondents were also requested to state the indicators of training in an organization.
They were therefore given options on a 4 response scale where 1 was most important, 2 was important, 3 was least important and 4 was not important. The results were therefore interpreted using mean scores for easier interpretations. From the study, the most important indicators of training according to the majority of respondents were improved performance shown by a low mean score of 1.2 and also increased efficiency as shown by a mean score of 1.3. Other important indicators of training were improved morale as shown by a mean of 1.7 and improved quality and quantity and improved co-operation as shown by a mean score of 1.8 in each case.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the findings from chapter four, conclusions and also gives recommendations based on the objectives of the study. The objectives of this study were to determine the relationship between training and development and performance, to establish whether the public secondary schools in Kenya carry out training needs assessment for their head teachers, to identify problems associated with training and development in the public secondary schools in Kenya, to establish the indicators of performance based on training acquired and find out how the public secondary schools in Kenya evaluate their training and development exercise and also to recommend the type of training public secondary schools in Kenya should offer to their head teachers and how to implement training and development.

5.2 Summary of findings/Answers to Research Questions
The study sought information to answer five questions;

On whether training is a critical factor to the secondary school head teachers’ output, most respondents (82.9%) agreed that training is critical and has helped increase output of secondary school head teachers in Kitui District as it motivates them by boosting their morale.

On whether training has enhanced a competitive advantage and consumer care, most respondents (97.1%) felt that the training received made them better head teachers
relative to those in competing schools while lack of training did not make them better head teachers than those in competing schools.

On training needs assessment and training programme in place, most respondents (88.6%) reported that they received adequate support for training needs while (80%) respondents rated the training programmes in place as adequate.

On whether training is a motivating factor with performance appraisal showing changes resulting from training, most respondents (88.9%) felt that some important indicators of training were improved morale as shown by a mean of 1.7.

On whether training has impacted on the performance of secondary schools, most respondents, 85.7%, felt that it had helped them realise better performance for their schools as the schools were performing better with the managerial skills learnt through training.

5.3 Conclusion.

On training and output, it can be concluded that training has increased output of secondary school head teachers in Kitui District as shown by a low mean score of 1.2. where the respondents attributed their good school performance to training.

On enhancing competitive advantage and customer care it can be concluded that training makes head teachers in Kitui District better relative to those in competing schools.

On whether training is a motivating factor, with performance appraisal showing changes
resulting from training, it can be concluded that head teacher who receive training have improved morale and therefore training was a critical factor to all secondary school headteachers.

On training needs assessment and training programmes, it can be concluded that secondary schools should carry out training needs assessment and put in place relevant training programmes for headteachers so that they can keep abreast with technological changes in order to improve productivity.

On whether training has impacted on the performance of secondary schools, it can be concluded that training helps schools perform better, since it opens up the world view on managerial skills which they apply in their institutions, and also helps them understand government policies on secondary school management. The study therefore concludes that there is a relationship between training and performance.

5.4 Recommendations.

On training and output, it is recommended that further training be given to secondary school head teachers so as to realize increased productivity through increased efficiency as shown in the mean score of 1.3.

On whether the current level of output constitute a comparative advantage, it is recommended that secondary school headteachers be exposed to training programmes for better performance as it makes them better than their colleagues in competing schools.
On training needs assessment and training programmes, it is recommended that the schools support their headteachers towards training and development needs and further training programmes be put in place as a prerequisite to good performance to secondary school headteachers.

On whether training is a motivating factor, with performance appraisal showing changes resulting from training, it is recommended that training be put in place so as to motivate secondary school headteachers for improved productivity.

On whether training has impacted on the performance of secondary schools, it is recommended that further training be put in place to make schools perform better, since it gives them a chance to look positively at the job, it motivates them and also presents some new ideas and approaches.

5.5 Areas of Further Research

This study therefore suggests that further research should be conducted in secondary schools other districts to establish the impact of training on performance and also to find out whether training has the same impact on performance in other Districts as in secondary schools in Kitui district. This is because the factors affecting management training and development in Kitui District could be different from those in other areas.
REFERENCES.


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Dear Respondent,

RE: DATA COLLECTION

I am an MBA student at Kenyatta University, undertaking an academic research on the topic, The impact of training on performance of secondary school head teachers in Kitui District.

The purpose of this letter is to request you kindly to fill the attached questionnaire. The information supplied will be used purely and exclusively for academic purpose and will be treated with a lot of confidentiality. Please feel free to give your answers. Your cooperation and assistance will be highly appreciated.

Yours Faithfully,

JOYFRED KASAMBA
APPENDIX II
QUESTIONNARES

QUESTIONNAIRE

A. General information

Name of the school

<table>
<thead>
<tr>
<th>Male</th>
<th>female</th>
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<tbody>
<tr>
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</table>

Level of education:

- K.C.PE
- Diploma
- Bachelors Degree
- Masters Degree
- Doctorate Degree

Years of experience as a head teacher, _______ years.

Years of experience in the current school, _______ years

B. Training Information.

1. Were you given an induction / orientation course on management since you joined your current position?
   - Yes
   - No

2. If your answer to 1 above is yes, what method was used in the training?
   - On the job training (illustrative)
   - Off the job training (classroom)

3. How long did the course take?
   - 1 day
   - 1 week
   - 1 month
   - Longer, please specify period ____________________________
4. To what extent did the training help you do a better job?
   To a large extent
   To some extent
   Very little

5. What were the major benefits you receive?
   Helped confirm some ideas.
   Presented new ideas and approaches.
   Gave me a good chance to look positively at the job

6. Was the program appropriate to your needs?
   No
   To some extent
   Very much

7. After the initial induction training has any other training been done?
   No
   Yes

8. If your answer to number seven (7) above is no, do you think this has negatively affected you performance.
   Yes
   No

9. Do schools in your District have training program for head teachers?
   Yes
   No

10. If no, what the reason?
    Constrained budget.
    Not so necessary since tasks are simple.
    The school get experienced head only
    Other reasons, please specify ____________________________

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11. If the answer to (9) above is yes, what training methods are employed?
   - On the job
   - Off the job

12. Who conducts the training?
   - The District Education officer.
   - The teacher Service Commission.
   - Hired, External training consultant

13. For how long are these training programs conducted?
   - 1 day
   - 1 week
   - 1 month
   - Longer, please specify________________________

14. Are these programs compulsory for all head teacher at one point during their employment?
   - Yes
   - No

15. If the answer to number (14) above is yes, what has necessitated training for all head teacher?
   - Refresher courses
   - Acquisition of social and communication skills.
   - Keeping abreast with technology changes.
   - Any other, please specify________________________

16. If the answer to number (14) above is no, how do you identify the head teacher to be trained?
   - Poor performance
   - Low educational level
   - Little experience
17. If further training is offered after initial induction training what is taught?

- Improve performance
- Improved productivity
- Social skills
- Time keeping and management
- Quality control

18. In your opinion, do you think that the training offered directly and positively impacts on employee performance?

- Yes
- No

19. What are some of the indicators of training in an organization? Please tick in order of importance as shown below.

1= most importance, 2= importance, 3= least importance, 4= Not important

- Improved performance
- Improve quality and quantity
- Improve morale
- Improved co-operation
- Increased efficiency

Others. Please specify ____________________________

20. How are training activities evaluated?

- Staff training evaluation forms
- Staff performance appraisal
- Staff discussion with District Education heads

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21. What are some of the problems you face in implementing training programs?

- Low financing / constructed budget
- Staff illiteracy
- Staff resistance
- Time constraints
- Lack of competent trainer

Others, please specify

22. How do you think training for secondary school heads can be improved? Please tick in order of importance as shown below

1= most importance, 2= importance, 3= least importance, 4= Not important

- Increased budget
- Hiring external trainers
- More time allocation
- Hiring more literate staff
- Government involvement

Others, please specify

23. Does your school encourage self-sponsored training for head teachers?

- Yes
- No
24. Are head teachers who improve performance after training rewarded?
   Yes
   No

25. How are they rewarded?
   Salary increase
   Promotion to higher jobs
   Never reward
   Other, please specify

26. Is an annual budget allocated to the training function?
   Yes
   No

27. Did the training that you attended help you improve your output? Explain.

28. If the answer to question (27) is no, do you feel that lack of training has affected your output? Explain.

29. Did the training you received make you a better head teacher relative to those in the other competing schools?
   Yes
   No

30. Does lack of training make you a better head teacher than those in the competing schools?
   Yes
   No
C. Training programmes

31. Do you receive adequate support for your training and development needs from your school.
   Yes [ ]
   No [ ]

32. How would you rate the training programme in place?
   Adequate [ ]
   Some what adequate [ ]
   Not adequate [ ]
   I can not tell [ ]

33. Are you satisfied with current training programmes?
   Yes [ ]
   No [ ]

34. If you answered no to question (34), mention areas you would want improved on.

35. Please circle the number that best describes your feeling about training in your organization.
   The numbers represent the following responses.
   1 = strong disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

36. The training I have received for my job is adequate.
   1 2 3 4

37. Training and development policies are followed in our school.
   1 2 3 4

38. I have opportunities to use and develop my skills and knowledge.
   1 2 3 4

39. I attribute my school good performance to good training.
   1 2 3 4
40. Training motivates me.
   1 2 3 4

41. Do you have qualified trainers in the organization?
   Yes
   No

42. Can you attribute your good financial performance to training?
   Yes
   No

43. Training is prerequisite to good performance of head teacher.
   1 2 3 4

44. Program in place are comparative advantage.
   1 2 3 4

45. Training is a critical motivating factor to all head teacher.
   1 2 3 4

46. Head teacher are subject to adequate training hours.
   1 2 3 4

47. Head teachers are subjected to adequate training hours.
   1 2 3 4

48. The training policy in place for head teachers is adequate.
   1 2 3 4

49. It does not matter whether training is internal or external.
   1 2 3 4

END
MAY GOD BLESS YOU.