

**IMPACT OF IN-SERVICE TRAINING ON HEAD TEACHERS'  
EFFECTIVENESS IN SCHOOL DEVELOPMENT PLANNING: A CASE OF  
SECONDARY SCHOOLS IN GATUNDU DISTRICT, KIAMBU COUNTY,  
KENYA**

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## DECLARATION

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

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## **DEDICATION**

This research project is dedicated to my husband, Gabriel Macharia, for his support throughout my studies; and to our children, Eric Kariuki, Nelius Njoki and Joy Wambui; who had to bear with me for long hours of absence as I attended to my studies.

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## **ABBREVIATIONS AND ACRONYMS**

<b>B.O.G</b>	Board of Governors
<b>C.D.F</b>	Constituency Development Fund
<b>DEO</b>	District Education Officer
<b>HEADLAMP</b>	Head teachers Leadership and Management Programme
<b>HOD</b>	Head of Department
<b>ILO</b>	International Labour Organization
<b>ISLLC</b>	Interstate School Leaders Licensure Consortium
<b>KEMI</b>	Kenya Education Management Institute
<b>KESI</b>	Kenya Education Staff Institute
<b>NCSL</b>	National College for School Leadership
<b>NPQH</b>	National Professional Qualification for Headship
<b>PQP</b>	Principals' Qualification Programme
<b>PTA</b>	Parents, Teachers Association
<b>SASA</b>	South African Schools Act
<b>SGBs</b>	School Governing Bodies
<b>SMA</b> s	School Management Advisors
<b>SMASSE</b>	Strengthening of Mathematics and Science in Secondary Education
<b>SMTs</b>	School Management Teams
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>UNESCO</b>	United Nations Education Scientific and Cultural Organization

## ABSTRACT

The purpose of the study was to find out the impact of in-service training of head teachers on their effectiveness in school development planning in Gatundu district, Kiambu County in Kenya. The objectives of the study were: to establish whether head teachers have received any in-service training related to school development planning; to find out the impact of such training on school development planning effectiveness; to identify challenges experienced by head teachers in school development planning; and to propose strategies that can be employed to improve on school development planning. The study employed a survey design targeting all the head teachers in all the 32 public secondary schools in Gatundu district. Twenty five schools were randomly selected to participate. Purposive sampling was used to select the 25 head teachers and 25 B.O.G members. A questionnaire designed for the head teachers, an interview schedule and an observation guide were used as the main tools for data collection. Before conducting the actual data collection procedure, a pilot study was conducted in two public schools in Gatundu district to assist in improving the reliability and validity of the instruments. Data was subjected to both qualitative and quantitative analysis. Quantitative data was coded and entered into SPSS programme for analysis. Qualitative data was analyzed in narrative form. Data outcome was communicated through pie charts, bar graphs and frequency distribution tables. The study established that in-service training is important in school development planning. It was established that a good number of head teachers in Gatundu district had attended in-service training. It however emerged that the head teachers had not attended most of the courses offered in relation to school development planning. The study also established that the head teachers who attended in-service training found it beneficial to school development planning, particularly in the acquisition of knowledge on how to manage school issues and resources. The study further established that the biggest challenges met in school development planning were: drop in performance by students, understaffing and inadequacy of funds to develop projects in the school. The study recommends that the Kenyan government should ensure proper training needs assessments are carried out for all education managers, and that training programmes are based on the findings of such assessments; which would make the in-service training packages offered more relevant and acceptable to education managers; among other recommendations.

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

This chapter highlights the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

#### **1.1 Background to the Study**

Regardless of technological development, it is still true that “humans lie at the heart of any organization and its systems,” as Kendall and Rollins (2003) note. It takes a combination of business systems, providing strategy, structure and control, and human systems, providing clarity, competence and commitment, to create organizational success. As such, it is important to choose the right people to manage projects. As much care should be given to the appointment of a project manager for a mission critical project as is given during the hiring process for a key position within the organization.

In schools, the head teacher can be thought of as a project manager, one expected to plan, implement, manage, maintain and evaluate the entire education system – physical facilities, human resource, students, financial inputs and the curriculum. The head teacher is responsible for school development planning. Effective development planning influences the success of a school, and therefore there is need for adequate preparation of school heads in development planning. Yet as noted by Odhiambo (2005), most teachers are promoted to head schools without initial training in school management.

The necessity for school improvement and the evolving mission of effective schools has become more and more pervasive in the field of education since the 1970s (Pashiardis, 2000). Scholars and effective schools advocates have claimed that by focusing on key educational processes such as instructional methods, classroom organization and climate or culture, some school characteristics can be identified that are positively related to students' achievement. Many researchers researched schools and set the research and policy base for the effective school movement. Through an investigation of the internal operations in certain schools, they identified certain factors which helped to enhance student achievement and also contributed to improving school effectiveness (Campo, 1993).

Specifically, researchers differentiated effective schools from ineffective ones by considering certain factors. Researchers have consistently identified those factors as the characteristics of effective schools, namely: instructional leadership, teacher behaviour, parental/community involvement, and continuous assessment on student progress, and so on (Lezotte and Jacoby, 1990).

One factor that stands out as a key determinant of school success is school planning effectiveness. Successful planning efforts produce many benefits. Bryson (1995) identified several benefits:

- i) The promotion of strategic thought and action. Strategic thought is based upon data gathered about the institution. Systematic information gathering will result as a benefit of planning.
- ii) Improved decision-making, and
- iii) Improved organizational responsiveness and improved performance. Members of the institution will respond positively to an administration that works toward resolution of the issues facing it.

Schraeder (2002) argued that planning can help an organization to clarify future direction, to establish priorities, to diversify its products or services and to deal effectively with rapidly changing circumstances. In this era of globalization, when the world has undergone many rapid changes of all fields, the environment in which organizations operate is no longer stable and predictable, planning then can provide an operation framework allowing organizations to lead changes and gain their competitive advantages, as Navarro and Gallardo (2003) claimed, ‘In the world today, organizations that are determined to survive and maintain a sustainable competitive advantage must adapt themselves rapidly to continuous change.’

School development planning requires knowledge in project management processes, which are normally divided into initiating, planning, execution, controlling and closing processes. Within the education setting, to these processes are added some more, so that, as Olembo (1992) and Okumbe (1998) noted, the complex work of head teachers is categorized into the following areas: planning, staffing, organizing and controlling, co-ordination, influencing and motivating, consulting and communicating, and evaluating.

Effective execution of these tasks requires that head teachers be adequately trained. However secondary school head teachers in Kenya are appointed from serving teachers. The nature of teacher training programs includes no work on project management and no such courses are offered upon appointment to headship. Little orientation is given as to the nature of the work they are supposed to do as education managers. Hence, this may be the reason why most schools in our country have stalled projects, dilapidated structures, and poorly planned projects, consequently registering poor academic performance.

Head teachers by virtue of their position are responsible for control and co-ordination of instructional programmes within the school setting. They are expected to initiate, plan, execute, control and evaluate teaching/learning activities. For this to succeed, proper training in project management and/or management-related courses is of great importance.

## **1.2 Statement of the Problem**

School management is a complex process that requires committed and visionary leadership. A school head is charged with the responsibility of managing school physical facilities, staff personnel, school finance, the curriculum, students and school-community relations. One of the key roles of a school head teacher is school development planning. The problem to be addressed by this study is that of poor school development planning which results to poor school management hence lowering of academic standards. Studies show that as a result of very little having been offered in the way of training and preparation for the job, school heads experience problems in accomplishing fundamental tasks related to running a school (Waudu and Juma 1997, Juma and Ngome 1999). Consequently, there has been a tendency by head teachers to concentrate their efforts on finance and administration, rather than on supervision, curriculum delivery, monitoring and evaluation (Kamau 1985, Waudu 1998). Previous research by Ngware, Wamukuru & Odebero (2006) has established that up to 60% of the schools in Kenya operate without operational and strategic plans. In Gatundu district, reports from the District Education Office show that very few schools have strategic plans or school development plans. This shows that there is a problem with school development planning in the district.

School development planning can help an organization to clarify future direction, to establish priorities, to diversify its products or services, and to deal effectively with

rapidly changing circumstances. As such, there is need for secondary schools to prepare and effectively implement school development plans. To this end, the Ministry of Education has come up with various training programmes that are geared towards improvement of secondary school management in the country, for example through the Kenya Education Management Institute (KEMI), formally Kenya Education Staff Institute (KESI). What is not clear is whether in-service courses organised for head teachers have an impact on their school development planning effectiveness. Consequently, the study seeks to find out whether head teachers receive any training related to development planning and whether such training has any influence on effectiveness of head teachers in school development planning.

### **1.3 Purpose of the Study**

The purpose of the study was to find out the impact of in-service training of head teachers on their effectiveness in school development planning in Gatundu district.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- a) To establish whether head teachers have received any in-service training related to school development planning.
- b) To find out the impact of such in-service training on school development planning effectiveness.
- c) To identify challenges experienced by head teachers in school development planning.
- d) To propose strategies that can be employed to improve on development planning in secondary schools.

## **1.5 Research Questions**

- a) What nature of in-service training do head teachers of secondary schools in Gatundu district undergo?
- b) How relevant is the in-service training received by head teachers to school development planning?
- c) What is the effect of in-service training on effectiveness of head teachers in school development planning?
- d) What challenges are experienced by head teachers in school development planning?
- e) What strategies could be employed by head teachers to improve on school development planning in secondary schools in Gatundu district?

## **1.6 Significance of the Study**

The study would be of significance to head teachers and policy makers in various ways. The findings could compel head teachers to seek ways of sharpening their skills in school development planning. The study would provide information to policy makers on problems affecting school development planning and propose a way forward. The study would also enlighten head teachers, institutional managers and other educational planners on what entails school development planning process. Findings of the study could also stimulate further research on appropriate planning practices in secondary schools in Kenya.

## **1.7 Limitations of the Study**

The study was limited by the fact that some of the required information was not forthcoming due to suspicion of its use. A letter of authority from the National

Council for Science and Technology was sought to counter this. The researcher also assured respondents that the information would be treated confidentially.

### **1.8 Delimitations of the Study**

The study was a survey of the impact of in-service training on school development planning effectiveness among secondary school head teachers in Gatundu district, Kiambu County. The study focused on public secondary schools in Gatundu district. Private secondary schools were not covered by the study. Due to scarcity of resources in terms of finance, time and other logistic constraints, the study confined itself to a few selected public secondary schools in Gatundu district. The findings of the study may therefore not be generalized to all schools in the country.

### **1.9 Assumptions of the Study**

The study was based on the following assumptions:-

1. The respondents would be co-operative and would give information that is a true reflection of the status of development planning in their schools.
2. There are head teachers who have attended in-service training courses on school development planning and others who have not.
3. All the head teachers are aware that secondary schools are expected to prepare development plans in line with the requirements of the Ministry of Education.

### **1.10 Theoretical Framework**

This study was based on the Model of Effective Schools by Lezotte (2001). According to Lezotte, there are seven correlates of effective schools - strong instructional leadership, clear and focused mission, safe and orderly school environments, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn. The first

three correlates of effective schools proposed by Lezotte are directly applicable to this study. Strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In an effective school, the head teacher and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents and students.

Having a clear and focused mission means everyone knows where they are going and why. A clear focus assists in aligning programs and activities for school improvement. To effectively determine a specific focus, school leadership and stakeholders use a collaborative process to target a few school goals and then build consensus around them. A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behaviour, consistent and fair application of rules and regulations, and caring, responsive relationships among adults and students (Lezotte, 2001). Classrooms are warm and inviting and learning activities are purposeful, engaging and significant. Personalized learning environments are created to increase positive relationships among students and between students and their teachers. Students feel that they belong in the school community, and children are valued and honoured; their heritage and background are viewed as “assets,” not deficiencies.

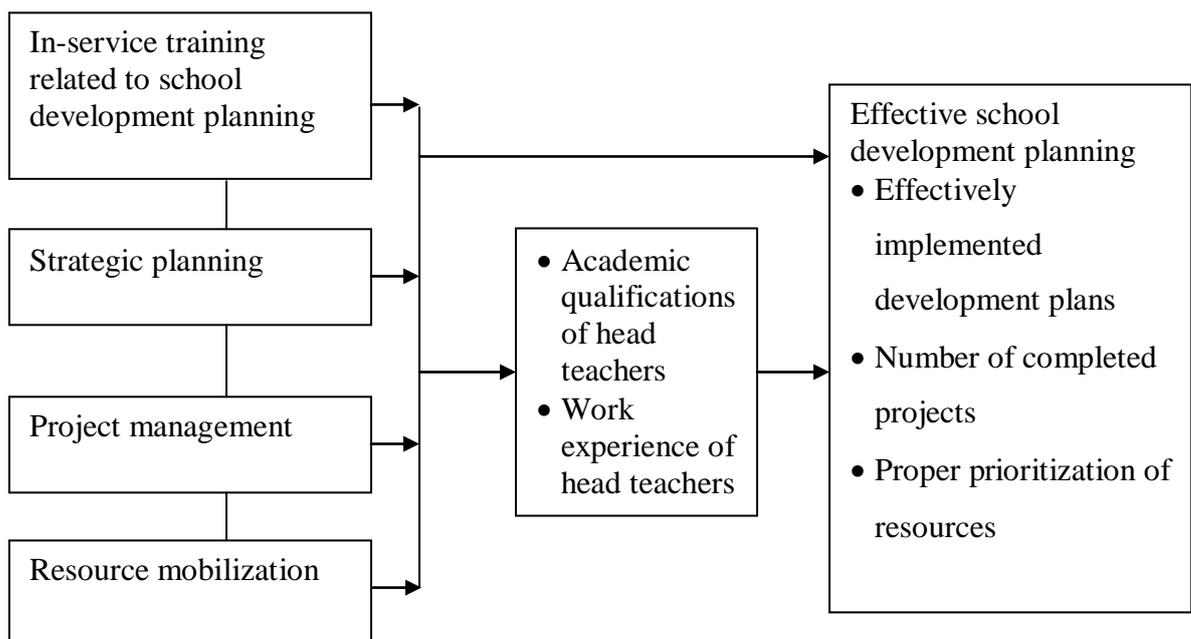
The theory is relevant to this study in that the correlates of effective schools require effective leadership on the part of the head teacher. This is in line with Sullivan and Glanz’s (2000) assertion that a prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the

vision. For head teachers to be effective, they require regular in-service training to enable them acquire skills necessary for school improvement.

### 1.11 Conceptual Framework

The study sought to find out the impact of in-service training of head teachers on their effectiveness in school development planning in Gatundu district. Figure 1.1 presents the conceptual framework of the study.

**Figure 1.1: Conceptual Framework**



**Source:** Researcher

Figure 1.1 shows how in-service training influences school development planning effectiveness. There are various in-service training courses that are relevant to school development planning. These include strategic planning, project management, and resource mobilization. Head teachers who have received training in these courses would be expected to perform better in school development planning than those who have not received such training. There could also be other challenges to school development planning, such as lack of planning skills, failure to involve key

stakeholders and lack of finances. Some of these challenges, for example stakeholder involvement and development of planning skills, can be overcome through training. In-service training related to school development planning and challenges to school development planning are the independent variables of the study while the dependent variable is school development planning effectiveness. The intervening variables of the study include factors such as academic qualifications of head teachers and their work experience.

## **1.12 Operational Definition of Terms**

**Effectiveness:** This refers to the efficiency with which a given school project is executed and the extent to which objectives of the project are met within the stipulated timeframe.

**In-Service Training:** This refers to job-related training given to teachers with a view to enhancing work performance.

**Project Management:** This refers to the application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of the particular project.

**School Development Plan:** This refers to a map or line of action designed by the school to achieve desired targets within a given time scale using available resources.

**Strategic planning:** This is the process through which a school organizes the present on the basis of the projections of the desired future. The process ends up with a strategic plan, which is a road map to lead the school from where it is now to where it would like to be in five or ten years.

**Training:** This refers to a planned process to acquire/modify attitude, knowledge, skill and behaviour through a learning experience to achieve effective/improved performance in a specific current or future work situation.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviews literature under the following sub-headings: in-service training in educational settings, secondary school development planning worldwide, secondary school development planning in Kenya, role of training on school development planning effectiveness and summary of literature review.

School development planning is an important exercise as it assists education managers to manage change and meet strategic objectives. One definition of school development planning is “a series of steps that help a school achieve its preferred future” (David Tuohy, 1977). It is therefore important for head teachers to be adequately trained on school development planning and be aware of the value of planning for change and improvement. A school development plan must be unique to an individual school because of the different circumstances under which schools operate. The school development plan is a line of action designed by the school to achieve desired targets within a given time scale using available resources. Apart from enabling schools to prioritize what will be done over a given period of time, it also establishes exactly who will do what by when and provides a way of consulting with and involving the board of management, parents, students and other stakeholders. School development planning responds to the following broad questions: Where is the school now? What changes should be made? How shall these changes be managed over time? How will it be known if the management of change has been successful? In this chapter, a review of literature related to the study is provided.

## **2.2 In-Service Training in Educational Settings**

Several authors have used the terms ‘professional development’, ‘staff development’, ‘teacher development’, and ‘in-service education’ interchangeably to refer to any experience designed to enhance teacher performance with the ultimate aim of promoting school effectiveness (Wanzare and Ward, 2000). The literature provides various definitions of professional development. For example, to Sparks and Loucks-Horsley (1989), staff professional development includes those processes that improve the job related knowledge, skills or attitudes of teachers. Parker (1990) regarded staff development as a process designed to influence positively the knowledge, attitudes or skills of professional education to enable them to design instructional programs to improve student learning.

In the opinion of Oliva and Pawlas (1997), staff development is a program of activities planned and carried out to promote the personal growth of teachers. Similarly, according to Lodiaga (1987) staff development is the process of increasing or extending the capacity of staff – for performance of various duties. It could involve enrichment of an officer’s capacity for performance in the current post but it could also mean preparing an officer for another assignment into which he or she will be deployed after preparation. In Kenya, in-service training for teachers has been delivered under a variety of titles, such as refresher courses, upgrading courses, crash programs and induction courses.

The potential for in-service education to secure a systematic improvement in the quality and relevance of education has been recognized since the 1960s. The 1966 recommendation concerning the status of teachers emphasizes the teacher’s right and obligation to stay current in education (ILO, 1996). Formal officially organized

programmes became common from the 1960-70s onwards. In some countries in Africa, Asia and Latin America, it was necessary to train entire cohorts of unqualified teachers who had been hastily recruited to meet the demand due to the expansion of student enrolments. In other countries the impulse came from major changes in school curricula, e.g. the introduction of a new Mathematics approach (UNESCO, 1998).

In-service training is seen by the International Labour Organization (ILO, 1996) as a key determinant of educational quality and career development and has to be clearly marked as a necessary element undoubtedly improving the effectiveness of a school as part of the learning environment. Appropriate continuing in-service education is all the more important in view of the “ageing phenomenon” of educational personnel and the simultaneously increasing speed of technical and methodological progress and innovation (Brandt and Rymenans, 2000).

Several Kenyan writers have advocated the need for in-service training for teachers and head teachers. For example, Sitima (1987), in considering the newly established 8-4-4 system of education declared that ‘the trained teachers require some in-servicing to tune them up for the 8-4-4 system of education’. Also Eshiwani (1993) advised that because the improvement of education depends mainly on the improvement of teacher competency, there is a need for systematic upgrading and training programs for primary, secondary and third-level teaching staff through long-term and short-term courses and for upgrading the management skills of the head teachers through in-service training.

Wanga (1988), in commenting on in-service training for schools heads, concluded that there is a great need for courses to be provided for head teachers and the senior staff to enable them to train and supervise their staff more effectively. Therefore, in-

service training is vital to professional growth for teachers and head teachers. On this point, Hunter (1984) noted that head teachers need continuing professional development in order to maintain and upgrade their skills and incorporate effective procedures identified in current research. Also Mugiri (1986) recommends that Teacher education must be seen as a gradual sequence of experiences in professional growth that begins at the initial stage at the college and is followed by further in-service training cycles. There must be continuity and reinforcement of training and growth throughout the teacher's career.

### **2.3 Secondary School Development Planning Worldwide**

Internationally, there is widespread acceptance among educationalists that collaborative school development planning is a powerful means of promoting school effectiveness. It enables the school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, a common set of goals and consensus on the means of attaining them. It constitutes the school as a learning organization that focuses on meeting the professional needs of teachers in order to meet the educational needs of pupils (Jackson, 2005). According to Dimmock (1990:201), Dalin (1993: ix), Hopkins et al. (1994:2-3), Hargreaves and Hopkins (1994:13), the underpinning principle of school development planning is to improve the standards of learning and learner performance. This, they argue, can be achieved through improved management practices by those involved in directing and guiding the school curriculum, that is, the school management team. Rogers (1994:12), views school development planning as “raising students’ achievements through staff’s gain of new skills”

In the Republic of Ireland, the introduction of school development plans and whole school evaluation marked a significant shift in the culture of Irish education. In that

country, school development planning is a statutory requirement for schools. Under section 20 of the Education Act, all schools are obliged to have a school plan. Boards of Management are given responsibility for ensuring that the plans are prepared, reviewed and regularly updated. Appropriate consultation with the stakeholders is also required. Also required is the dissemination of the school plan, involving the curriculum of the plan to those to whom it applies.

In China, the introduction of the school development plan was to among other things “enhance student-centred-learning, learning skills and generic skills, promote staff professional development and provide support measures to prepare for the new senior secondary curriculum” ([http://www.ktgss.educ.hk/development plan/index.htm](http://www.ktgss.educ.hk/development%20plan/index.htm)).

In England, school development planning came into force through the 1988 Education Reform Act of the Department of Education and Science. This was as a result of rhetoric, particularly from politicians, for schools to improve their performance. The politicians were particularly concerned about the macro-level economic performance of the country in relation to other economies in developed countries. They believed that the quality of the curriculum determined the quality of the economy. A speech delivered at Russian College in Oxford in 1976 by the then Prime Minister James Callaghan expressed: “The education system is out of touch with the fundamental need for Britain to survive in a highly competitive world through the efficiency of its industry and commerce” (Hallewell, 1992:358). School development plans in England were made mandatory to schools in 1992 by the office for Standards in Education and were included in the inspection process.

In Australia, just like in England, school development planning was introduced for similar reasons of declining standards. There had been heavy public criticism of the

education system that failed to serve the national needs in the 1970s. As put by the then Prime Minister: ‘The new knowledge acquired by students, their skills and attitudes did not create the clever country’ (Caldwell 1992:14).

In South Africa, the South African Schools Act No. 84 (SASA, Republic of South Africa, 1996), advocates promotion of the best interests of the child as a critical cornerstone of education delivery in South Africa. According to this Act, the schools governing bodies (SGBs) are required to develop mission statements of schools and the best way of achieving this is by engaging in school development planning. The Guateng Schools Act (Guateng Department of Education, 1997:22) specifically directs that SGBs “...shall draw up and amend a school development plan”. In that country, school development planning is viewed as an integral process within the broad strategic approach to the management of schools “that mediates between long-term aims and short-term priorities. It is facilitated by the suitable deployment of human, financial and physical resources. The Department of Education in that country requires every school to submit an annual school development plan, setting out its short and long term goals and priority development areas (Naidu et al. 2008:66).

In Botswana, school development planning was established on grounds similar to those of England and Australia. The belief was that by improving the management capabilities of schools, the teaching and learning activities would also improve. It was the consultation between the British Overseas Development Agency and the then Botswana Ministry of Education (now the Ministry of Education and Skills Development) to improve the quality of education in Botswana schools that culminated into a Secondary School Management Project, the school development plan. The British team’s role in the school development planning was to assist in the launching of the project by providing technical expertise. This involved the training of

the Botswana counterparts, the school management advisors (SMAs) at the regions and the school management teams (SMTs) at the school level on how to design and manage school development plans. The school management advisors would take over responsibility of co-ordination and monitoring of the project at the eventual exit of the Britons.

The implementation process of school development planning in that country adopted a cascaded approach with school heads playing a central leadership role. School heads were the first to receive training on school development planning. They would in turn train their deputies, middle school managers and senior staff at the school level. This gave individual schools the opportunity and flexibility to construct their own meaning of school development plans. The Government of Botswana through the Ministry of Education and Skills Development ensured the project was successful. Some notable successes according to Monyatsi (2005) were: knowledge sharing among staff; improved consultation between the regional offices and the schools; new managerial skills by majority of school heads who had no training in management; school friendly inspections and audits and establishment of school development plans.

In Rwanda, the project Mineduc-School Management intended to make available to Rwandan head teachers tools to enable them to deal more efficiently with their daily duties. The concretization of this initiative occurred through training sessions aimed at increasing their capacity on one hand and improving their school daily management on the other hand. For this purpose, training manuals on various themes in connection with secondary school management have been developed and the school development planning is one of them.

## **2.4 Secondary School Development Planning in Kenya**

There is very little that has been written on development planning in Kenyan secondary schools. Planning in Kenyan secondary schools has been conceptualized by the Education Master Plan 1997-2010 in terms of human resources, curriculum and financial resources (Republic of Kenya, 1998). On human resources, first, the plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the needs of learners and the curriculum.

Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. However the plan observed that many secondary school head teachers had not been adequately trained in management and administration and were ineffective and lacking in accountability (Republic of Kenya, 1998). They should be the advisors in curriculum implementation in their own schools and should be well prepared for this role. Thirdly, the plan deplors the poor terms and conditions of service that have led to poor morale. Some secondary school teachers who work in remote areas have inadequate basic amenities like housing, access to clean water and health facilities.

Lastly, the secondary school system is said to be marred by nepotism and corruption allegations in the promotion of teachers (Republic of Kenya, 1998). Such malpractices are likely to affect teachers' morale, performance and commitment to strategic planning as non-performers are rewarded. The quality of secondary schools in Kenya is also reflected in financial and other resources. The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials all

have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quality and quantity (Ngware, Wamukuru and Odebero, 2006).

Ngware et al. (2006), in their research found out that the majority of Kenyan secondary schools are not committed to strategic quality planning though they do promote human resource initiatives. They are of the opinion that the schoolteacher must establish the context in which students can best achieve their objectives. Continuous improvement that results from students, teachers and Board of Governors working together must be harnessed. Teachers should concentrate on literacy and teaching that provides a leadership framework that supports continuous improvement in the learning process. Padhi (2004) calls it the most important element in total quality management, arguing that leadership appears everywhere and requires the manager to provide an inspiring vision, make strategic decisions understood by all and to instil values that guide the subordinates.

According to Okumbe (1998), leadership is the process of encouraging and helping others to work enthusiastically toward objectives. It involves developing a vision for the organization that will encourage employees to work with a passion. The school management should emphasize teamwork and collaboration which are essential components in provision of quality education. Good leadership should embrace the principles of management which bring about continuous improvement and which guide the students, teachers and Board of Governors (B.O.G) in working toward the achievement of the organizational objectives.

## **2.5 Role of Training on School Development Planning Effectiveness**

The researcher did not come across any studies on role of in-service training on school development planning effectiveness. However, a number of studies in other fields exist, which can shed light on the role played by training on performance on a given task. According to Tannenbaum (2002), organizations have been investing in training activities at an increasing rate. This is in part due to a shift towards a knowledge economy that requires a high level of competency development. To remain competitive in the new economy and the rapidly changing environment, organizations need to keep employees working at the top of their games once they are hired. Moreover, studies have indicated that in-service training or continuing professional development for employees has positive influences both on individual job performance and corporate performance (Lucie, 2004).

Research has identified a significant link between the intensity of training by businesses and their performance. In a study conducted by Centre for Business Research (2003), firms with higher levels of training reported greater growth ambitions and were more innovative. A statistically significant link was found between training spend and business growth in terms of employment and turnover. Half the businesses surveyed felt that training had increased their turnover and profit margin and three-quarters thought that it had improved labour productivity (Centre for Business Research, 2003).

In the education sector, in-service training or continuing education is a linchpin of educational quality and career development and has to be clearly marked as a necessary element undoubtedly improving the effectiveness of a school as part of the learning environment (ILO, 1996). Teachers who have undergone in-service training

are expected to perform better than those who have not. This is true especially in view of the “ageing phenomenon” of educational personnel and the simultaneously increasing speed of technical and methodological progress and innovation (Brandt and Rymenans, 2000).

In developed countries such as the United States of America and England, training of school managers in development planning is given a lot of emphasis, and this has resulted to improved school planning. In the United States of America, a masters’ degree is mandatory in many states. According to Bush (2005), 35 states in the U.S. have adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards. In the state of Ontario all aspiring leaders must complete the Principals’ Qualification Programme (PQP) before being appointed as a principal or even as a vice-principal. PQP is operated by universities rather than government agencies (Bush and Jackson, 2002).

In England, Bush (1998) argues that there were several disconnected initiatives for school leadership and management training during the 1980s and 1990s but it was the introduction in 1995 of the Head teachers Leadership and Management Programme (HEADLAMP), to address the training needs of newly appointed heads, followed by the National Professional Qualification for Headship (NPQH) for aspiring heads in 1997, which signalled a much higher profile for leadership preparation. The opening of the National College for School Leadership (NCSL) in 2000 provided a visible symbol of the British government’s commitment to school leadership and its development in England. NCSL’s mandate is to ensure that England’s current and future school leaders develop the skills, the capability and capacity to lead and transform the school education system into the best in the world (NCSL, 2001). One

notable outcome of the emphasis placed on training and leadership development is improved school planning in both England and the U.S.

## **2.6 Summary**

This chapter has shown the importance of training in determining work performance. The chapter has also shown how secondary school development planning is practiced in various countries in the world. It has shown that in the Republic of Ireland, school development planning is a statutory requirement for schools where all schools are obliged to have a school plan. In China, the introduction of the school development plan was aimed at enhancing student-centred- learning, promote staff professional development and provide support measures to prepare for the new senior secondary curriculum, among other things. In England, the main reason behind enforcing school development plans in secondary schools was the concern, especially political, about the macro-level economic performance of the country in relation to other economies in the developed countries. It was believed that the quality of the curriculum determined the quality of the economy. Likewise in Australia, school development planning was introduced for similar reasons of declining standards. In South Africa, school development planning is seen as an integral process within the broad strategic approach to the management of schools. The Department of Education in that country requires every school to submit an annual school development plan. In Botswana, it was believed that by improving the management capabilities of schools, the teaching and learning activities would also improve, hence the development of school development plans. In Rwanda, school development planning was developed as a tool to enable Rwandan head teachers deal more efficiently with their daily duties. Although there is very little that has been written on school development planning in Kenyan secondary schools, planning in Kenyan secondary schools has been

conceptualized by the Education Master Plan 1997-2010 which observed that many secondary school head teachers had not been adequately trained in management and administration and were ineffective and lacking in accountability. The plan argues that in order to enhance quality management in secondary schools, it is imperative to have a well-qualified and highly motivated teaching force capable of understanding the learners and the curriculum. This chapter has also shown that in-service training or continuing professional development for employees has positive influences both on individual job performance and corporate performance. No studies were identified on role of in-service training on school development planning effectiveness, and therefore the study sought to fill this gap by finding out the impact of in-service training of head teachers on their effectiveness in school development planning in Gatundu district.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter highlights the methodology that was used in conducting the study, focusing on the research design, study locale, target population, sampling procedure and sample size, research instrument, data collection procedure and data analysis.

#### **3.2 Research Design**

The study employed the survey research design, which is a technique that seeks to determine present practices or options of a specified population. A survey involves a sample assessment that is designed to gather information from or about a fraction of the population. It is a method of collecting information by interviewing or administering a questionnaire to a sample individual (Orodho, 2005). It is a reliable design for collecting information about people's attitude, opinions, habits or any of the variety of education or social issues (Gay, 1992).

#### **3.3 Study Locale**

The study was carried out in Gatundu district in Kiambu County, Kenya. The main economic activities in the district are farming and small scale businesses. Most of the inhabitants of the district are peasant farmers of low income levels. As a result of this, community members do not give adequate support to schools due to poverty. The choice of Gatundu district was based on the fact that the researcher is familiar with the locality. According to Singleton (1993), the ideal setting for any study is one that is directly related to the researcher's interest.

### **3.4 Study Population**

The target population is the larger group to which one hopes to apply findings (Fraenkel and Wallen, 1993). The target population was all the head teachers in all the 32 public secondary schools in Gatundu district.

### **3.5 Sampling Procedure and Sample Size**

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2005). Sample design refers to the way of selecting a sample. Samples can either be probability (random) or non-probability (non-random).

The researcher based her study on a sample of 25 public secondary schools which were selected from all the 32 schools in Gatundu district. This gave a sample proportion covering 78.1% of the target population. Gay (1992) recommends that a sample of at least 20% of the target population is adequate when the population is small. Simple random sampling was used to select the 25 schools. The advantage of using simple random sampling is that it enables every member of the population to have an equal and unbiased chance of being selected for the study, thereby increasing representativeness. From each sample school, the head teacher and one member of the board of governors (B.O.G) per school were selected. Therefore, the study sample comprised of 50 respondents; which included 25 head teachers and 25 B.O.G members.

### **3.6 Research Instruments**

The research instruments that were used for data collection included questionnaires for head teachers, an interview schedule for B.O.G members and an observation schedule. The research instruments for the study are described below.

- i) A questionnaire was used to collect data from the head teachers on the in-service training received and the impact of the training on their effectiveness in school development planning. Questionnaires are the most commonly used when respondents can be reached and are willing to co-operate. The method can reach a large number of subjects who know how to read and write independently (Peil, 1995). Questionnaires are widely used in educational studies to obtain information about current conditions and practices. They assist in making enquiry concerning attitudes and opinions quickly and in precise form. Items in the questionnaire comprised structured (close ended) and unstructured (open ended).
- ii) The interview schedule was used by the researcher during face-to-face interviews with the B.O.G members. Orodho (2005) states that interview schedules make it possible to obtain the data required to meet the objectives of the study.
- iii) Observation schedule is a tool that provides information about the actual behaviour. Direct observation allows the researcher to put behaviour in context and thereby understand it better (Orodho and Kombo, 2002). The method implies collection of information by way of own investigation or observation without interviewing the respondent (Orodho, 2005). Information obtained relates to what is currently happening and is not complicated by either past behaviour or future intentions or attitude of respondents. The researcher used an observation schedule

which focused on the schools vision and mission, physical development and the state of the physical structures in the school.

### **3.7 Pilot Study**

Before data collection, a pilot study was conducted to assist in improving reliability and validity of the instruments. Piloting refers to pre-testing of questionnaires to a selected sample which is similar or identical to the actual sample to be used in the study. The selected sample for piloting was not to be in the actual study sample. The researcher conducted a pilot study in two public secondary schools in Gatundu district to test the validity and reliability of the research instruments.

#### **3.7.1 Validity**

According to Wiersma (1995) validity is the extent to which an instrument measures what it is intended to measure. With the support of the supervisors and the outcome of piloting, the researcher was able to assess the face and content validity of the instrument and ascertained that it would measure the concept under study.

#### **3.7.2 Reliability**

Reliability is used to focus on the degree to which empirical indicators or instruments are stable and consistent across two or more attempts. It concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. According to Orodho (2005) reliability of an instrument is the consistency in producing a reliable result. Mugenda and Mugenda (1999) also define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the formula below.

$$(i) \quad r = 1 - \frac{6\sum (D)^2}{N(N^2 - 1)}$$

Where:

r = Correlation coefficient

N = Sample,

$\sum$  = Summation of scores,

D = Deviation

$$(ii) \quad SH = \frac{2r}{1 + r} \quad \begin{array}{l} \text{(Where Items are doubled)} \\ \text{(Spearman Brown Prophecy)} \end{array}$$

A reliability coefficient of 0.65 was obtained which is acceptable as recommended by Mugenda and Mugenda (1999).

### 3.8 Data Collection Procedure

The researcher obtained an introduction letter from Kenyatta University and thereafter applied for authority from the National Council for Science and Technology which enabled her to go to the field and collect data. After this the researcher notified the District Education officer (DEO) for Gatundu district of the research. The researcher then visited each of the schools and administered the questionnaires herself. The head teachers were given instructions and assured of confidentiality after which they were given enough time to fill in the questionnaires. The researcher then collected the filled-in questionnaires. As the head teachers filled in the questionnaires, the researcher moved around the school conducting observations as guided by the observation schedule. The researcher booked appointments with the B.O.G members on appropriate dates to conduct interviews.

### **3.9 Data Analysis and Presentation**

Data preparation involves giving data a thorough check, coding it and tabulating it. This ensures accuracy, consistency, uniformity, completeness and identified illegibility. Editing of the questionnaire was meant to ensure that errors and omissions were corrected so as to achieve data quality standards. The data was tabulated and classified into sub-samples according to school development planning practices and their level of formulation.

The coded, tabulated and classified data was subjected to both qualitative and quantitative analysis. Quantitative data was analyzed through descriptive statistics using means, frequencies and percentages. Qualitative data was analyzed in narrative form. Data was analysed through SPSS and data outcomes communicated through pie charts, bar graphs and frequency distribution tables which are effective in displaying nominal and ordinal data. Conclusions and recommendations were then made after the whole data was analyzed.

### **3.10 Logistical and Ethical Considerations**

1. The researcher obtained a research permit from the National Council for Science and Technology and an authorization letter from the office of the District Education Officer, Gatundu district.
2. The respondents were informed that they were free to accept or reject participation in the research and only those willing to participate were included in the study.
3. The respondents were asked not to indicate their names or the names of their schools in the questionnaires. This helped to ensure confidentiality.

4. During data entry the researcher rechecked the data to ensure it was entered correctly, and thus the reported findings reflected the views of the respondents.

## **CHAPTER FOUR**

### **4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents data analysis, presentation and discussion of the study findings. The general objective of the study was to find out the impact of in-service training of head teachers on their effectiveness in school development planning in Gatundu district. Presentation of the findings is based on the four research objectives restated below:

- a) To establish whether head teachers have received any in-service training related to school development planning.
- b) To find out the impact of such training on school development planning effectiveness.
- c) To identify challenges experienced by head teachers in school development planning.
- d) To propose strategies that can be employed to improve on school development planning in secondary schools.

The demographic data of the respondents is given first, followed by the analysis and discussion of each of the four research objectives.

#### **4.2 Background Data of the Respondents**

The study targeted 50 respondents, made up by 25 head teachers and 25 B.O.G members. All the respondents were available and participated in the study, giving a 100% response rate. The head teachers were asked to indicate their level of education and they responded as shown in Table 4.1. The table shows the head teachers' level of education.

**Table 4.1: Head teachers' Level of education**

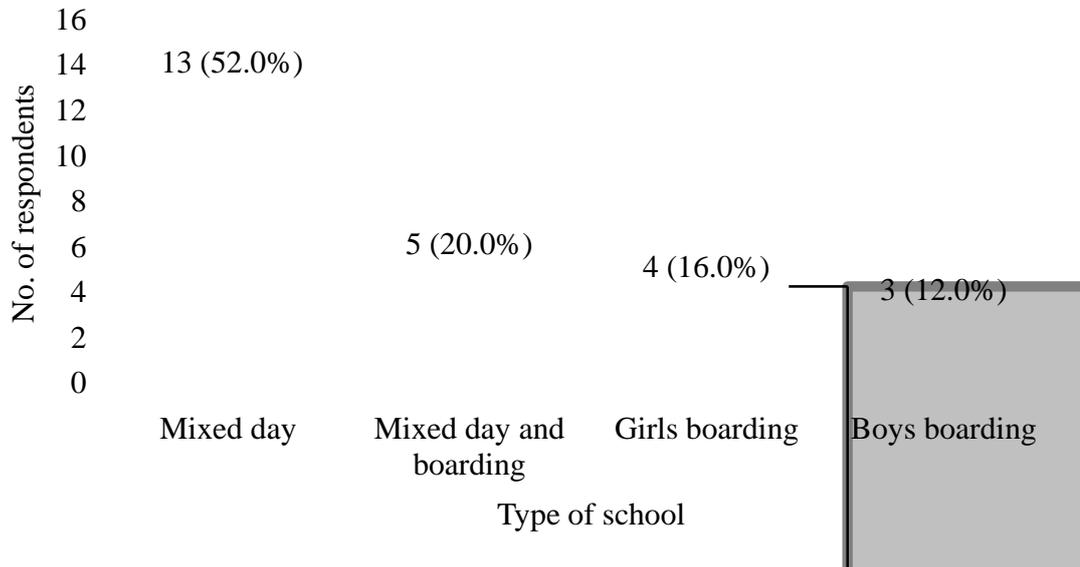
<b>Education level</b>	<b>f</b>	<b>%</b>
Master's Degree	6	24.0
Bachelor's Degree	16	64.0
Diploma Certificate	3	12.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

Table 4.1 indicates that 6(24.0%) of the head teachers had a Master's Degree, 16(64.0%) had a Bachelor's Degree, while 3(12.0%) had a Diploma Certificate. This implies that the head teachers were qualified and had attained enough education to enable them to develop and plan their schools effectively. Quality education is important for head teachers to engage in school planning practices and implementation of school development plans.

Further, the head teachers were asked to state the number of years they had served as head teachers. Out of the 25 respondents, 13(52.0%) indicated they had served as head teachers for between 5 and 10 years, 5(20.0%) had served for a period of between 11 and 15 years while 4(16.0%) had served for more than 20 years. However, 3(12.0%) had served as head teachers for less than 5 years. Additionally, the head teachers reported that they had headed their current schools as follows: 13(52.0%) reported that they had headed their current stations for between 2 and 5 years, 4(16.0%) had headed for a year, 5(20.0%) had served for a period of between 6 and 10 years, while 3(12%) had served for more than 10 years. This shows that the head teachers had work experience which if combined with the relevant in-service training would impact on their efficacy in issues pertaining to school development

planning. Work experience gives an employee adequate information on how to deal with everyday issues that come up in the workplace, as opposed to having no experience at all.

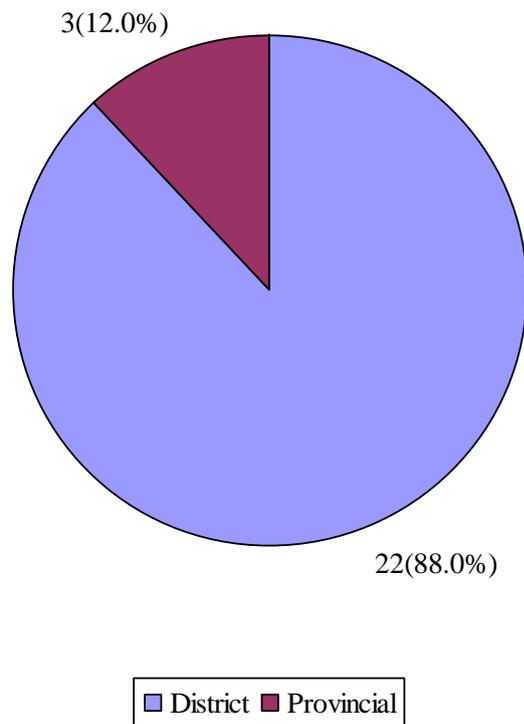
The head teachers were asked to state the type, category and the size of the schools they headed. Figure 4.1 illustrates the types of schools that the head teachers headed.



**Figure 4.1: Type of school**

Figure 4.1 shows that 13(52.0%) of the head teachers were in mixed day secondary schools, 5(20.0%) were in mixed day and boarding secondary schools, 4(16.0%) were in girls boarding secondary schools and 3(12.0%) were in boys boarding school.

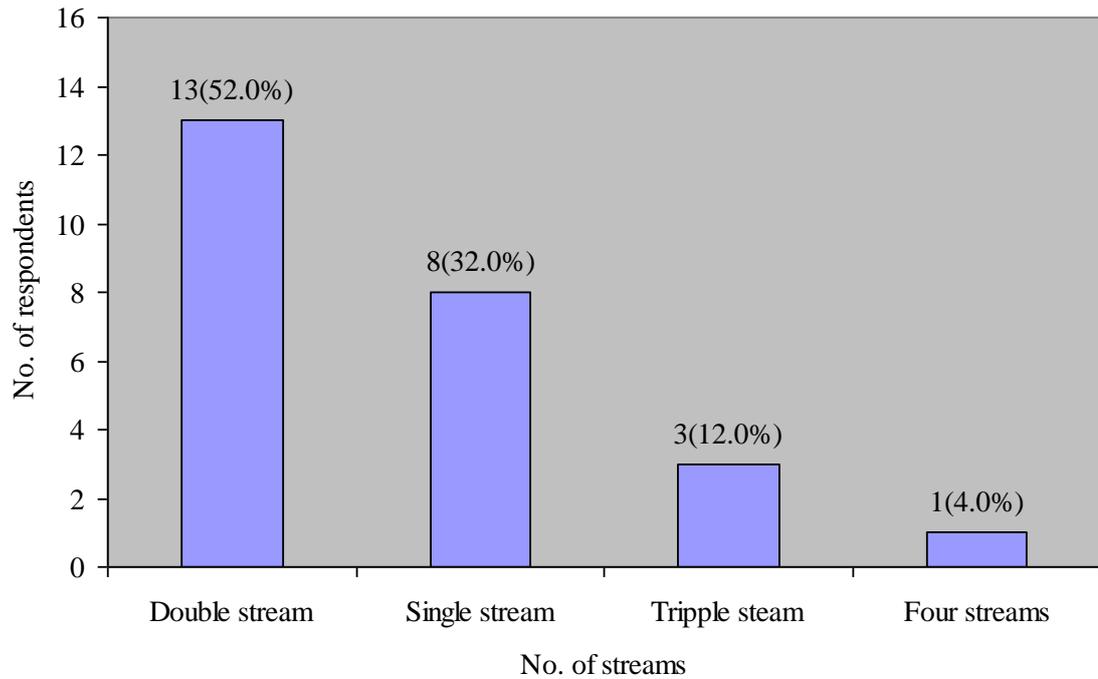
Figure 4.2 shows the categories of schools which the respondents represented.



**Figure 4.2: Category of schools**

Figure 4.2 illustrates that out of 25 head teachers, 3(12.0%) were from provincial schools while 22(88.0%) were from district schools. This indicates that majority of the schools in Gatundu district were district schools.

The head teachers were asked to indicate the size of the schools the headed. Figure 4.3 shows the size of schools the head teachers headed.



**Figure 4.3: Size of school**

As shown in figure 4.3, 13(52.0%) of the head teachers reported that their schools had double streams, 8(32.0%) had single streams while 3(12.0%) had triple streams. However, 1(4.0%) of the head teachers reported that they had four stream classes. This implies that majority of the schools were double stream.

Establishing the type, category and size of the schools that the different head teachers headed was important as this would help to bring out clearly the individual in-service training needs of the head teachers.

The respondents were further asked when the school was started. Table 4.2 shows when the schools were started.

**Table 4.2: Year when the school started**

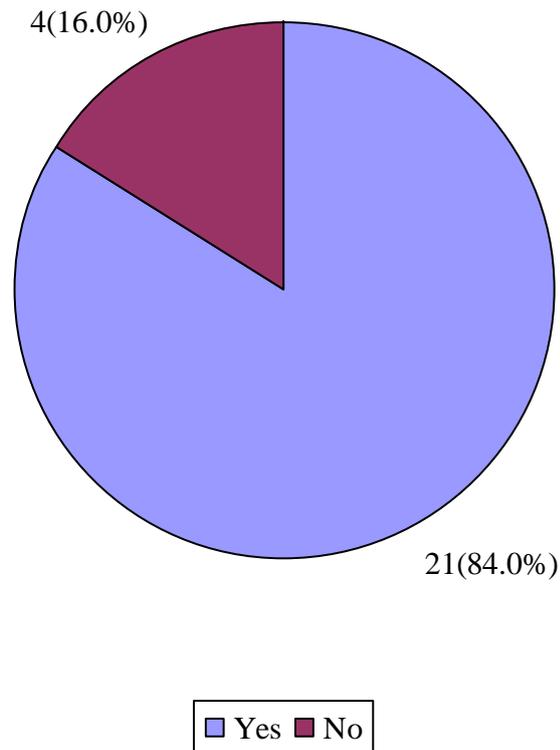
<b>Year</b>	<b>f</b>	<b>%</b>
1960s	3	12.0
1970s	2	8.0
1980s	6	24.0
1990s	11	44.0
2000	3	12.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

Table 4.2 demonstrates the response of head teachers on when the schools were started. 3(12.0%) were started in the 1960s, 2(8.0%) were started in the 1970s, 6(24.0%) were started in the 1980s, 11(44.0%) were started in the 1990s while 3(12.0%) were started in year 2000. This implies that majority of the schools in the district were started in the 90s. Establishing this fact was important as it would be expected that those schools that were started early had adequate facilities to facilitate educational activities.

All the head teachers reported that they had formally constituted B.O.Gs in their schools. Establishing this fact was important as the B.O.Gs are important stakeholders in school development planning.

### **4.3 In-service Training in Relation to School development Planning**

The first objective of the study was to establish whether head teachers have received any in-service training related to school development planning. To address this objective, head teachers were asked whether they had participated in any in-service training since they started teaching. Figure 4.4 illustrates the responses of the head teachers to the question as to whether they had attended in-service courses or not.



**Figure 4.4: In-service training**

Figure 4.4 illustrates that 21(84.0%) of the head teachers reported that they had attended in-service training since they started teaching while 4(16.0%) had not. Teachers who have undergone in-service training are expected to perform better than those who have not. This is true especially in view of the “ageing phenomenon” of educational personnel and the simultaneously increasing speed of technical and methodological progress and innovation (Brandt and Rymenans, 2000).

On being asked to indicate the in-service courses which they had attended, the head teachers responded as indicated in Table 4.3. The table shows the in-service courses the head teachers had attended.

**Table 4.3: In-service courses attended**

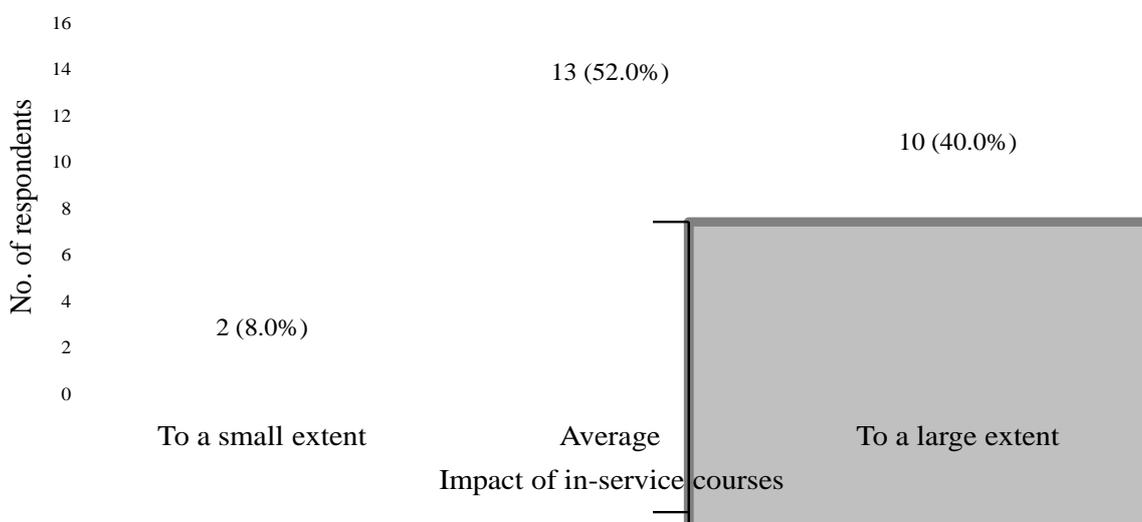
<b>In-service course attended</b>	<b>Yes</b>		<b>No</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Financial management and control	22	88.0	3	12.0
Resource mobilization	11	44.0	14	56.0
Strategic planning	7	28.0	18	72.0
School development planning	6	24.0	19	76.0
Project management	6	24.0	19	76.0
SMASSE	5	20.0	20	80.0
Physical planning and development	2	8.0	23	92.0

Table 4.3 indicates that majority (88.0%) of the respondents reported that they had attended financial management and control courses. On the other hand, more than 50.0% of the head teachers had not attended the following courses: resource mobilization, strategic planning, school development planning, project management and SMASSE courses. This implies that the head teachers had not attended most of the in-service training courses related to school development planning.

Further, the head teachers were asked the roles they play as head teachers and advisors to the B.O.Gs and P.T.As in the planning and implementation process of the development plans. The following were their responses: co-ordination and facilitation, consulting with the B.O.G and other experts; and articulating the development plans to parents and teachers.

#### 4.4 Impact of In-Service Training on School Development Planning Effectiveness

The second objective of the study sought to find out the impact of in-service training on school development planning effectiveness. To address this objective, the head teachers were asked the extent to which the courses attended helped them acquire the necessary skills for effective school development planning. Figure 4.5 shows the head teachers' responses as to the extent the courses they attended helped them acquire the necessary skills for effective school development planning.

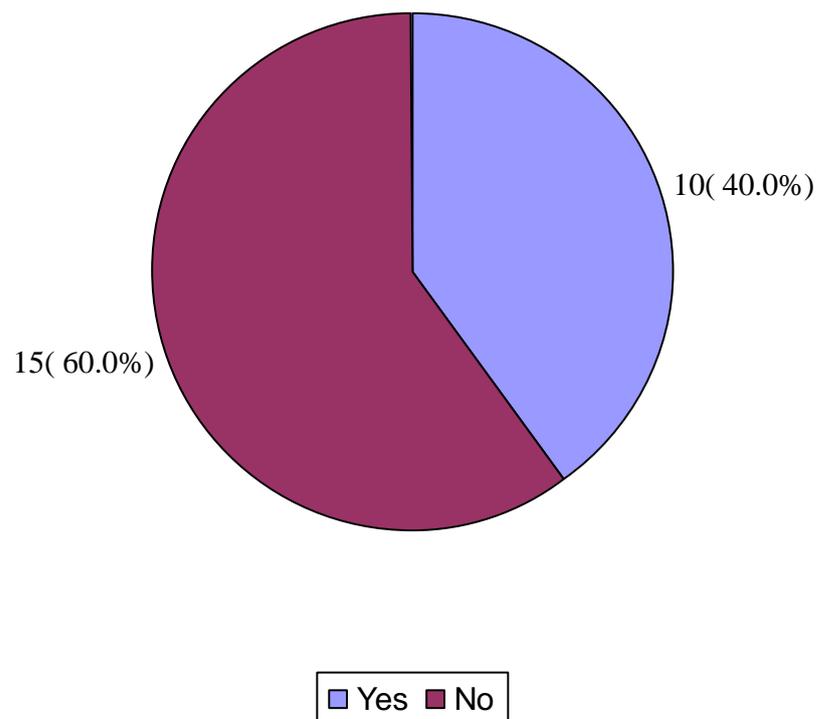


**Figure 4.5: Effectiveness of in-service training courses**

As shown in figure 4.5, 2(8.0%) of the head teachers reported that the courses were effective to a small extent, 13(52.0%) reported that they were effective to an average extent while 10(40.0%) reported they were effective to a large extent. This implies that in-service courses were effective in helping head teachers in the acquisition of the necessary skills for effective school development planning. Mugiri (1986) recommends that teacher education must be seen as a gradual sequence of experiences in professional growth that begins at the initial stage at the college and is followed by

further in-service training cycles. There must be continuity and reinforcement of training and growth throughout the teacher's career.

The school heads were further asked whether they formulated development plans in their schools. Figure 4.6 indicates the head teachers' responses as to whether they formulated development plans in their schools or not.



**Figure 4.6: Development plans**

Figure 4.6 illustrates that only 10(40.0%) of the head teachers had formulated development plans in their schools while the majority, 15(60.0%), had not. On the other hand, 20(80.0%) of the B.O.G members agreed that they found it necessary to have a school development plan for the school while 5(20.0%) disagreed. People involved in school development plans formulation include: B.O.G members, P.T.A members, teachers, parents, students and education officials. The B.O.G members

further reported that they meet yearly in order to discuss school development and improvement matters. According to them, school development planning is prioritizing the schools' needs before anything else. School development planning promotes partnership in the school's development by engaging the major parties in the school community – principal, teachers, parents, pupils, Board of Management, and trustees—in a collaborative dialogue focused on identifying and responding to emerging educational needs. Participation in this dialogue fosters the partners' commitment to and ownership of school policy.

The 10(ten) head teachers who had formulated development plans in their schools were asked to indicate the time frame for their development plans. Table 4.4 illustrates the time frame which the head teachers have for their development plans.

**Table 4.4: Time frame for development plans**

<b>Period</b>	<b>f</b>	<b>%</b>
Between 3 - 5 years	7	70
Between 6 - 10 years	3	30
<b>Total</b>	<b>10</b>	<b>100</b>

Table 4.4 indicates that 7(70.0%) of the head teachers reported that they had a time frame of between 3 and 5 years while 3(30.0%) had a time frame of between 6 and 10 years. This implies that majority of the respondents had a time frame of between 3 and 5 years for their development plans. All the head teachers who had formulated development plans in their schools reported that the plans were documented after they were developed. They further explained that the plans were documented in software, files and displays at the school notice board.

Upon being asked whether they had meetings on school development with the B.O.G, all school heads agreed that they always had formal planning meetings with B.O.G, P.T.A members and teachers. They always met to discuss the pupils' performance and general school development. The following were the factors given by the head teachers which they considered when developing plans in their schools: alternative financial resources, increase in enrolment, future projection and source of funding. Further, the school heads gave development projects that their schools had initiated over the last five years. These projects include: buildings (for example dormitories, libraries and laboratories), water, electricity and purchasing text books.

The head teachers were asked to rate the adequacy of the provision of physical facilities in their schools. Table 4.5 shows the rate of adequacy of the provision of physical facilities in the schools.

**Table 4.5: Adequacy rating of physical facilities**

<b>Degree</b>	<b>f</b>	<b>%</b>
Very adequate	1	4.0
Adequate	6	24.0
Fairly adequate	7	28.0
Inadequate	11	44.0
<b>Total</b>	<b>25</b>	<b>100</b>

Table 4.5 shows that 11(44.0%) of the head teachers reported that provision of physical facilities in their schools was inadequate, 7(28.0%) reported it was fairly adequate while 6(24.0%) reported it was adequate. However, one head teacher reported that the provision of physical facilities was very adequate. This shows that though some schools in the district have sufficient physical facilities, there are some that are in dire need of the same.

Out of the observation schedule, the researcher compiled the following report as illustrated in table 4.6. The table shows the provision of physical facilities in the schools.

**Table 4.6: Provision of physical facilities**

Physical facilities	Very adequate		Adequate		Inadequate		Very inadequate	
	f	%	f	%	f	%	f	%
Classrooms	3	12.0	14	56.0	7	28.0	1	4.0
Land size (acreage)	2	8.0	14	56.0	8	32.0	1	4.0
Laboratory	3	12.0	6	24.0	15	60.0	1	4.0
Sanitation	4	16.0	17	68.0	3	12.0	1	4.0
Special rooms	2	8.0	4	16.0	10	40.0	9	36.0
Dormitories	4	16.0	0	0.0	11	44.0	10	40.0
Halls	2	8.0	6	24.0	3	12.0	14	56.0
Library	3	12.0	3	12.0	4	16.0	15	60.0

Table 4.6 shows that the observation schedule revealed that most schools had adequate physical facilities. These included classrooms, land and sanitation facilities.

However, dormitories, special rooms, halls, laboratories and libraries fell in the categories of inadequate and very inadequate. Only a few schools had very adequate facilities. The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials all have a direct bearing on the quality of education as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quality and quantity (Ngware, Wamukuru and Odebero, 2006).

Table 4.7 indicates the response of head teachers on how often they maintain and repair facilities in their schools.

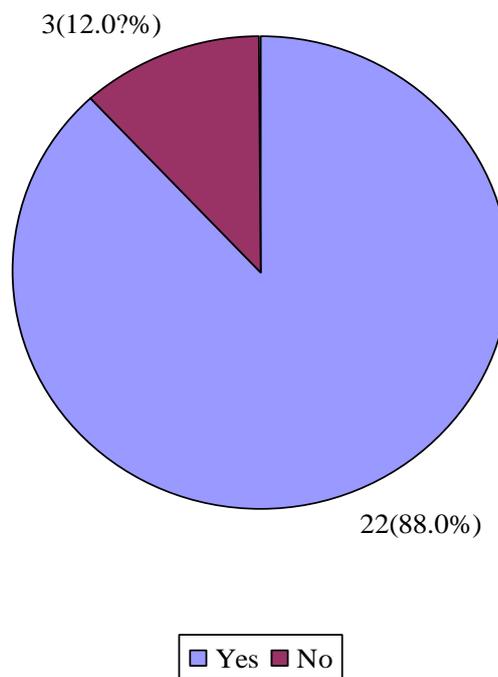
**Table 4.7: Repair and maintenance of physical facilities**

<b>Time span</b>	<b>f</b>	<b>%</b>
Regularly	11	44.0
When funds are available	7	28.0
When extremely necessary	3	12.0
Sometimes	2	8.0
Not at all	2	8.0
<b>Total</b>	<b>25</b>	<b>100.0</b>

Table 4.7 demonstrates that 11(44.0%) of the respondents repair their facilities regularly, 7(28.0%) repair when funds are available while 3(12.0%) repair when it is extremely necessary. On the other hand, 2(8.0%) reported to repair the facilities sometimes. Another 2(8.0%) reported to not repair at all. This implies that physical facilities were not always in good condition and hence the need to maintain them by repairing them from time to time. School development planning leads to effective deployment of available resources. It enables the school to specify resource requirements and to target available resources towards meeting priority needs. It also helps the school community to manage change effectively by enabling it to control the pace and direction of internal change and to build a capacity to respond rapidly to new challenges (Jackson, 2005). This helps to avoid a scenario where schools have stalled projects, dilapidated structures and poorly planned projects, which consequently lead to the affected schools registering poor academic performance.

#### 4.5 Challenges faced in school development planning

The third objective of the study sought to identify challenges experienced by head teachers in school development planning. To address this objective, the school heads were asked whether they made an assessment of the strengths and weaknesses of their schools in their planning. Figure 4.7 shows the head teachers' responses on whether or not they made an assessment of the strengths and weaknesses of their schools in their planning.



**Figure 4.7: School assessment**

Figure 4.7 indicates that 22(88.0%) of the head teachers made an assessment of the strengths and weaknesses of their school in planning while 3(12.0%) did not. This implies that majority of the school heads assessed the strengths and weaknesses of their school in planning. This helps head teachers to address issues before they get out of hand. Further, the head teachers reported that some of the strengths found in the

assessment included: increase in enrolment, fair staffing, reasonable school infrastructure, co-operative B.O.G, adequate space, parents availing themselves to support the school and existence of a good learning environment. On the contrary, there were some weaknesses which the head teachers identified. They include: enrolment of pupils with low entry academic behaviour from primary school, a rather reluctant society which is also laid back and gives lukewarm support, inadequate human and physical support, shortage of qualified teachers and steepness of the land.

Additionally, the head teachers were asked to state the most important opportunities encountered by their schools. They reported that the opportunities included: a rich catchment area, financial assistance by the government, C.D.F financing of school projects and supportive parents. On the other hand, they encountered threats in their schools which include: the schools being located in drug and crime prone societies, vandalism and high level of girls drop out due to early marriages and pregnancies. Head teachers are involved in utilizing the available physical resources in their schools. However, they encounter problems in the process of utilizing the facilities which include inadequate financial resources to maintain the physical facilities and poor payment of development funds.

The head teachers and the B.O.Gs were asked to state the challenges they met during school development planning. They responded as shown in table 4.8. The table shows the challenges the head teachers met during school development planning.

**Table 4.8: Challenges in School Development Planning**

<b>Challenges</b>	<b>f</b>	<b>%</b>
Understaffing	45	90.0
Inadequacy of funds to develop projects in the school	43	86.0
Drop in performance by students	42	84.0
Student indiscipline	37	74.0
Lack of competent personnel	36	72.0
Community values and beliefs	30	60.0

Table 4.8 shows that the respondents indicated that the biggest challenges faced in school development planning were: understaffing [45(90.0%)], inadequacy of funds to develop projects in the school [43(86.0%)] and drop in performance by students [42(84.2%)].

Further, the school heads gave the factors which deter effective implementation of the school development plans in their schools. The main factors include:

- i) Financial constraints, where they explained that lack of enough funds hindered the implementation of the plans, however good they were.
- ii) Delays in fees payment which creates a problem of delayed starting and completion of school projects.
- iii) A general negative community attitude which generates the feeling that education is not the sole determiner of success. According to them, a student can underachieve academically and still succeed in life through engaging in other income generating activities like tea farming or ferrying people and goods from one point to another using a motor-cycle. They therefore do not take education seriously.
- iv) Drug abuse by some students which brings lack of concentration in school work.

v) Absenteeism of students from school which brings about poor academic performance and,

vi) Poor entry marks from the catchment areas' primary schools which consequently translate to poor results in form four.

#### **4.6 Measures taken to improve school development planning**

The fourth objective of the study sought to propose strategies that can be employed to improve on development planning in secondary schools. To address this objective, head teachers were asked to mention the factors that lead to success in secondary schools. Table 4.9 shows the factors that lead to success.

**Table 4.9: Factors that lead to success**

<b>Factors that lead to success</b>	<b>f</b>	<b>%</b>
Financial support from stakeholders and the government	23	92.0
Positive attitude of stakeholders towards school development planning	22	88.0
Community involvement	21	84.0
Co-operation among stakeholders	20	80.0
Support from political leaders	19	76.0

Table 4.9 shows that 23(92.0%) of the head teachers indicated that the biggest factor leading to success was financial support from stakeholders and the government, 22(88.0%) of them indicated positive attitude of stakeholders towards school development planning, 21(84.0%) indicated community involvement, 20(80.0%) indicated co-operation among stakeholders while 19(76.0%) of them indicated support from political leaders. In addition, the B.O.Gs further gave the possible measures that could be taken to assist schools prepare effective development plans.

They include stakeholders holding frequent meetings and discussing school development issues, training more personnel, more government subsidy to schools and educating stakeholders.

#### **4.7 Discussion of the Findings**

From the background profile of the respondents the study established that 6(24.0%) of the head teachers had a Master's Degree, 16(64.0%) of them had a Bachelor's Degree, while 3(12.0%) had a Diploma Certificate. This implies that the head teachers were qualified and had attained enough education to enable them to develop and plan their schools effectively. On being asked to state the number of years they had served as head teachers, 13(52.0%) of the head teachers indicated they had served as head teachers for between 5 and 10 years, 5(20.0%) had served for a period of between 11 and 15 years while 4(16.0%) had served for more than 20 years. Only 3(12.0%) had served as head teachers for less than 5 years. They also reported that they had headed their current schools as follows: 13(52.0%) reported that they had headed their current stations for between 2 and 5 years, 4(16.0%) had headed for a year, 5(20.0%) had served for a period of between 6 and 10 years, while 3(12%) had served for more than 10 years. This shows that the head teachers had work experience which if combined with the relevant in-service training would impact on their efficacy in issues pertaining to school development planning. Work experience gives an employee adequate information on how to deal with everyday issues that come up in the workplace, as opposed to having no experience at all.

Regarding in-service training, majority 21(84.0%) of the head teachers reported that they had attended in-service training since they started teaching. Teachers who have undergone in-service training are expected to perform better than those who have not.

Majority (88.0%) of the head teachers indicated that they had attended financial management and control courses. However, more than 50.0% of the head teachers had not attended other courses like: resource mobilization, strategic planning, school development planning, project management and SMASSE courses. This implies that the head teachers had not attended most of the in-service training courses related to school development planning. The head teachers in their capacity as advisors to the B.O.Gs and P.T.As, reported that their role was to co-ordinate and facilitate, consult with B.O.Gs and other experts and articulate the development plans to parents and teachers. This indicates that the head teachers have a pivotal role in determining the realization of the objectives of the schools they head and hence the need for proper and relevant training in school development planning.

On being asked the extent to which the in-service courses they had attended helped them acquire the necessary skills for effective school development planning, 2(8.0%) of the head teachers reported that the courses were effective to a small extent, 13(52.0%) reported that they were effective to an average extent while 10(40.0%) reported they were effective to a large extent. This indicates that the courses gradually equipped them with the necessary skills for effective school development planning. These findings coincide with a previous study by Mugiri (1986) which recommends that teacher education must be seen as a gradual sequence of experiences in professional growth that begins at the initial stage at the college and is followed by further in-service training cycles. Continuity and reinforcement of training and growth throughout the teacher's career is therefore very important.

While the majority of the head teachers [15(60.0%)] indicated that they had not formulated development plans in their schools, majority [20(80.0%)] of the B.O.G

members reported that they found it necessary to have school development plans for their schools. This indicates that in most of our secondary schools, there is a discrepancy between the actual practice and the expected role of the head teacher in school development planning. In addition the B.O.G members reported that school development planning is prioritizing the schools' needs before anything else. School development planning promotes partnership in the school's development by engaging the major parties in the school community in a collaborative dialogue focused on identifying and responding to emerging educational needs.

11(44.0%) of the head teachers reported that provision of physical facilities in their schools was inadequate, 7(28.0%) reported it was fairly adequate while 6(24.0%) reported it was adequate. Only one head teacher reported that the provision of physical facilities was very adequate. From the observation schedule it was revealed that most schools had adequate physical facilities. These included classrooms, land and sanitation facilities. However, dormitories, special rooms, halls, laboratories and libraries fell in the categories of inadequate and very inadequate. Only a few schools had very adequate facilities. This shows that though some schools in the district have sufficient physical facilities, there are some that are in dire need of the same. The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials all have a direct bearing on the quality of education as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quality and quantity (Ngware, Wamukuru and Odebero, 2006).

11 (44.0%) of the head teachers reported that they repair their facilities regularly, 7(28.0%) repair when funds are available while 3(12.0%) repair when it is extremely necessary. On the other hand, 2(8.0%) reported to repair the facilities sometimes.

Another 2(8.0%) reported to not repair at all. This implies that physical facilities were not always in good condition, hence the need for school development planning which leads to effective deployment of available resources.

The respondents indicated that the biggest challenges faced in school development planning were understaffing [45(90.0%)], inadequacy of funds to develop projects in the school [43(86.0%)], and drop in performance by students [42(84.2%)]. This shows the need for head teachers to be fully equipped with both the necessary skills and resources required to enhance development planning in their schools.

The school heads further gave the factors which deter effective implementation of the school development plans in their schools. The main factors include: financial constraints, delays in fees payment, a general negative community attitude, high poverty levels in the surrounding communities, drug abuse, absenteeism of pupils from school and poor entry marks from the catchment areas' primary schools. Further 23(92.0%) of the head teachers indicated that the biggest factor leading to success was financial support from stakeholders and the government, 22(88.0%) of them indicated positive attitude of stakeholders towards school development planning, 21(84.0%) indicated community involvement, 20(80.0%) indicated co-operation among stakeholders while 19(76.0%) indicated support from political leaders. In addition, the B.O.Gs further gave the possible measures that could be taken to assist schools prepare effective development plans. They include stakeholders holding frequent meetings and discussing school development issues, training more personnel, more government subsidy to schools and educating stakeholders. . This indicates that apart from equipping the head teacher with the relevant skills necessary for effective development planning, other areas like school funding, community attitude and social malpractices need to be addressed at a broader level.

## **CHAPTER FIVE**

### **5.0 STUDY SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the study and makes recommendations based on the findings of the study. The chapter also offers some suggestions for further studies that could be carried out in future to advance knowledge in the area of in-service training for school managers.

#### **5.2 Summary**

The purpose of the study was to find out the impact of in-service training on head teachers' effectiveness in school development planning in Gatundu district, Kiambu County in Kenya. Data for the study was collected from 25 head teachers and 25 B.O.G members from different secondary schools in Gatundu district bringing a sum total of 50 respondents. The data was therefore analyzed based on this number. Given below is a summary of the main study findings.

The study established that majority of the head teachers had attended in-service training. The head teachers were asked the roles they play as head teachers and advisors to the B.O.Gs and P.T.As in the planning and implementation process of the development plans. The following were their responses: co-ordination and facilitation, consulting with the B.O.G and other experts; and articulating the development plans to parents and teachers.

The study established that only 10 out of the 25 head teachers had formulated development plans in their schools. Out of these, majority reported that they had a time frame of between 3 and 5 years. All the head teachers who had formulated development plans in their schools reported that the plans were documented after they

were developed. They further explained that the plans were documented in software, files and displays at the school notice board.

Upon being asked whether they had meetings on school development with the B.O.Gs, all school heads reported that they always had formal planning meetings with B.O.G, P.T.A members and teachers. They always meet to discuss the pupils' performance and general school development. The head teachers gave the following as the factors they consider when developing plans in their schools: alternative financial resources, increase in enrolment, future projection and source of funding. Further, the school heads gave development projects that their schools had initiated over the last five years. These projects include: buildings (for example dormitories, libraries and laboratories), water, electricity and purchasing text books.

The study revealed that majority of the head teachers made an assessment of the strengths and weaknesses of their school in planning. Further, the head teachers reported that some of the strengths found in the assessment included: increase in enrolment, fair staffing, reasonable school infrastructure, co-operative B.O.G, adequate space, parents availing themselves to support the school and existence of a good learning environment. On the contrary, there were some weaknesses which the head teachers identified. They include: enrolment of pupils with low entry academic behaviour from primary school, a rather reluctant society which is also laid back and gives lukewarm support, inadequate human and physical resources, shortage of qualified teachers and steepness of the land.

On being asked to state the most important opportunities encountered by their schools, they gave the following: a rich catchment area, financial assistance by the government, C.D.F financing of school projects and supportive parents. Threats

included, the schools being located in drug and crime prone societies, vandalism and high level of girls drop out due to early marriages and pregnancies. Head teachers are involved in utilizing the available physical resources in their schools. However, they encounter problems in the process of utilizing the facilities which include inadequate financial resources to maintain the physical facilities and poor payment of development funds.

The head teachers gave the main factors which deter effective implementation of school development plans as, financial constraints, where they explained that lack of enough funds hindered the implementation of the plans, however good they were; delays in fees payment which creates a problem of delayed starting and completion of school projects; a general negative community attitude which generates the feeling that education is not the sole determiner of success; drug abuse by some students which brings lack of concentration in school work; absenteeism of students from school which brings about poor academic performance and, poor entry marks from the catchment areas' primary schools which consequently translate to poor results in form four. To overcome these challenges the respondents suggested that the government, stakeholders, political leaders and the community should give support to schools to help them develop and implement school development plans.

### **5.3 Conclusions**

Based on the findings of the study as summarized above, it can be concluded that in-service training is important in school development planning. The study established that a good number of head teachers in Gatundu district attended in-service training. It however emerged that most head teachers had not attended most of the in-service training courses related to school development planning. The study also revealed that

the head teachers who attended in-service training found it beneficial to school development planning, particularly in the acquisition of knowledge on how to manage school issues and resources. The study also established that the biggest challenges met in school development planning were drop in performance by students, understaffing and inadequacy of funds to develop projects in the school.

#### **5.4 Recommendations**

Based on the findings of the study, the following recommendations were made:

- i) The Kenyan government should ensure that proper training need assessments are carried out for all education managers, and that training programmes are based on the findings of such assessments. This would make the in-service training packages offered more relevant and acceptable to education managers.
- ii) All persons concerned with school development planning should co-operate in order to implement the development plans.
- iii) The teaching approaches employed during in-service training should be trainee centred and allow for case studies and brain storming sessions. There is need to focus training on the areas of management that head teachers face problems in, especially sourcing for funds through income generating activities and dealing with shortage of staff through proper delegation of duties.

##### **5.4.1 Suggestions for Further Research**

- i) A comprehensive training needs analysis should be carried out for all head teachers in the country. This will greatly assist in carrying out an assessment of the knowledge, skills and attitudes that head teachers require

in order to effectively formulate and implement school development plans. Consequently, the discrepancy between the actual practice and the expected role of the head teacher in school development planning will be addressed.

- ii) A study should be carried out to find out the impact of in-service training on performance of all head teachers in the country. This is because the study revealed that 2(8.0%) of the head teachers interviewed were inadequately equipped to formulate and implement school development plans despite attending in-service training. Secondly, the study confined itself in Gatundu district, Kiambu County and therefore the findings of this study may not be generalized for all head teachers in the country.

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9. Do you have a formally constituted B.O.G?  Yes  No

**In-Service Training**

10. Have you participated in any in-service training since you started teaching?

Yes  No

If yes, how many different in-service courses have you attended?

- 1 – 2
- 3 – 4
- 5 and above

11. Which of the following in-service courses have you attended?

- Strategic Planning
- School Development Planning
- Financial Management and Control
- Physical Planning and Development
- Resource Mobilization
- Project Management

Others (**specify**).....

12. Briefly comment on the nature of in-service training attended as given above.

.....  
.....  
.....

13. To what extent do you feel the courses attended helped you acquire the necessary skills for effective school development planning?

To a large extent  Average  To a small extent  Not at All

**Vision and Mission Statements**

14. (a) Do you have a vision for your school?  Yes  No

(b) If yes, is it in writing?  Yes  No

15. (a) Do you have a mission for your school?  Yes  No

(b) If yes, is it in writing  Yes  No

16. Who conceived the idea of the vision and mission statements?

- The principal
- The executive B.O.G

- The HODs
- Others (**Specify**) .....

17. Is the mission and vision communicated to everyone in the institution?  
 Yes       No

18. How are teachers, parents and students involved in the formulation of the mission and vision in order to own it?

Explain

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 .....  
 .....

19. To what extent do you regard a written mission or vision statement important?

- To a large extent
- To a small extent
- Not at all

**School Objectives**

20. (a) Do you have any set objectives for your school?       Yes       No

(b) If yes, please list them down in order of importance.

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 .....  
 .....  
 .....  
 .....  
 .....  
 .....

(c) Is everyone in the organization aware of these objectives?       Yes       No

21. In your opinion, how would you rank the attainment of objectives in your school?

- Very high                       High
- Slightly high                       Low
- Very low

**School Development Plans**

22. Do you formulate development plans in your school?       Yes       No

23. Who are involved in their formulation?

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.....  
.....

24. What is the time frame for your development plans?

- Less than 1 year                       Between 1 and 2 years  
 Between 3 and 5 years                 Between 5 and 10 years  
 Above 10 years

25. Are they documented after they are developed?                 Yes                 No

(b) If yes, explain how.

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26. Do you gather information from the environment for planning purposes?

- Yes                 No

27. How do you describe the school environment?

- Stable                 Turbulent

28. (a) Do you make an assessment of the strengths or weaknesses of your school in your planning?                 Yes                 No

If yes,

(a) What are the strengths?

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.....  
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(b) What are the weaknesses?

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29. (a) Do you normally have formal planning meetings with B.O.G, PTA members and Teachers? [ ] Yes      [ ] No

(b) Briefly explain.

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30. What other factors do you consider when developing plans in your school?

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31. Give the most important opportunities and threats encountered by your school.

(a) Opportunities

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.....  
.....

(b) Threats

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.....

32. What development projects has your school initiated over the last five years?

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.....

**Physical Facilities**

33. How would you range the provision of physical facilities in your school?

- |  |  |
|--|--|
| <input type="checkbox"/> Very adequate | <input type="checkbox"/> Fairly adequate |
| <input type="checkbox"/> Adequate      | <input type="checkbox"/> Inadequate      |

34. How often do you maintain and repair facilities in your school?

- |   |   |
|---|---|
| <input type="checkbox"/> Regularly                | <input type="checkbox"/> Sometimes                |
| <input type="checkbox"/> When extremely necessary | <input type="checkbox"/> When funds are available |
| <input type="checkbox"/> Not at all               |   |

35. What problems do you encounter in your efforts to fully utilize the available physical resources in your school? Explain.

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**Challenges Faced in School Development Planning**

36. In your opinion, what factors influence planning in your school?

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37. What are the main factors that deter effective implementation of the school development plans in your school?

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38. What role do you play as a head teacher and advisor to the B.O.G and PTA in the planning and implementation process of the development plans?

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39. Who are the people involved in formulating the school development plans?

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40. What would you consider to be the key factors that would lead to success in secondary schools?

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41. Please list down the main difficulties that face secondary schools in your area including your own school.

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