EFFECTIVENESS OF THE KENYA EDUCATION STAFF INSTITUTE TRAINED HEADTEACHERS ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS: A CASE OF KITUI DISTRICT, KENYA

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A RESEARCH PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

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Effectiveness of the Kenya Education

September, 2009
DECLARATION

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

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This project has been submitted for examination with my approval as University Supervisor.

Signature ___________________________ Date: 27/11/2009

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DEDICATION

This study is dedicated with a lot of love, respect and appreciation to my parents, Mum K Muli and my late father, Mr. Samuel M. Mutemi, my wife Yvonne M. Munyasia and my sons Timothy and Stephen. The efforts of both these parties to educate, support and encourage me have been tremendous and have resulted in this work.
ACKNOWLEDGEMENTS

Sincere appreciation and thanks go to the researchers’ supervisors, Dr Sister Itolondo and the late Dr F.M Gateru for their guidance in expounding the researchers’ insight through their objective criticism and scholarly guidance which eventually saw the shaping up and eventual writing of this project.

Researchers’ special thanks go to all the lecturers of the Department of Educational Management, Policy and Curriculum Studies who taught him. Without them the study would not have been possible. The researcher also acknowledges with gratitude the contribution of Mr. Mutua of Kitui School who assisted in typing and shaping up this work. Finally, he wishes to appreciate the efforts and co-operation of those who contributed in one way or another to the success of this research and completion of this project. God bless you all.
Despite the efforts to improve secondary school management through KESI training, there seemed to be some unresolved administrative challenges even after headteachers had attended KESI training. Their experiences include student unrests, drug abuse, financial misappropriation, cheating in examination and poor performance in national examination to mention but a few. The purpose of the study was to evaluate the effectiveness of KESI trained headteachers in executing their responsibilities in secondary school management. This study adopted a descriptive survey research design. There were 49 secondary schools in Kitui District. In 41 public secondary schools the headteachers had trained with KESI. The study targeted 297 subjects (the 41 headteachers and 256 teachers in the 41 public secondary schools in the district). Simple random sampling was used to select one teacher in each of the 40 selected schools and all headteachers in the 40 public secondary schools with an exception of the pilot school were included in the sample. Therefore, the sample was a total of 80 respondents (40 KESI trained headteachers and 40 teachers). Data collection was carried out by use of questionnaires only. The research instruments were piloted in one of the public secondary schools in the district. This school was excluded in the final study. Piloting was done to determine the validity and reliability of the instruments to check ambiguity, confusion and poorly prepared items. Data analysis was done quantitatively. The data were represented in tables, bar graphs and pie charts. The study found that although the headteachers had been KESI trained, they were still facing numerous challenges as they executed their responsibilities. The study recommends among others, that KESI training need to be all inclusive in dealing with the management skills of the headteachers. The policy makers need to make KESI training more effective by revising the content covered to make it more practical oriented to enable the headteachers to be more effective in school management. The researcher suggests a further and more diagnostic research to be carried out to establish the effectiveness of KESI training as an efficient senior management institution of school managers.
LIST OF ABBREVIATIONS AND ACRONYMS

BOG  Board of Governors.
DEO  District Education Officer
HoD  Heads of Departments
H/t  Headteacher
KCSE Kenya Certificate of Secondary Education
KESI Kenya Education Staff Institute
MoE  Ministry of Education
PTA  Parents Teachers Association
PS   Permanent Secretary
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Schools are established to provide conditions and services, which enable children to learn. For a school to accomplish this objective, proper administration must be established. Without good leadership in schools, the national educational aims and objectives can never be realized effectively (Okumbe, 1999).

According to Phillips (1999), the responsibility of leading schools is given to the headteachers. In the Ministry of Education (MoE) (2008) report in the Kenya Handbook for Teachers, it has been reported that the responsibilities of a headteachers are: Accounting officer for the school, overall organizer, coordinator and supervisor of school activities, responsible for maintenance of physical facilities, promotion of linkages between the school and the community and promotion of staff and students’ welfare.

They are also required to manage the conflicting and contending demands of various groups, sift and harmonize them so that there is proper coordination between activities of the various groups for the benefit of all in the school (Phillips, 1999). To accomplish this in-service training is important to keep them abreast with any changes in
their work, such as implementation of new education policies and curriculum.

In Britain, teacher in-service training has been in existence for long. This has been due to the need to update teachers and headteachers in new developments in educational theory and practice; to enable headteachers to obtain additional qualifications which will promote their individual headship responsibilities within the service; and in the case of newly appointed teachers, to give them the necessary support during induction into the profession after leaving universities and colleges (Ankrah-Dove, 1977).

In modern society, management of secondary schools has become complex because there are more issues in school management such as: school unrests or riots; drug abuse; devil worship; globalization and poor school - community relations (Kago, 2008). Since 1980 todate, the Ministry of Education in Kenya has been providing in-service and pre-service management training for heads of schools.

In 1988, the Government of Kenya formally established the Kenya Education Staff Institute (KESI) as a Human Resource Development centre for the Ministry of Education, Science and Technology through a legal notice 565 (Kamunge, 1988). It is managed by a Governing
Council of 21 members whose chairman is appointed by the Minister of Education.

According to MoE (2008), the target groups of KESI training include: serving officers in administrative and managerial positions within education and training sectors such as education officers, secondary school headteachers and their deputies, (HoDs), bursars, accounts clerks, guidance and counselling tutors; sponsors, members of Parents/teachers Association; Board of Governors and school committees for educational institutions and other support groups in education and training sector.

The report also adds that KESI is mandated to develop and disseminate knowledge, skills and attitudes to education managers through training. The types of courses offered by KESI are broadly categorized as: early childhood development (ECD) and primary education programmes; secondary and tertiary institutions programmes; youth sensitization and empowerment and open, distance, flexible learning programmes; ICT programmes and media services; research, evaluation and consultancy; emerging issues and human resource management. In addition, KESI also offers induction courses for: newly appointed headteachers of secondary schools; deputy headteachers for (two weeks each) and heads of departments (HoDs) for (one week).
The Kenya Education Staff Institute’s main objectives are: to equip the headteacher with management skills in planning, organizing, controlling, coordinating and commanding and to develop and disseminate knowledge and attitudes to education managers. This enhances the headteacher’s leadership so as to guide, direct and control all activities of the school towards the realization of the goals of the school (Koech, 1999).

KESI induction courses help headteachers to be acquainted with knowledge and attitudes to handle challenging tasks they undergo on daily basis (Koech, 1999). He adds that the KESI curriculum content is: the practical day to day school organization; finances and stores; managerial aspects of school administration; guidance and counselling; book keeping and curriculum supervision and implementation. Whereas KESI curriculum has proved suitable to meet the training objectives, the headteachers still face various leadership challenges.

1.2 Statement of the Problem
The Government of Kenya (GoK) legal notice 565 of 1988 had mandated KESI to develop and disseminate knowledge, skills and attitudes to education managers such as secondary school headteachers through induction managerial training courses. KESI induction courses were expected to help the trainees to be acquainted with knowledge and attitudes to handle challenging tasks they undergo on daily basis.
(Kamunge, 1988). Whereas KESI curriculum content has proved suitable to meet the induction courses objectives; the headteachers in Kitui District still seem to face a number of challenges in executing their responsibilities even after attending the KESI induction courses. The recent cheating in the national examinations in the district, for example, the 2007 KCSE cases of cheating which included schools such as St.Charles Lwanga, Mutito girls, Mbitini Girls, Kitui Boys Secondary School etc indicated that there was a great school management challenge. The problem of drug abuse among students including boys and girls still remained a challenge to the headteachers.

The recent increase of student unrests among secondary schools in the district is another school managerial challenge on the headteachers. During the second term of the year 2008 alone, the following schools in the district were faced with student strikes: St. Angelas Girls; Kitui Boys Secondary School; Kauma Secondary; Yumbisyse Secondary; Katheka Boys; St.John’s Kwa Mulungu; Kalimani Secondary School; Mutonguni Secondary; Mutini Secondary; Tiva Secondary and Mutulu Secondary School, among others (DEOs School Unrests Report Kitui district October, 2008).

The poor performance in the national examinations was also another headteachers challenge. In 2008 KCSE examination results only 1,310 out of 4153 scored grade C+ and above in the district. This is far below
the minimum requirement for university entry. Only 233 out of 4153 had an automatic guarantee of university entry because, they scored B+ and above. This showed that the transition rate from secondary to university is currently at 5.6% in the district.

Table 1.1 2008 KCSE Results Analysis Kitui district

<table>
<thead>
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<th>Total</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
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<td>643</td>
<td>588</td>
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</table>

Source: DEOs Kitui District (2009) 2008 KCSE Results Analysis

Therefore, as illustrated above most secondary schools in Kitui district seemed to experience managerial challenges despite being staffed by 40 trained KESI headteachers. Despite the KESI trained headteachers experiencing the aforementioned school management challenges little effort seemed to have been expended in establishing the effectiveness of KESI on headteachers' induction training courses. That is why the researcher wished to evaluate the effectiveness of KESI retooling courses on headteachers' school management challenges in secondary schools in Kitui District.

1.3 Purpose of the Study

The purpose of the study was to evaluate the effectiveness of KESI trained headteachers in executing their responsibilities in secondary school management in Kitui District, Eastern Province of Kenya, with
an aim of establishing the effect of KESI induction training courses on headteachers' school management.

1.4 Objectives of the Study

The study was guided by the following objectives to:

1. Find out the headteachers' application of knowledge after KESI induction training course on school management.

2. Determine headteachers' views about KESI induction training course.

3. Find out the headteachers' understanding of KESI objectives.

4. Determine the management challenges faced by headteachers even after KESI induction training course on secondary school management.

5. Find out the teachers' views on headteachers style of school management after attending KESI induction training course.

1.5 Research Questions

The proposed study was guided by the following research questions:

1. To what extent were the headteachers applying the administrative skills learned after training with KESI?

2. What school management challenges did headteachers face after attending KESI induction training course?

3. What were the teachers' views on headteachers style of school management after attending KESI induction training course?
4. What were the headteachers’ views about KESI induction training course?

5. What was the headteachers’ understanding of KESI training objectives?

1.6 Significance of the Study

The findings of this study may be important in several ways. The study sought to evaluate the effectiveness of KESI induction training course on headteachers’ secondary school management. The Ministry of Education may use the findings to ascertain the influence of in-service courses to serving teachers and help them recommend for any remedial induction courses or further training. The study may be useful to headteachers who have not trained with KESI, after understanding the effect of KESI induction training course on school management, they may choose to undergo the course. It may form a base on which others can develop their studies to further evaluate the effectiveness of other in-service training courses.

1.7 Assumptions of the Study

In this study, the following assumptions were made:

1. Headteachers need to attend in-service training in order to improve on their school administrative skills.

2. KESI trained headteachers face certain school managerial challenges.
3. Each headteacher in Kitui District has information about the KESI induction training course.

1.8 Limitations and Scope of the Study

1.8.1 Limitations of the Study

The study was limited to Kitui District. For more conclusive results every district in the country would have been reached, but this was impossible due to financial constraints. This however, did not make the study less important. The expanse of the district with scattered secondary schools and transport from one secondary school to another posed a challenge. This study evaluated the effectiveness of KESI training on headteachers' school management, on the basis of enlisted objectives of the study.

1.8.2 Scope of the Study

The study was confined to headteachers and teachers of public secondary schools in Kitui District. The headteachers had attended KESI training and were in charge of their schools. The teachers understood the school management styles and therefore they could give their views on headteachers' management style after KESI induction training course. The study used the following objectives: to find out the headteachers' application of knowledge after KESI induction training course on school management; to determine headteachers' views about KESI induction training course; to find out the headteachers'
understanding of KESI objectives; to determine the management challenges faced by headteachers' even after KESI induction training course on secondary school management and to find out the teachers' views on headteachers' style of school management after attending KESI induction training course.

1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

The study was based on Training for Effectiveness Theory developed by Carnevale and Gainer (1990). The theory states that training is designed to improve a person's skill to do the current job. Whether it occurs at the work place or at a special training facility, training should be supervised by experts in the educational process.

According to the theory, to be effective, a training programme must accomplish a number of goals. First, it must be based on organizational and individual needs. Second, the training objectives should spell out which problems will be solved. Finally, training must be evaluated to determine whether the training program is working.

This theory was considered applicable to the study because it advises that practising managers like headteachers must undergo training to improve on their work skills. It also emphasizes on the evaluation of the training programme in order to find out whether what people learn
is applied effectively in the working situation. Given the leadership problems of secondary schools in Kitui, this study was prompted by the scenario.

1.9.2 Conceptual Framework

The conceptual framework shows how effectiveness of KESI induction training course on headteachers (dependent variable) is measured against (independent variables): Headteachers application of knowledge after KESI induction training course; their views about KESI induction training course; their understanding of KESI objectives; management challenges faced by headteachers even after KESI induction training course and teachers’ views on headteachers’ style of school management after attending KESI induction training course.

Independent variables
- Application of knowledge after KESI training
- Headteachers' views about KESI training
- Headteachers understanding of KESI objectives
- Management challenges after training
- Teachers views' on H/t style of management after training

Intervening variables
- Headteachers background, personality and perception
- Headteachers attitude on KESI training
- Headteachers’ ability to apply learned skills

Dependent variable
- Effectiveness of KESI induction training course on headteachers’ ability to manage challenges in their responsibilities

Source: Researcher, 2009

Figure 1.1 correlates of effectiveness of KESI induction training course on headteachers’ ability to manage challenges in their responsibilities after training.
1.10 Definition of Terms

**Administration:** This is a formalized system intended to control, supervise, plan and make decisions about the various activities of a school on basis of established authority

**Effectiveness:** Ability to organize activities to be done efficiently and effectively

**Financial management:** This involves looking at financial aspects of the school like where school money comes from and how it is spent.

**Headteacher:** A Teacher appointed by teachers’ service commission to head a secondary school.

**In – Service training:** A course of study undertaken to get new skills while one is on the job.

**Leader:** A person who has the ability and personality to influence the action of others as to ensure that their actions subscribe to the requirement of the school.

**Management:** This is the process of getting things done using people in a school to enhance teaching and learning.

**Manager:** A person who controls the activities of people in an organization in the way specified.

**Pre – service:** Course of study undertaken by an individual to acquire skills before the start of job.

**Refresher course:** An in-service course intended to remind the trainees
on content they had already covered in college.

**Training**: This refers to the process of learning additional skills to supplement professional qualifications.

**Informed Parents**: are those parents who are aware of children's rights.

**Induction Course**: partial refresher course covering all school management areas.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this section a review of literature pertinent to the study was made. The main focus was on the effectiveness of KESI trained headteachers on management of public secondary schools.

2.2 Headteachers' Application of Knowledge after KESI Training

The task of a group or individuals refers to what is to be done on a specific job assigned to an employee (Donnelly et al, 1992). According to them, leaders must be able to assess correctly the tasks their followers were performing. In an unstructured task situation, directive or autocratic leadership may be very inappropriate; the employees need guideline, freedom to act and the necessary resources to accomplish the task. A leader must have had some technical knowledge of the job for example financial, clerical and stores and its requirements so as to properly diagnose the task of the followers so that proper leadership style choices are made.

Okumbe (2001) listed the administrative tasks that headteachers as managers had to do for a school to achieve its objectives. Such included:-Curriculum and instruction, finance and business management, maintenance of students' personnel, Physical and material
resources, organizing staff personnel and maintaining good school-community relations.

This study sought to establish the effectiveness of KESI training in preparing headteachers for their central leadership role in the management and development of education in schools.

Curriculum refers to “all subjects taught and all activities provided at any school and might include the time devoted to each subject and activity”. (Bishop G. 1985). Though the headteacher cannot be a technical consultant in each subject area taught in a school, he or she can be a change agent by bringing proposals to the attention of the staff to plan and experiment with innovations. Headteachers in secondary schools have the responsibility to ensure that the correct syllabuses, suitable schemes of work and other records were maintained. This study sought to establish the influence of KESI training on headteachers’ effectiveness in curriculum implementation.

Onyango (2001), in his study “Competences needed by secondary school head teachers and implication for pre-service and in-service education” observes that headteachers had low levels of proficiency in competencies concerning the general school management of curriculum and instruction among others. According to Knight (1993), financial management in educational organization was concerned with:-
Understanding the sources of revenue for the school, preparing the school budget, monitoring the expenditure in light of the approved budget and personal emoluments for support staff. According to the researcher headteachers needed to acquaint themselves with the principles governing sound management of funds. Though the objectives of KESI were good, a follow up was necessary to establish if headteachers practiced the skills they acquired in the KESI training. The study sought to evaluate the effectiveness of KESI training in equipping headteachers with financial management skills.

Okumbe, (2001) argues that headteachers as school managers should maintain and repair school facilities, enhance cleanliness in classrooms, dormitories, halls, Provide maintenance and repair material, Determine material resources and use of space equipment.

A major part of the success of a good school management was how well the resources were utilized, managed, and maintained. The appearance of physical facilities and the school compound was a very important source of inspiration and motivation for members of the school community and other stakeholders. Good management as Farrant (1980) observes required that the resources were used in the most efficient way possible and that a high quality of products was maintained. In a school, the headteacher had to exercise efficient management of resources at his/her disposal. The headteacher should be able to
identify the resources available outside the school, plan to acquire them and eventually stimulate the students, teachers and non-teaching staff to utilize those resources effectively and efficiently.

The principle aim of every school management should be to make use of the available resources such as teachers, buildings and equipment to achieve pre-determined educational aims relating to the students, the community served by the school and the national system of education. The study aimed at establishing the effectiveness of KESI training on headteachers management of school resources.

When dealing with the staff, the headteacher must set an example of courtesy and trust towards other people, avoid showing favours to particular teachers, treat confidential matters about other teachers with care, and provide teamwork opportunities among members of staff (Olembo, 1992). This study sought to establish the influence of further training on Headteacher's management of staff.

Students are the key stakeholders within every school. Managing them effectively was vital in the overall management of the school. Managing students involved elaborate Programmes of students accounting, reporting student's progress, maintaining student's records, guidance and counseling, maintaining student's discipline and supervising student's activities and services like sports and drama. This
study sought to establish the influence of further training on headteacher’s management of students.

School management involves relationship and communication with the community, since the school is a community within the larger community. Management of school community relations involves working closely with the BoG and PTA as representatives of community; marketing the school, and explaining the educational programmes to the community. Mbiti, (1974) observes that a headteacher has to be able to make members of the community interested in what their children were doing in school. This study sought to establish the influence of further training on Headteacher’s ability to make good school-community relations.

2.3 Headteachers Views about KESI Induction Training Course

In 1988, the government of Kenya formally established the Kenya Education Staff Institute (KESI) as a Human Resource Development centre for the then Ministry of Education, Science and Technology through a legal notice 565 (Kamunge, 1988). It is currently managed by a Governing Council of 21 members whose chairman is appointed by the Minister for Education (MoE, 2008).

According to the (Koech, 1999) the target groups of KESI training includes: serving officers in administrative and managerial positions
within education and training sectors such as education officers, secondary school headteachers and their deputies, (HoDs), bursars, accounts clerks, guidance and counseling tutors; sponsors, members of Parents/teachers Association; Board of Governors and school committees for education institutions and other support groups in education and training sector.

According to MoE (2008) KESI is mandated to develop and disseminate knowledge, skills and attitudes to education managers through training. The types of courses offered by KESI are broadly categorized as: ECD and Primary education; Secondary and tertiary institutions; Youth sensitization and empowerment and Open, Distance, Flexible learning Programmes; ICT Programmes and Media services; research, evaluation and consultancy; emerging issues and Human Resource Management.

In addition KESI also offers induction courses for: newly appointed headteachers of secondary schools; deputy headteachers for (two weeks each) and heads of departments (HODs) for (one week). The KESI induction courses help headteachers to be aquinted with knowledge and attitudes to handle challenging tasks they undergo on daily basis. The KESI curriculum content such as: the practical day to day school organization; finances and stores; managerial aspects of school administration; guidance and counseling; book keeping and financial control are covered in the KESI induction courses. The headteachers
have continued to attend the KESI induction courses over the years. This shows that their view on the KESI training is that it can improve their ability to execute their responsibilities.

2.4 Headteachers Understanding of KESI Objectives

According to (MoE) (2008) KESI is mandated to develop and disseminate knowledge, skills and attitudes to education managers through training. In addition to other courses offered to various education personnel in the Ministry of Education, KESI also offers induction courses for: newly appointed headteachers of secondary schools; deputy headteachers for (two weeks each) and heads of departments (HoDs) for (one week).

The Kenya Education Staff Institutes’ objectives are: to equip the headteacher with management skills in planning, organizing, controlling, coordinating and commanding and to develop and disseminate knowledge and attitudes to education managers. Since this will make the headteacher an effective leader, able to guide, direct and control all activities of the school towards the realization of the goals of the school (Koech, 1999).

KESI induction courses help headteachers to be acquainted with knowledge and attitudes to handle challenging tasks they undergo on daily basis (MoE, 2008). In modern society, management of secondary
schools has become complex because there are more issues in school management such as: school unrests or riots; drug abuse; devil worship; globalization and poor school - community relations (Kago, 2008). The main objective of KESI induction training course is to enable headteachers to be able to deal with the current school management challenges with renewed skills in line with the Child rights policy and the new democratic space given to each individual in the society (MoE, 2008).

2.5 Headteachers' School Management Challenges

In modern society, management of secondary schools has become complex because there are more issues in school management such as: school unrests or riots; drug abuse; devil worship; globalization and poor school - community relations (Kago, 2008). Since 1980 to date, the Ministry of Education in Kenya had been providing in-service and pre-service management training for heads of schools to help them deal with management challenges through KESI induction training courses. Whereas KESI curriculum has proved suitable to meet the training objectives, the headteachers' still face various leadership challenges (DEOs office report Kitui, 2008). The then recent cheating of national examination in the district, for example the 2007 KCSE cases of cheating which included schools such as St.Charles Lwanga, Mutito girls, Kitui School etc indicated that there was a headship challenge in
the district. Drug abuse among students including both boys and girls needed to be counteracted by improved management skills in the schools.

The increase in student unrests in schools in the district was also a leadership challenge for example during the second term of the year 2008 alone, the following schools in the district were faced with student unrests: St. Angelas; Kitui school; Kauma secondary; Yumbisye secondary; Katheka boys; Yumbisye secondary; St. John's Kwa Mulungu; Kalimani secondary school; Mutonguni secondary; Mutini secondary; Tiva secondary and Mutulu secondary school among others (DEOs school unrests report Kitui, 2008).

The poor performance in national examinations and internal school examinations was also a management challenge. In 2008 KCSE examination in the district only 1,310 out of 4153 scored grade C+ and above in the district which is the minimum requirement for university entry which is only 31.5% compared to 68.5% performing below the university minimum entry grade (DEOs Kitui district, 2009) 2008 KCSE Results Analysis.

However, the report shows that only 233 out of 4153 had an automatic guarantee of university entry because, they scored B+ and above which only 5.6 % of the total students who did the examination is. This
showed that the transition rate from secondary to university was currently at 5.6% in the district.

McGregor (1985) indicated how headteachers' attitude towards staff and students played a role in leadership. Leaders who had negative attitude towards employees missed the opportunity to achieve optimal, managerial judgment of the staff that was extremely important. This study sought to unearth whether training was to create an intrinsic attitude towards employees among headteachers so as to enhance their leadership qualities and school performance.

He said that the attitude headteachers had about the nature of people greatly influenced their behaviours. Headteachers that viewed subordinates as being lazy, uncooperative, and possessing poor work habits treated them accordingly. Likewise, managers who saw their employees as hardworking, cooperative and possessing positive work habits treated them in that manner. McGregor referred to this attitude behaviour link as the self-fulfilling prophecy.

2.6 Teachers' Views on Headteachers' School Management Styles

The leader's background and experience affects the choice of leadership style. A person who has had success in being relationship oriented probably continue to be relationship oriented (Donnelly et al, 1992). This study sought to find out the influence of further training on
headteachers' school management. They argues that in any situation individuals chose that part of their own past experiences that related to their current experiences and was helpful in forming conclusions and adjustments. However, this did not work in managing an institution due to difference in situations and the followers.

According to (Fiedler, 1987) most of the researchers believed that a leadership style could be altered where a leader perceives that his or her preferred style was not effective. He asserted that some individuals were so rigid in their preferences and personality make up that alteration was extremely difficult. The researcher aimed at analyzing the influence of KESI training in altering the headteachers personality, experience and preferences to make his/her school management style better.

Hersey and Blanchard (1988) stressed the notion of follower’s maturity coupled with the leader’s rich background and experience for effective management of an institution. This study sought to evaluate the Headteacher’s background, experience and personality and how these characteristics could be shaped by further training (KESI) in order to make educational management effective. Fiedler (1987) contingency theory did not recognize training as making a leader more effective. However, this study sought to establish the influence of training on making a leader more effective.
Olembo (1992) observes that the role of secondary school headteachers had been made difficult by several factors like: - Increase in students' population making administration challenging, the teaching staff had been specialized and it required highly specialized headteacher to supervise them, the national individual citizen expectations from the education system were greater and more complicated; for example, education system should promote individual development and self-fulfillment. It required a highly qualified headteacher to implement the curriculum that was in line with national objectives including education that should provide the learner with an opportunity to develop ability for inquiry, critical thinking and rational judgment.

KESI was playing a unique role in training the headteachers to enable them be good school managers. In the researchers' opinion secondary schools needed headteachers with continuous training to enable them to achieve their goals and objectives.

2.7 Need for Training Headteachers

Secondary schools must embrace good management to be productive and surpass their positions in institutional rankings. Headteachers seemed to be inadequately prepared in colleges and universities to handle each situation as it arose in school management. In-service
education was necessary to enable headteachers to keep abreast of new developments (Magoha, 2004).

2.8 Summary

According to the reviewed literature no one had done a study on the effectiveness of KESI trained headteachers' on management of secondary schools in Kitui District. There existed a gap of research knowledge concerning the performance of headteachers who had undergone KESI training.

This study sought to find out the influence of retooling course on headteachers' school management. The reviewed literature had found out that in any situation individuals chose that part of their own past experiences that related to their current experiences and was helpful in forming conclusions and adjustments.

A headteacher must have had some technical knowledge of the job for example accounting, clerical and stores and its requirements so as to properly diagnose the task of the teachers so that he makes proper leadership style.

Although majority of headteachers in Kitui District had attended KESI retooling course, there were numerous secondary school managerial problems that continued to be experienced. There was need to find out why the KESI trained headteachers continued to face school managerial
challenges. This study sought to establish the effectiveness of KESI trained headteachers in executing their responsibilities in school management.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents: research design, study locale, target population, sampling procedures and sample size, research instruments, pilot study, data collection procedure, data analysis and presentation.

3.2 Research Design

This study used a descriptive survey design. In a survey, the researcher attempts to collect data from members of a population in order to determine the status of that population with respect to one or more variables (Gay, 1992). To find out whether KESI training influenced headteachers' effective management of secondary schools, the researcher used headteachers and teachers in Kitui District. The dependent variable effectiveness of KESI training was evaluated against the independent variables: Headteachers' application of knowledge after KESI retooling course; their views about KESI induction training course; their understanding of KESI objectives; management challenges faced by headteachers even after KESI induction training course and teachers' views on headteachers' style of school management after attending KESI induction training course.
3.3 Location of the Study

The study was carried out in Kitui District in Eastern Province of Kenya. Kitui is one of the 26 districts in Eastern Province. It borders Makueni and Machakos District to the West and North West, Mwingi District to the North East, Tana River to the East and Mutomo to the South. It is located between latitudes 37°45' and 39°0' east of Greenwich meridian. It covers an area of approximately 7376.2 km².

Kitui district lies between 400 metres and 180 metres above sea level and generally slopes from west to east. Central Kitui has slightly low elevation of between 600 and 700 metres above sea level and is transversed by hilly ridges separated by wide low lying area. The eastern part is almost plain with shallow widely spread valleys and some hills. The highest areas in Kitui district are Kitui central and Yatta plateau. They are at high attitude and receive reliable rainfall compared to other parts. (Source: District Weather forecast office Kitui 2008-2009). Impressive scenery is found to west (Mutonguni hills), east (Mutito ranges) Central (Nzambani rock) south (Kamulambani reserve) and there are impressive valleys and river banks.

The district is classified as a semi arid region as most of the times of the year, the weather is hot and dry. Long rains are received in November-December. Short rains are received in April-May. The vegetation which grows well in Kitui is sisal plants and mango trees.
The crops grown include maize, beans, peas and sorghum. Baobab also grows well in Kitui.

The district was easily accessible to the researcher. Being a school-based student the researcher was familiar with most teachers in the schools; hence, data collection was not hindered by any hostility due to suspicion.

3.4 Target Population

The target population was 41 KESI trained headteachers in the District and 256 teachers according to DEOs records Kitui District, 2008. The study targeted headteachers and teachers in secondary schools in Kitui District because the headteachers were KESI trained and were directly in charge of the administration of their schools and could give their opinion on KESI objectives and training, hence they were at the centre of interest in the study. The teachers could correctly give their opinion on the headteachers management styles in relation to KESI training objectives. This could assist in evaluating the effectiveness of KESI trained headteachers on the management of secondary schools. The total target population was 297.

3.5 Sampling Procedures and Sample Size

The sample included 40 headteachers in the district who had trained with KESI. Since the population of KESI trained headteachers was
small, all of them were included in the sample so as to collect data which are more representative of the rest of the KESI trained headteachers in the country. In each school one teacher was randomly selected using simple random sampling involving balloting, where papers were written (No) with only one written (Yes). The teacher who picked the (Yes) piece of paper was included in the sample. This helped the researcher to select 40 teachers to be included in the sample. Therefore, a sample of 80 was selected and it was representative since it was 27% of the population. This fitted within the (Mugenda & Mugenda, 1999) representative sample of above 10% of the population.

3.6 Research Instruments

Data collection was carried out by use of questionnaires. All the respondents were teachers and headteachers. They were able to understand the questionnaires and fill them accurately.

3.6.1 The Questionnaires

The headteachers and teachers questionnaires had closed and open-ended questions to solicit information on the effectiveness of KESI training on headteachers school management. The open-ended questions gave respondents freedom to respond. The closed-ended types of questions facilitated consistency of data elicitation from respondents. The headteachers’ questionnaire was divided into three sections; section A. (biodata), section B. (KESI training) and section C.
(Administrative task areas). The details of this questionnaire are contained in appendix 2.

The teachers' questionnaire was divided into two sections; section 1. (teachers' bio-data) section 2. (Headteachers management style). The details of this questionnaire are contained in appendix 3.

3.7 Piloting

The research instruments were piloted in one of the public secondary schools in the District. The pilot school was Mutonguni secondary school in Kitui District and it was not included in the actual study. Piloting was done to determine the reliability and validity of the instruments to check ambiguity, confusion and poorly prepared items.

Five teachers of the pilot school were randomly selected for piloting the instruments. The same research instruments were administered to the same subjects after two weeks. The responses were scored using an electronic calculator. A comparison between answers obtained twice was made to check how close the responses were so as to ascertain the consistency in the answers given in the two periods.

A Pearson's product moment formula for test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses from the administered questionnaires. A correlation
coefficient of about 0.75 was considered enough to judge the reliability of instruments. The researcher then corrected any anomaly in the items noticed in the two questionnaires.

3.8 Data Collection Procedure

The researcher obtained a permit from the Permanent Secretary in the Ministry of Education. He visited the study schools to establish rapport with headteachers and teachers two weeks prior to the actual data collection date. During these visits the researcher had made prior arrangements with the heads of the selected schools so that the instruments were administered and filled as he waited for them. The adjusted questionnaires were personally administered to headteachers and teachers in the selected schools in the district by the researcher. The completed questionnaires were handed over to the researcher by the respondents in each of the 40 selected schools he visited.

3.9 Data Analysis Plan

The collected data were analyzed quantitatively according to the research instruments. They were manually tallied and subjected to a scientific calculator to get results. The results were then presented in frequency distribution tables, percentages, bar graphs and pie charts.
CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction
This chapter presents data analysis results and discussions. The purpose of this study was to evaluate the effectiveness of KESI trained headteachers on the management of public secondary schools in Kitui District. The chapter starts with the description of the headteachers biodata. The rest of the content of this chapter is organized around the objectives of the study:

1. To find out the headteachers' application of knowledge after KESI induction training course on school management.
2. To determine headteachers' views about KESI induction training course.
3. To find out the headteachers' understanding of KESI objectives.
4. To determine the management challenges faced by headteachers even after KESI induction training course on secondary school management.
5. To find out the teachers' views on headteachers style of school management after attending KESI induction training course.

4.2 Biodata of the Respondents
Majority of the headteachers (57.5%) were aged between 40-49, 25% were aged between 30-39 and 17.5% were aged between 50-59 years.
The distribution of headteachers age is illustrated on figure 4.1 below.

**Figure 4.1: Headteachers by Age**

![Headteachers Age](image)

Most of the headteachers represented by (60%) were male and 40% were female as shown on the table 4.1 below.

**Table 4.1: Headteachers’ by Sex**

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the headteachers were married represented by (80%) and 20% were single as indicated on the figure 4.2 below.

**Figure 4.2: Headteachers’ Marital Status**

![Headteachers Marital Status](image)
Many of the headteachers had a Bachelors degree in education represented by (75%) and 25% had a Master’s degree in education as shown on table 4.2 below.

Table 4.2 below shows headteachers academic qualifications.

Table 4.2: Headteachers Academic Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B.ED</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>BA/BSC.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MED</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

There were no diploma as well as Bachelor of Arts and Bachelor of Science graduates working as headteachers in the district.

Most of the headteachers had served between 0-5 and 11-15 years represented by (32.5%) respectively, 25% had served for between 6-10 years and 10% had served for 16-20 years. No headteacher had served for over twenty years. This is illustrated in the figure 4.3 below.

Figure 4.3 Headteachers’ Experience
4.3 Headteachers' Application of Knowledge after KESI Training

Majority of the headteachers represented by (50%) had attended the KESI retooling course (retraining in all areas of school management). 30% had attended school personnel administration course and 10% attended financial management course and all the three courses above respectively as illustrated in the figure 4.4 below.

Figure 4.4: KESI Course Attended by Headteahers

According to the findings in figure 4.4 above, KESI retraining had not been very effective in achieving the objective of training the headteachers in detail, for an all round management job. No headteacher had been trained in some of the areas such as: The practical day to day school organization and guidance and counselling in schools.
4.4 Headteachers’ Views about KESI Retooling Course

When the headteachers were asked about the relevance of the KESI courses they had attended majority (60%) said they were relevant and 40% said they were very relevant. No headteacher said that the courses were irrelevant. Table 4.3 below illustrates this.

Table 4.3 Relevance of KESI Courses Attended

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Relevant</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Relevant</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Irrelevant</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

4.5 Headteachers’ Understanding of KESI Training Objectives

The KESI objectives include: to equip the headteacher with management skills in planning, organizing, controlling, coordinating and commanding school activities and to develop and disseminate knowledge and attitudes to education managers. The headteachers were expected to work with their Management Guidelines and Code of Conduct to minimize conflicts with local political leaders in their communities after KESI training. This was not the case in many of the schools in the district.

Majority of the headteachers represented by (80%) said that some of the KESI objectives were not fully being achieved in training the headteachers as illustrated in figure 4.5 below.
When the headteachers were asked to rate the extent to which the KESI objectives were being achieved, many of them represented by (45%) and 42.5% said that it was low and very low respectively, 5% said they were undecided and the objectives were much achieved. Only 2.5% admitted that, the KESI training objectives were very much getting achieved as illustrated in figure 4.6 below.

The fact that most of the headteachers were still getting unresolved school management challenges even after attending KESI induction
training course led to majority of them rating the KESI achievement of its objectives as low and very low respectively.

4.6 Headteachers’ Management Challenges after KESI Training

When asked to state some of the school managerial challenges they faced the headteachers cited problems in financial management, indiscipline among students, unsupportive staff, balance of school and family affairs. Others include: local politics, poor school-community relations, inadequate teachers and tribalism as shown on figure 4.7 below.

**Figure 4.7: Challenges of Headteachers on School Management**

Key: SA-Strongly Agree, A-Agree, UND-Undecided, DISA-Disagree, SDA-Strongly Disagree.
Majority of the headteachers either strongly agreed or agreed to the fact that they had school management challenges in areas of finance, family commitments, local politics, community relations, teachers and staff discipline. This was an indication that although they had attended KESI training most of their managerial problems had not yet been solved.

Majority of the headteachers cited various administrative task areas which were giving them problems. These were views of the only (40) KESI trained headteachers as shown in table 4.4 below.

Table 4.4: Problems in Administrative Task Areas

<table>
<thead>
<tr>
<th>Problem in the Task Area</th>
<th>KESI Trained Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>32</td>
</tr>
<tr>
<td>Finance</td>
<td>4</td>
</tr>
<tr>
<td>Students</td>
<td>12</td>
</tr>
<tr>
<td>Physical facilities</td>
<td>28</td>
</tr>
<tr>
<td>School community relations</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

Table 4.4 is constructed out of a Multiple Response Question

Though KESI trained (80%) and 70% of the headteachers had serious problems in managing finance and physical facilities such as maintaining classrooms, laboratories and latrines respectively, 30% had
problems in managing staff and community relations while only 10% had problems in students welfare in school.

### 4.6.1 Financial Management

Although headteachers had trained with KESI they experienced problems in school budgeting (77.5%), book keeping (82.5%), balancing Vote heads (80%) and procurements and tendering procedures (62.5%). The headteachers challenges are as indicated in table 4.5 below.

**Table 4.5: Headteachers Challenges in Financial Management**

<table>
<thead>
<tr>
<th>Challenges in Financial management</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>book keeping</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>school budgeting</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>balancing Vote heads</td>
<td>32</td>
<td>80</td>
</tr>
<tr>
<td>procurements and tendering procedures</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>121</strong></td>
<td><strong>302.5</strong></td>
</tr>
</tbody>
</table>

Table 4.5 is constructed out of a *Multiple Response Question*

Many of the headteachers (95%) did not involve teachers in drawing up the school budgets, 5% sometimes involved teachers in drawing up the school budgets and no headteacher had always involved teachers in drawing up the budget as shown in figure 4.8 below.
4.6.2 Curriculum and Instruction Management

Majority of the headteachers (62.5%) had problems in dealing with uncommitted staff in curriculum and instruction, 20% had problems in translating the curriculum, 12.5% had problems in getting appropriate instruction materials and 5% had problems with time table. This is shown in figure 4.9 below.

Since headteachers had problems in dealing with uncommitted staff and translation of curriculum, then they were not effectively trained by KESI to handle this task area.
4.6.3 Headteachers' Problems in Students' welfare

Majority of the headteachers (85%) had problems in dealing with students discipline, 7.5% had problems because of interference by parents, 5% had problems with uncommitted staff members and 2.5% had problems in handling conflicts among students. This showed that there were a lot of problems in dealing with students' indiscipline. The literature review had given evidence of students' strikes in Kitui district even though majority of the Headteachers had trained with KESI. There were no great problems with parental influence, limited staff support and inter student conflicts. Headteachers problems with students are shown on the table 4.6 below.

Table 4.6: Problems Faced by Headteachers in Managing Students

<table>
<thead>
<tr>
<th>Problems</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed parents</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Conflicts among students</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Students indiscipline</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Limited staff support</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The inadequacy noticed among headteachers in dealing with students was an indication that the headteachers were not well-prepared by KESI to handle students.
Asked to say how effective their guidance and counselling was in schools many of the headteachers (60%) said it was not effective as shown in table 4.7 below. The fact that guidance and counselling among students was not effective in schools showed that there was very little the headteachers had gained from the KESI training in terms of student personnel management.

**Table 4.7: Effectiveness of Guidance and Counselling in Schools**

<table>
<thead>
<tr>
<th>Effectiveness of Guidance and Counselling</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td>Not effective</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Never exists</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

At a time when the Ministry of Education was emphasizing on guidance and counselling in schools and not corporal punishment then the KESI training was not very effective in enhancing leadership skills among the headteachers in Kitui District.

The headteachers complained that they had no qualified personnel to handle guidance and counselling, students were not turning up for the guidance sessions and students were not opening up.

**4.6.4 Staff Personnel Management**

Majority of the headteachers 75% said that the staff was unmotivated due to (low wages and poor conflict resolution among them). This
meant that there was lack of proper staff management which had led to staff demotivation.

**Figure 4.10: Problems in Managing Staff Personnel**

![Diagram showing problems in managing staff personnel]

This was an element of inadequacy in the headteachers' staff management hence the KESI training seemed not very effective in transforming the style of leadership of the trainees to enhance their staff management.

**4.6.5 Management of Physical Facilities**

The headteachers had cited challenges with managing physical facilities by (70%). Majority of the headteachers (82.5%) cited problems such as inadequate finance for maintenance and 17.5% said there was high cost of electricity.
4.6.6 School-Community Relations Management

Many of the headteachers had problems with the community due to local politics, (90%), only 25% had problems with school suppliers and 20% had problems with the community bringing students with low marks to school. The training ineffective to headteachers in handling school-community related issues. Headteachers problems with community are as in figure 4.12 below.

Figure 4.12 Problems with Community around the School
The fact that KESI training had not been effective in enhancing headteachers school-community relations management was evidence that the training was not making the headteachers effective in dealing with problems related to school-community relations.

4.7 Teachers' Views on Headteachers Style of School Management

Many of the teachers about 75% said the headteachers used democratic styles in the management of their schools. This was to indicate that KESI training had helped change the leadership styles of the headteachers to more effective leadership styles, although this was not manifested in the way they were handling their support staff and teachers especially in matters concerning financial management. Headteachers' leadership styles are as shown on table 4.8 below.

Table 4.8: Headteachers' Leadership Styles by Teachers

<table>
<thead>
<tr>
<th>Leadership Styles</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>Autocratic</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Laissez Faire</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All the above</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Most of the headteachers never involved teachers in drawing the budget represented by 60%. This was an indication that even though KESI
training was expected to improve the headteachers leadership all of them had not yet started involving teachers in drawing up the budget. This is illustrated on the table 4.9 below.

**Table 4.9: Teachers Involvement in Drawing up the School Budget**

<table>
<thead>
<tr>
<th>Teacher Involvement</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Often</td>
<td>11</td>
<td>27.5</td>
</tr>
<tr>
<td>Always</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Involving teachers would have allowed for departmental budgetary proposals for the ensuing year to be incorporated in the central school budget. This makes it easier to gather the entire school needs and budget without leaving out some departmental needs. It also allows easier distribution of school supplies to various departments. In essence this is one of the practices of a democratic headteacher.

When asked whether students were engaged in strikes, 90% of the teachers said that students were involved in strikes quite often. About 10% said that students were rarely engaged in strikes. Some of the causes of the strikes enumerated were, demand for buses, demand for outings, food ratio too low, incitement by community, opening of letters by administration and teacher transfers as in table 4.10 below.
Table 4.10: Prevalence of Students Strikes

<table>
<thead>
<tr>
<th>Student Unrests</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>36</td>
<td>90</td>
</tr>
<tr>
<td>Termly</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Yearly</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Rarely (not very frequent)</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The high prevalence of strikes indicated that there were some weaknesses in the way the headteachers were managing schools.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, discussion of the findings, conclusions, recommendations and suggestions for further research. The purpose of this study was to evaluate the effectiveness of KESI trained headteachers on management of public secondary schools in Kitui District. The study adopted a descriptive survey design and data was collected by use of questionnaires.

5.2 Summary

Despite the efforts to improve secondary school management through KESI training of headteachers, secondary schools in Kitui District still seemed to experience managerial problems. The headteachers agreed that the KESI courses were relevant. No headteacher said that the courses were irrelevant.

Although most of the headteachers had attended the KESI training most of them had a lot of problems with the execution of their duties. Some of the school managerial challenges faced by the headteachers were problems in financial management, indiscipline among students and unsupportive staff personnel. This was an indication that the KESI training had very little input in enhancing their managerial skills.
Majority of the headteachers either strongly agreed or agreed to the fact that they had school management challenges in areas of finance, family commitments, local politics, community relations, teachers and non-teaching staff discipline. This was an indication that although they had attended KESI training most of their managerial problems had not yet been solved.

Although the KESI courses were relevant to the headteachers majority of them did not change their management styles. According to the findings from the teachers, KESI training had changed very little if any of the headteachers style of leadership. Most of the headteachers never or rarely involved teachers in drawing up the school budget. This was an indication that even though KESI training was expected to improve the headteachers style of leadership they had not yet started involving teachers in drawing up the school budget.

According to the findings KESI training had minimized the incidences of students unrests although towards the end of 2\textsuperscript{nd} term, 2008 a lot of students strike were witnessed in the district with over 50\% of the schools closing earlier than the actual closing date. This also meant that the KESI training was not effective in helping headteachers to effectively deal with students problems.
5.3 Conclusion

From the findings, it can be concluded that:- Most of the headteachers had attended the KESI training. Despite KESI courses being relevant to the headteachers, majority of them seemed not to have changed much after training. According to the findings from the teachers, KESI training had changed very little of the headteachers leadership style.

In a nut shell the KESI training was a step to the right direction of inservicing headteachers for better management of schools. However, for it to be more effective the content covered needed to be revised to be more practical oriented to enable the headteachers to be more effective and efficient.

5.4 Recommendations

Based on the findings, the study recommends that:-

1. KESI training was good but there was need for retooling the headteachers in various areas such as: Financial management, Guidance and counseling of students, involving staff in decision making, motivation of staff, encouraging team spirit, rewarding staff and holding meetings to educate the community about the need to support the school. This would help the headteachers to keep abreast with any changes in their work. KESI training needed to be all inclusive in dealing with the management skills of the headteachers.
2. The policy makers needed to make KESI more effective by reviewing the content covered. This would make it more practical oriented to enable the headteachers to be more effective and efficient in school management.

3. A comparative study between private and public secondary schools should be carried out. This will help to determine if there is any significant difference in management of schools.

4. The KESI graduate headteachers should be involved in identifying the priority areas of in-service. This may help in tapping the talents of the practising headteachers for instructions and organizing roles.

5.5 Further Research

This study can be replicated in other districts to give a general picture of the whole country. The researcher suggests a further and more diagnostic research to be carried out to establish the effectiveness of KESI training as an efficient senior management institution of school managers.
REFERENCES


Heinemann.


*and Reports in Education and Social Science*. Nairobi: Kerezja HP Enterprises.
APPENDIX 1

LETTER OF INTRODUCTION

Kenyatta University
Department of Educational Management, Policy and Curriculum Studies
P.O Box 43844
NAIROBI

To Whom It May Concern

Dear Sir/Madam

I am undertaking a master’s degree Programme at Kenyatta University. I look forward to carrying out a study on the Effectiveness of the Kenya Education Staff Institute’s trained headteachers on Management of Public Secondary Schools in Kitui District. This is to request you to spare some of your precious time to complete the attached questionnaire and return it to me as soon as conveniently possible. The information you will give is confidential and will only be used for the purpose of this study. Attached is a letter from the Ministry of Education granting me permission to carry out this study. Your cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully

Muli Elijah M.
APPENDIX 2

Headteachers' Questionnaire

This questionnaire is designed to gather information about effectiveness of KESI trained headteachers on secondary school management in Kitui District. The information you provide will be confidential and will only be used for the intended purpose. Your cooperation is very much appreciated.

Section A: Headteachers' Biodata

The numbers 1 – 4 represent codes in response from the respondents.

Please tick \( \sqrt{\} \) or fill in as appropriate.

1. Your age: 30 – 39 (1) 40-49 (2) 50-59 (3) over 60 (4)
2. Marital status: Single (1) Married (2) divorce (3) widow (4)
3. Sex: Male (1) Female (2)
4. What are your academic qualifications?
   Diploma (1) B.E.D (2) B.A/B.SC (3) M.ED (4)
   Others specify __________________________
5. How long have you been a headteacher?
   a. 0-5 ( )
   b. 6-10 ( )
   c. 11-15 ( )
   d. 16-20 ( )
   e. Over 20 years ( )
Section B: KESI Induction Training Course

1. Have you attended any KESI training?
   Yes ( ) No ( )

2. Please tick (✓) the course you attended
   (a) Induction course ( )
   (b) Financial management course ( )
   (c) School personnel management ( )
   (d) All the above ( )
   Others, specify ____________________________

3. How relevant did you find KESI training in relation to your management task in your school?
   a. Very relevant ( )
   b. Relevant ( )
   c. Irrelevant ( )

5. In your own opinion does KESI achieve its training objectives in training headteachers?
   a. Yes ( )
   b. No ( )

6. To what extent can you say KESI has achieved its objectives?
   a. Very much ( )
   b. Much ( )
   c. Undecided ( )
   d. Low ( )
7. Tick (√) the administrative areas which give you managerial challenge.

(a) Curriculum and instruction
(b) Finance
(c) Students personnel
(d) Staff personnel
(e) Physical facilities
(f) School – community relation

8. List some of the managerial challenges you encounter in your school management.

9. Please use the scale of 1 – 5 and tick (√) appropriately where:
1=strongly agree 2 = agree 3 = undecided 4 =disagree 5= strongly disagree

Despite KESI courses, the following have continued to pose challenge in secondary school management.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate finances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family commitments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Politics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor school community relation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff indiscipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tribalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C: Administrative Task Areas

Task area 1: Financial management.

1. Which areas do you experience difficulties in school budgeting?
   a. Book keeping
   b. school budgeting
   c. balancing vote heads
   d. procurements and tendering procedures

2. Do you involve teachers when drawing up school budget?
   a. Always
   b. Sometimes
   c. Never

Task area 2: Curriculum and instruction

1. Which of the following problems do you encounter in implementing the curriculum?
   (a) Curriculum objectives into instructional activities.
   (b) Selecting appropriate instruction materials
   (c) Building a time table
   (d) Uncommitted staff

Task area 3: Students

1. Which of the following problems, do you encounter when instilling Discipline in the school?
   (a) Informed parents
(b) Conflict with staff ( )
(b) Limited staff supports ( )
Other, specify ____________________________________________________________

2. How effective is guidance and counselling in your school?
   (a) Very effective ( )
   (b) Not effective ( )
   (c) Never exists in the school ( )

3. If not effective in question (2) above, give reasons.
   __________________________________________________________
   __________________________________________________________

Task area 4: Staff (Teachers and Non-Teaching Staff)

1. Which of the following problems do you encounter in relating with your teaching and non-teaching staff?
   a) Unmotivated staff ( )
   b) Absenteeism ( )
   c) Lack of team work ( )
   d) Division between teaching and non-teaching staff ( )

Others, specify __________________________________________________________

Task area 5: Physical Facilities

1. What physical facilities management challenge do you face?
   a. Inadequate finance
   b. High cost of electricity
Task area 6: School – Community Relation

1. Which area bring conflict between the school and the community

School supplies ( )

Local politics ( )

Admission of Students with low marks ( )

Others, specify ____________________________

Thank you for your cooperation

Elijah Muli

Kenyatta University
APPENDIX 3

Teachers' Questionnaire

This questionnaire is designed to gather information about the effectiveness of KESI trained headteachers on secondary school management in Kitui District. The information you provide will be confidential and will only be used for the purpose of this study.

Name of the school ________________________________

Section 1: Biodata for Teachers

Please tick (√) or fill appropriately

1. Designation D/H/T (1) HoD (2) Teachers (3) Other (4)

2. What are your academic qualifications?
   Diploma (1) B.Ed (2) B.A/B.SC (3) M.Ed (4)

Others specify ________________________________

Section 2: Headteachers Style of School Management

1. How often does the school principal involve you in drawing the school budget?
   (a) Never ( )
   (b) Rarely ( )
   (c) Sometimes ( )
   (d) Often ( )
   (e) Always ( )
2. How often do you experience unrests / riots in your school?

(a) Rarely (  )
(b) Termly (  )
(c) Yearly (  )
(d) Other specify (  )

3. List the causes of the unrest / riots in your school.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Thank you for your cooperation

Elijah Muli

Kenyatta University
APPENDIX 4

Time Frame and Budget

This section presents the period through which the study was conducted and the estimated cost for the entire study.

A: Time Frame

<table>
<thead>
<tr>
<th>Activities</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Writing</td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td>Report Writing</td>
<td></td>
</tr>
<tr>
<td>Typing Final Report</td>
<td></td>
</tr>
</tbody>
</table>

B: Budget

<table>
<thead>
<tr>
<th>Item breakdown</th>
<th>Cost in KShs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Stationery</td>
<td>5,000</td>
</tr>
<tr>
<td>2 Typing</td>
<td>7,200</td>
</tr>
<tr>
<td>3 Photocopying</td>
<td>4,000</td>
</tr>
<tr>
<td>4 Data collection and Analysis</td>
<td>13,000</td>
</tr>
<tr>
<td>5 Transport</td>
<td>4,000</td>
</tr>
<tr>
<td>6 Binding</td>
<td>2,500</td>
</tr>
<tr>
<td>7 Miscellaneous</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37,200</strong></td>
</tr>
</tbody>
</table>
THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. MULI ELIJAH MUNYASIA

of (Address) KENYATTA UNIVERSITY
P.O.BOX 43844 NAIROBI

has been permitted to conduct research in:

Location, KITUI
District, EASTERN
Province,
on the topic EFFECTIVENESS OF THE KENYA EDUCATION STAFF INSTITUTE TRAINING ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS: A CASE OF KITUI DISTRICT, KENYA

for a period ending 30TH NOVEMBER, 2008.

MULI ELIJAH

Kenya Education Staff Institute Training on Management of Public Secondary Schools: A Case of Kitui District, Kenya

Research Permit No. MOHEST 13/001/38C 5
Date of issue. 25.9.2008
Fee received. SHS. 500

Applicant's Signature
M.O. Ondieki

FOR: Permanent Secretary
Ministry of Science and Technology