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IMPLICATION OF INADEQUATE TRAINING IN THE  
MANAGEMENT OF SCHOOLS: A CASE OF SCHOOLS IN  
THIKA DISTRICT

BY

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*Implication of  
inadequate training*



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**DECLARATION**

This Research Project is my original work and has not been presented for a degree in any other University or any other award.

Signature.....

Date.....

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This Research Project has been submitted for examination with my approval as University supervisor and Chairman of the Department of Business Administration.

Signature.....

Date.....

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## **DEDICATION**

To my beloved parents, Mr. Nathan Warui who planted the idea of taking a HRM course,  
and my late mum, Ketura Eselly Mlale who taught me the beauty of hard work.

## ACKNOWLEDGEMENTS

I would like to express my sincere thanks to my supervisors, Dr G. Gongera for his guidance, patience and criticism of this work from its beginning to the end.

My appreciation is extended to members of Business Administration Department who taught and assisted me in various ways.

I am also indebted to my colleagues and friends for their moral support throughout the period of study.

Above all I thank the Almighty God whose grace remained an anchor throughout this challenging assignment.

Special gratitude goes to my sister Zildah who listened and reassured me when the road seemed foggy.

And to my other siblings God bless. You were there.

## ABSTRACT

Kenya hopes to achieve her dream of education by the year 2015, and be industrialized by the year 2020. The role of education in realizing these goals cannot be underscored. This is because they are responsible of ensuring there is effective and efficient implementation of education policies.

The concern of this study was to ascertain whether there is any assessment conducted for training needs of education managers in Kenya. Often there have been reported cases of mismanagement of education institutions, acrimony between school heads and community just to cite a few problems faced by education managers.

This study was confined to education managers in Thika District of Central Province. The first chapter was mainly on why this study was necessary. The study aimed at finding out whether there was assessment of training needs of the people managing education in the district. The study covered the senior officers working in the District Education Office, the field officers, principals of secondary schools and headteachers of primary schools. The second chapter examined literature from different sources on training. The third chapter dealt with methodology. Data was collected from various officers by use of questionnaire and interview.

Since secondary schools and primary schools are quite many, 116 and 247 respectively, 50 principals and 100 primary school headteachers were covered in the study.

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## ABBREVIATIONS

AEO	Area Education Officer
AIDS	Acquired Immuno Deficiency Syndrome
BOG	Board of Governors
DDEO	Deputy District Education Officer
DEO	District Education Officer
DHRO	District Human Resource Officer
DQASO	District Quality Assurance Officer
DSO	District Staffing Officer
EAO	Education Officer in Charge of Administration
HIV	Human Immunodeficiency Virus
INSET	In-service Education and Training
KESI	Kenya Education Staff Institute
MOEST	Ministry of Education Science and Technology
SMC	School Management Committees
TAC	Teacher Advisory Centres
TNA	Training Needs Analysis
TSC	Teachers Service Commission
TTC	Teachers Training College

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background Information

Thika is one of the seven districts, which constitute central province. The district was carved from Kiambu and Murang'a Districts in 1994. It is situated in the southern part of the province and shares common boundaries with some districts within and outside central province. It borders Nairobi City to the south, Kiambu to the west, Maragua to the North and Machakos to the East. The district is divided into five educational divisions viz Thika-Ruiru, Gatanga, Gatundu, Kakuzi and Kamwangi. Each division is further subdivided into three educational zones, making fifteen zones in total.

The District Education Office is headed by a District Education Officer (DEO) assisted by a Deputy District Education Officer (DDEO). There are other officers who work under the two: The District Quality Assurance and Standards Officer (DQASO). Under him are two deputies one for primary section and the other for secondary section, the Area Education Officers (AEO's) who are in charge of the divisions; they are responsible for implementation of education policies in their respective divisions. They work with the zonal officers and TAC tutors. In the D.E.O's office are also other officers – the officers in charge of exams and another in charge of administration.

At the school level, principals and head teachers are responsible for the day to day running of their institutions, assisted by Board of Governors (B.O.G.) in secondary schools and school management committees (SMC) for primary schools.

The D.E.O. is the agent of Teachers Service Commission (TSC) in the district. So as to carry out the functions of (T.S.C.) in the district he is assisted by a District Staffing Officer (D.S.O) and a District Human Resource Officer (DHRO) who are both employees of TSC. Education managers play a crucial role in implementation of not only education policies but also curriculum in the schools. Consequently, they require some training before taking over these managerial roles. In Kenya, other than the DHRO, the rest of the officers are drawn from the classroom and without any form of capacity building are given managerial roles. The gap between teaching and managerial roles is often manifested in the cases of mismanagement of education institutions, none realization of education goals, wastage in terms of candidates who fail to succeed in exams and improper implementation of education policies.

The problem is further compounded by the implementation of new education system and recently Free Primary Education Program (FPE), where head teachers are expected to manage school accounts yet with minimum training. However it is worth noting that there has been some training though not systematic. For example in 1996, a Primary school management project (PRISM) was initiated to provide head teachers with school management skills. The program was funded by the Government of Kenya and the Government of the United Kingdom through Overseas Development Administration (ODA). However the program ran only up to the year 2003.

This is despite the fact that need for training heads had been identified in the 1998 Report by the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. In The School Management Guide (2000), it was noted that,

“...while head teachers were central to the successful management of schools, most of them were appointed from serving teachers, the majority of whom had not received any training in school management”.

The report recommended that In-service Education and Training (INSET) be provided to all heads of schools. But the reality is that many head teachers have not been serviced. Other than head teachers and principals, the other education managers are equally central to the implementation of education goals. However few get inducted. It is assumed they will function automatically on appointment. There is no organized induction for such appointees.

The training that some have been lucky to go through has been done without having assessed their training needs first. The importance of the role of education managers is best captured by Rust (1985). He argues that,

“Acts of Parliament and statutory regulations ensure that the education managers have responsibility to the state and to society at large. The product of education is not things or services; it is people. It is in this context that the managers in education are in a unique position. They share the responsibility for the future of the society to which they belong”.

There seems to be an assumption that education managers many not require a systematic training since they can learn on the job, and every challenge they come across is unique.

However, **Albert**, (1978), argues that:

“Many management consultants would say that it is impossible to explain how they solve business problems because each problem is unique and, therefore requires a unique solution.... The key to solving any business problem is to use a logical, straightforward approach ... consultants solve business problems with a simple, pragmatic approach, and they successfully use the same approach, although ‘universal’ is

customized to fit individual problems. Application is really the key to using it effectively, and later on, a great deal of material is presented to illustrate proper application”.

The only training our education managers seem to have is in the teaching field, which may become outdated and inadequate with time. This is because of new trends in education and other emerging issues. Moreover, it may not address all the needs that a systematic training should address. The only other alternative offered besides Teachers training are seminars and workshops, which are instituted on a problematic basis for example to address the HIV/AIDS pandemic, financial management of Free Primary Education funds among others. These seminars are often short and in most cases fail to address the employee needs.

In a study of the role of District Education Officers in management and supervision of Primary School Education Programs in the three districts of Western Province in Kenya, **Sisungu**, (1987), observed that:

“A survey carried out by the ministry of Education administration officers in 1987 revealed that all District Education Officers had not had an induction course on their work, and some of them did not apply the accepted managerial principles like delegation or decentralization, consultative decision making, accountability to one superior and so on”.

From her study, it was revealed by one of the first District Education Officers in Kenya that there used to be an in-service course for DEO's in 1962, by the colonial government. However, this study may not be used as a generalization for all districts in Kenya since it only covered three districts in Western Kenya. Moreover, the study was based on the role

of District Education Officers only, leaving out those other officers he works with or who work under him, in a given district.

The workshops and seminars given fail to be systematic, and therefore not efficient and effective. Employees are often given a short notice within which to attend the seminars. Even though in their annual appraisal forms they are required to indicate their areas of inadequacy, this is ignored or very little is addressed.

**Bogumil (1983)** argues that:

“...training and development of employees should be approached systematically if it is to be both efficient and effective. While much training is instituted on a problematic basis, systematically developed training should begin with an assessment of organizational needs, job needs, and person needs”.

## **1.2 Statement of the Problem**

Education managers play an important role in implementing education policies in Kenya. Their role requires that they be equipped with management skills to enable them carry out their duties more effectively and efficiently. However education managers in Kenya start off their jobs straight from the classroom without being offered any form of induction courses. Even where training is done it has not been based on needs assessment. This has led to cases of mismanagement of education Institutions, financial mismanagement, stalling of projects in schools, poor performance of pupils and students to mention a few.

## **1.3 Justification of the Study**

The education sector has been faced by various changes especially with inception of different education system, new programs like free primary education among others. This

has led to new responsibilities on education managers. However this has been done to build their capacity so that they can match the new expectations. This research hoped to identify this gap between the training education managers received as teachers and the need to receive further training in management.

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

The main objective was to find out if there is assessment of training needs for education managers in Thika District.

Specific objectives

- (i) To find out if education managers in the district underwent any induction course after appointment.
- (ii) To identify whether the training received is relevant to their jobs.
- (iii) To evaluate how soon after appointment the education managers would recommend the first training.

#### **1.5 Research Questions**

- (a) Do education managers receive any form of training after appointment?
- (b) Are their training needs assessed before being trained?
- (c) Is the training given of any relevance to their jobs?
- (d) Would education managers recommend any particular form of training to officers in their capacity and how long after appointment?

## 1.6 Significance of the Study

The study would assist:

- (a) The Ministry of Education to consider giving its officers a capacity building course after appointment, based on training needs assessment
- (b) The Teachers Service Commission to start assessing the training needs of its officers so as to offer them relevant course to improve their performance.

This would avoid a scenario as observed by Gathanji (1990). He states:

“It is taken for granted by many people that when a teacher is promoted or appointed to the post of headship, he/she would function automatically, irrespective of any handicaps or constraints he might experience in his new role as head teacher. There is no formal training offered to the newly appointed head teacher who has to result to trial and error method relying mainly on his past experience as classroom teacher”.

The same thing applies for education managers who are also appointed from serving classroom teachers. The study would also be of assistance to policy makers in MOEST especially in equipping education managers with skills to enable them handle current problems emanating from FPE, changes in education systems, changes in administration of exams, among others. It is also hoped the findings of this study will form a basis for further research in future in area of training education managers.

## 1.7 Scope of the Study

The study covered Thika District in Central, which is quite vast. The District has five educational divisions and fifteen zones. The target group was the District Education

Officer (DDO), his deputy (D/DEO), District Quality assurance and standards Officers (DQASO), his two deputies , one for primary section and the other for secondary section, District Staffing Officers (DSO), District Human Resource Officer (DHRO), Education Officer in Charge of Administration (EOA), five Area Education Officers (AEO's), principals from fifty secondary schools and head teachers drawn from 100 primary schools; twenty from each division. The above mentioned managers are responsible for interpreting and implementing government education policies in a district, from the District Education Officer down to the principals and head teachers in schools. Thus their ability to perform means success of the ministry.

There are 247 primary schools and 120 secondary schools, 100 head teachers and fifty principals were selected for the study. This is because the mode of appointment is similar for all in the country.

### **1.8 Limitations of the Study**

The study was limited to only one district in Kenya. Moreover even within the district not all principals and head teachers were indulged in the study, but a sample of 50 and 100 respectively. Since the district is quite vast, means of transport to various schools was not readily available. The field officers in the divisions were hard to get since their job requires them to be in out of the office sometimes.

Time was also limited. The researcher had to collect the data in one month time. Since the researcher used the assistances in administering questionnaire to the principals and head teachers, she was not in a position to use unstructured interviews on them or even observation.

## 1.9 Definition of Terms

<b>Headteacher</b>	The Person in charge of a primary school
<b>Kenyanization:</b>	Replacement of expatriates with native Kenyans in jobs after independence
<b>Manager:</b>	The officer running education institutions and matters in the district.
<b>Management:</b>	Working with and through other people to accomplish set goals.
<b>Ministry:</b>	A government department in charge of a particular sector.
<b>Performance appraisal:</b>	Evaluation of an individual employee with respect to his job Performance.
<b>Personnel:</b>	The people employed by an organization.
<b>Primary School</b>	The formal education institution attended before joining secondary level of education
<b>Principal</b>	The head of a secondary school institution
<b>Secondary School:</b>	The formal education institution attended after primary level of education.
<b>Staffing:</b>	Supply with workers/employees
<b>Training:</b>	Process of imparting people with new knowledge and skills to • improve performance

**CHAPTER TWO**  
**LITERATURE REVIEW**

**2.0 Theoretical Framework**

**2.1 Definition**

**2.1.1 What is Training?**

Nzuve (1997) defines training as, “the imparting of proficiencies and knowledge that are specifically related to a relatively narrow area of employment”. He further goes on to define employee training as, “the process that enables people to acquire new knowledge, learn new skills and perform tasks differently (better) than before.

Armstrong (2001) defines training as, “the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job”. This definition seems to be more focused on the individual. However Lynton and Pareek (1990) have gone further in their definition of training and development. They see training as, “.... a systematic attempt to develop the human resources- individual, group and organizational competencies required to manage some present tasks and situations as well as those in the future”. However these definitions agree on training as being ‘systematic’ which means it has to be planned and organized.

**2.1.2 What are Training Needs?**

Attwoods (1989) defines training needs as “The gap between the requirements for skills and knowledge inherent in the job and those possessed by the current job holder”. He

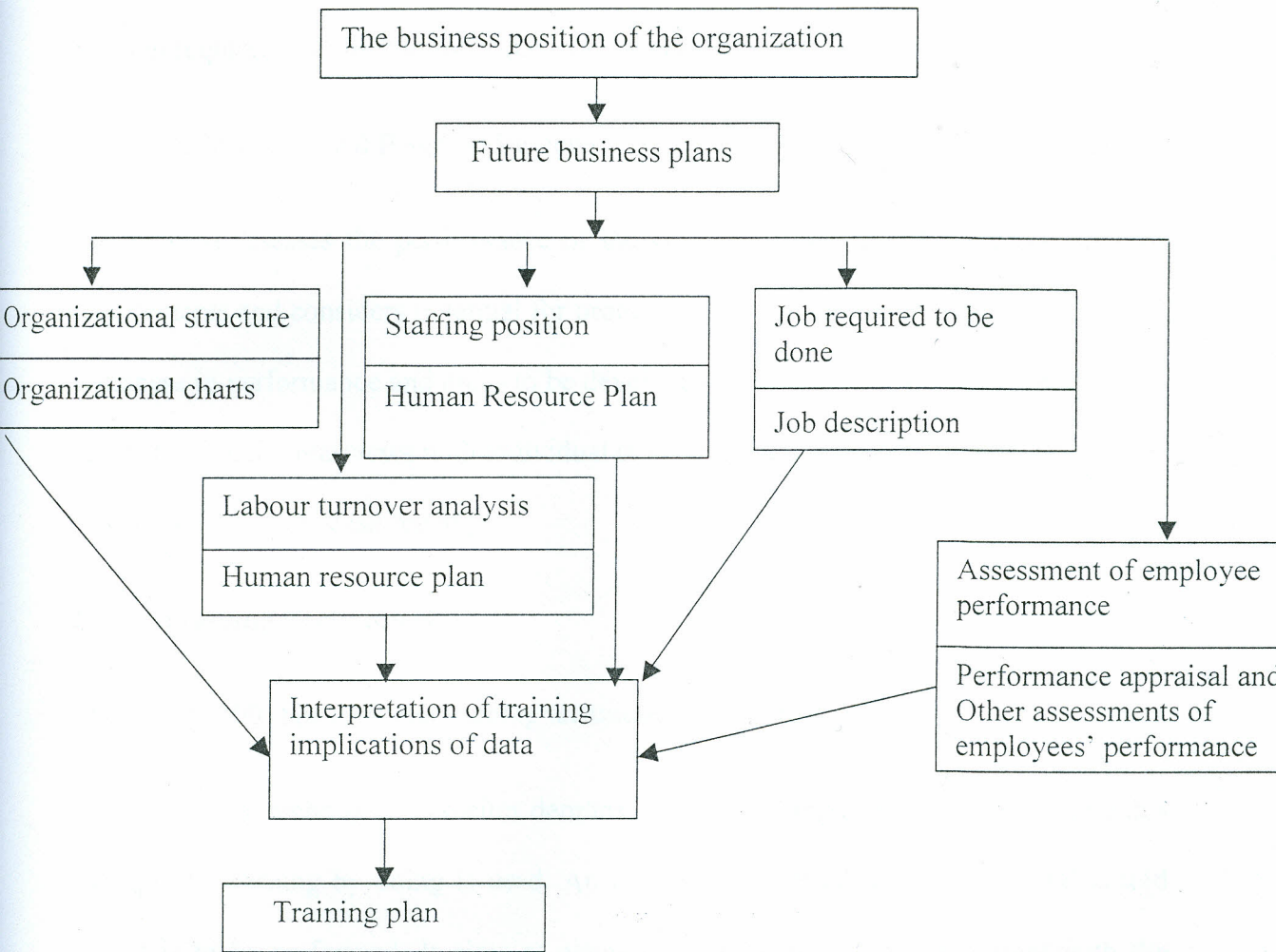
adds that, "it is vital that this gap is adequately analyzed to establish exactly what training is required".

## **2.2 Training Needs Analysis**

Both Nzuve (1997) and Attwood (1989) agree that training needs analysis should take place at organizational, operational and individual level. Attwood states that at organizational level, training needs should be assessed in the context of: Management plan for the future of the organization, the current organization structure, current expectation structure and current expectations about the use of employees. This assessment should be based on an analysis of organizational characteristics and problems so that training is to be adequately linked to business plans. Information will be required on: existing products range, planned technological developments, planned changes in work methods and current and likely future position.

Attwood has further added that staffing information can also be used in analyzing organizational needs. This is in terms of characteristics of current employees, by age, sex, grade, data on the utilization of employees, analysis of labour turn over, information about tasks currently being undertaken and analysis of reports such as those on accidents or training.

**Figure 2.1 Process of Training Needs Analysis at Organizational Level**



**Source: Personnel Management by Attwood: 1989**

At individual level Armstrong and Attwood have given some methods of analyzing individual training needs.

(a) Job analysis;

It consists of; a broad analysis of the requirement of the job and any special problems surrounding it as seen by the jobholder, his superior and, possibly his colleagues. Also a detailed study of the responsibilities, duties and tasks carried out which forms the basis

for a job specification. It also includes an analysis of the knowledge and skills required by the jobholder, which forms the basis for a job specification and a description of the training requirements for the Job – the training specification.

(b) Performance and Potential Reviews

The method assesses the performance of individuals against agreed objectives and job requirements and considers potential for promotion, thus establishing gaps in knowledge, weakness in performance and areas to be developed if the individual is to progress. Other methods include; interviews with individual employees and or with managers, assessment centers and psychological testing.

### **2.3 Training Techniques**

Armstrong (2001) has divided training techniques into 3 areas.

1. ‘On-the-job’ techniques: he cites demonstration, coaching and job rotation under this principle of learning by doing is used. An employee is placed in a new job and is told how it is to be performed. It aims at developing skills and habits consistent with the existing practices of an organization and by orienting him to his immediate problems. Coaching and instructing is done by skilled workers, supervisors or by special training instructors.

According to Kenyatta University modules, ‘Managing Men’, “in demonstrations the trainer describes and demonstrates how to carry out a particular task. He performs the activity himself, in a step-by-step explanation of the ‘why’, ‘how’ and ‘what’ of what he is doing”.

The emphasis under this method is on know-how. Apprenticeship is cited in the module as also being an on-the-job technique. Under it, a major part of training time is spent on the on-the-job productive work. Each apprentice is given a programme of assignments according to a predetermined schedule which provides for efficient training in trade skills. The method is said to be appropriate for training in crafts, trades and technical areas.

## 2. 'Off-the-job' techniques.

These have also been referred to as classroom methods. Examples include: Lectures: According to Kenyatta University, module on managing men, lectures are said to be "formally organized talks by an instructor on specific topics". The method is useful when discussing philosophy, concepts, attitudes and theories. They are appropriate in imparting technical or special information of a complex nature. Leaders can also be used for a very large group to be trained in a short time.

Another example is role-playing. Here trainees act as a given role as they would in a stage play. Two or more trainees are assigned roles in a given situation, which is explained to the group. The players are expected to respond to the imaginary situation that is ever changing and to react to it as they would in the real one.

Role playing mainly involves employee-employer relationships, hiring, firing, discussing a grievance problem, disciplining a subordinate among others. In case discussion technique, a real or hypothetical business problem or situation demanding a solution is presented to the group and members are trained to identify the problems present, suggest various alternatives for tackling them, analyze each them, find out their comparative

suitability and decide for themselves the best solution. The trainer only guides the discussion and ensures that no relevant aspect is left out of the discussion and adequate time is spent each aspect. The method is said to promote analytical thinking and problem-solving ability. It also encourages open-mindedness, patient listening, respecting others' views and integrating the knowledge obtained from different basic disciplines. The method is appended for enabling trainees to become more aware of obscurities, contradictions and uncertainties encountered in a business. The method is mostly used schools of management, supervisory and executive training programmes in industry.

## **2.4 Essence of Training**

Generally training is designed to remove some employee inadequacy and improve on already existing skills. The inadequacy may come about due to changing technology, changing values and environment, rapid expansion of organizations or new service to be offered.

Lynton and Pareek (1990) define training as:

‘...a systematic attempt to develop the human resources ...individual, group and organizational competencies required to manage some present tasks and situations as well as those in the future’.

The two see training as ‘systematic’, which means it has to be planned and organized.

Bogmil (1983), asserts:

“Obviously training and development of employees should be approached systematically if it is to be both efficient and effective”.

According to Nzuve (1997) training should have objectives. He stipulates the following:

- Improvement of job performance
- Improved quality of products and services.
- Reduced learning time required to help employees reach acceptable standards of performance.
- Creation of more favorable attitudes towards work and the organization.
- Satisfaction of manpower planning requirements
- Reduction on the number and cost of accidents.
- Helping employees in their personal developments and career advancement.
- Reducing the needs for recruitment when vacancies arise.
- Minimizing supervision time.

Lynton and Pareek (1990) have pointed out that organizations have different motives for training.

“some...merely want a certain number of staff’s in position’ by a certain date, regardless of their effectiveness in these positions... other see training as means for enhancement of performance through multiplication of personnel... still others visualize training as a massive activity that does not encroach on scarce material resources, or an activity that defies early challenge.... Yet others understand training primarily as a means for changes and thus threaten to make life difficult for their seniors, or for dealing with ‘problem’ staff in general ... others just wish only to have the organization’s name appear on the roster of participants for the sake of publicity, as a means of enhancing the organization’s status”.

## **2.5 Empirical Study**

Gathanji (1990) states that:

“It is taken for granted by many people that when a teacher is promoted or appointed to the post of headship, he/she would function automatically, irrespective of any handicaps or constraints he might

experience in his new role as head teacher. There is no formal training offered to the newly appointed head teacher who has to result to trial and error method relying mainly on his past experience as classroom teacher”.

However Gathanji’s study was on administrative problems faced by primary school head teachers in Nyeri Municipality. The study cannot be taken to be a generalization of all education managers since it was based on head teachers alone. Moreover it covered only Nyeri Municipality.

Even though educational managers may not be undergoing any induction or training on appointment, it is recognized that they have been receiving some form of training. From the School Management Guide, (2000), the 1998 Report by the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, it was noted that:

“...While head teachers were central to the successful management of schools, most of them were appointed from serving teachers, the majority of whom had not received any training in school management”. The recommendation was that In-service Education and Training (INSET) be provided to all heads of schools.

The guide also stipulates that a school management project (PRISM) was initiated to provide head teachers with school management skills in order to improve the quality of primary education. Unfortunately, the project run for a short period and died; 1996 – 2000. With the introduction of FPE, the MOEST has been organizing workshops and seminars for head teachers. It can be said the need for training is based on the objectives, the ‘organization’ (MOEST), wants to achieve. However the need assessment has never been conducted for the individuals. Moreover, the other education managers who play an

equally crucial role in management of education seem to have been ignored. In fact, some managers have never undergone any form of training yet they are expected to ensure that principals and head teachers implement education policies appropriately. As new issues emerge like gender issues, HIV/AIDS, changes in education systems, FPE, education managers find themselves faced with challenges of changing nature of jobs and changes consequently required in the internal functioning of their offices. Job descriptions gain new expectations that are completely different from being a teacher. According to research findings on, a study of the Role of DEO's in management and supervision of primary schools Education Programmes in the three Districts of Western.

Province in Kenya, **Sisungu** (1987) observes that:

“A survey carried out by the ministry of education administration officers in 1987 revealed that all DEO's had not had an induction course on their work, and some of them did not apply the accepted managerial principles like decentralization or delegation, consultative decision making, accountability to one superior and so on”.

However, this study may not be used as a generalization for all districts in Kenya since it only covered three districts in Western Kenya. Moreover it was only limited to DEO's yet in a given districts are other officers who work with him. With the inception of FPE, KESI has been organizing training sessions for some education managers. However this has been done in ad hoc manner. Not all managers have had a chance of being trained. Moreover the training has not been based on Training Needs Assessment of the managers. It is all along assumed the training organized will meet each individuals training needs. Therefore it is not correct to state that training is lacking altogether, but whether the little provided is effective. Effective training would only come about after needs assessment. In a Report of the Training Review Committee, Wamalwa (1972) says:

“Both public and private sectors are affected by the lack of effective management training. This problem is compounded by the fact that even on the rare occasions when such training is available locally, it is very difficult to get people in the higher posts to make use of the training...opinions vary considerably on the most suitable form of training for administrative officers...”

Training has to be geared toward affecting action and forth with improved output. The plans for training should specify how the new results (changes) would be achieved. This way any organization that trains would get returns for resources spent on training.

Wamalwa (1972) is critical of both private and public sector's systems of development training, he observes that:

“...situation was ‘clearly unsatisfactory’ and that the country as a whole was not getting full value for the money which is expended on training”.

He also cites lack of effective management training and lack of clear objectives for firms, its managers and training activities themselves as far as management development and training was concerned. However, this study looked into the deficiencies for managerial skills of the new African or Kenyan managers required for ‘Kenyanisation’ after independence. It may not be applicable in the present Kenyan society wholesomely, since there has been so many changes technologically, economically, as well as politically.

It is also worth noting that TNA at organizational level in management of education is not exactly similar to managing a profit making business organization. As **Gathanji** (1990) points out:

“Management of education is different in several respects from administration of industry and commerce. In education there can be no profit motive for the manager; the motive for many education administrators is to produce the best possible results of education”.

This, nevertheless, does not exempt the ministry of education from assessing organizational, as well as individual training needs of employees. Current problems emanating from FPE, change in education systems, new modes of administration of exams, emerging issues like HIV/AIDS and gender matters call for assessment of training needs at the organizational level, as well as individual level.

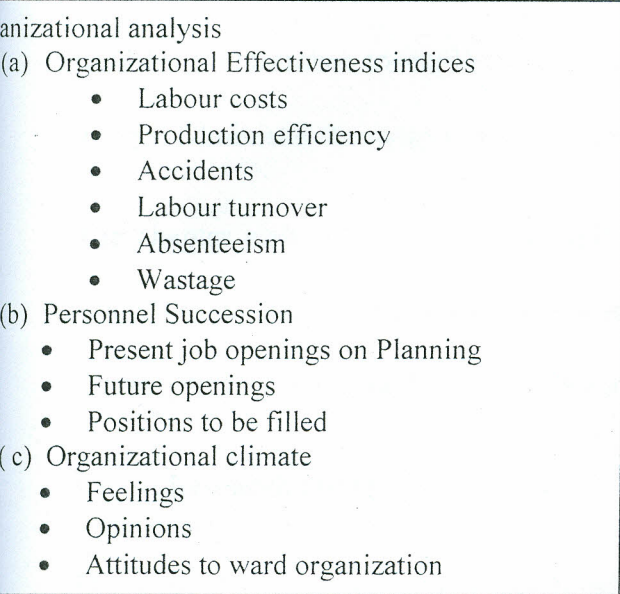
Mugwe (1999) concurs with this. Reporting on a study of training needs of personnel working in the media, she states:

“In one sense, a system is regarded as efficient if it responds flexibly to changes in the labour market to ensure a continuing balance between demand and supply. But education training systems are usually asked to do more than this not merely to respond to the pattern of effective demand but also to relate to the variously defined needs of an economy and society...”

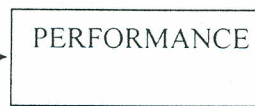
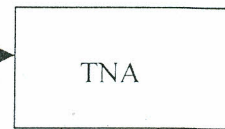
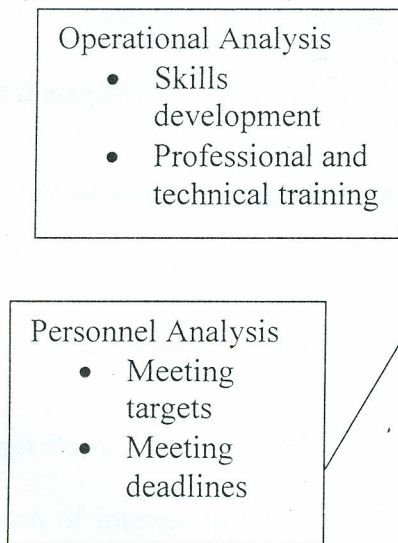
## 2.6 Conceptual Framework

Figure 2.2 Conceptual Framework

### DEPENDENT VARIABLES



### INDEPENDENT VARIABLES



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

Research design is a plan or strategy for conducting the research. It refers to procedures used by a researcher to explore relationships between variables, to form subjects into groups, administer the measures, apply treatment to groups and analyze data.

The chapter elaborates how the research was carried out. It consist of five sections namely, population of the study, sample and sampling design, the data collection method, the respondents of the study and the data analysis techniques.

#### 3.1 Research Design

The research used descriptive research, which assisted in answering questions concerning current status of the subjects in the study. The method was found relevant in establishing whether training needs analysis is conducted and whether the training offered is relevant to education managers.

Questionnaire was sent to education managers in the specific sample. Unstructured interviews were also used. This was important in throwing light into areas that the questionnaire did not adequately cover.

#### 3.2 Target Population

The population of interest in this study comprised of all principals and headteachers in Thika district, all officers working in the District Education Office and all Education field

officers. There are 247 primary schools, each under a headteacher and 116 secondary schools each under a principal. The district is divided into five educational divisions.

Therefore, stratified random sampling was used to get 10 principals and 20 headteachers from every division. Census was also used to cover all senior officers in the District Education Office and all Area Education Officers (AEO's). In total the study covered 375 Education managers.

**Table 3.1 Target Population**

Category of Respondents	Total population	Target population	Percentage (%)
District Education Officer (D.E.O.)	1	1	0.62
D.D.E.O	1	1	0.62
D.Q.A.S.O.	1	1	0.62
D. /D.Q.A.S.O.	2	2	1.23
D.S.O	1	1	0.62
D.H.R.O.	1	1	0.62
A.E.O.	5	5	30.86
E.O.A	1	1	0.62
Principals	116	50	30.86
Head teachers	247	100	61.73
<b>TOTAL</b>	<b>375</b>	<b>162</b>	<b>100</b>

### 3.3 Development of Research Instruments

The researcher developed a written questionnaire. This was completed by the officers in writing since they were all literate. The questionnaire was based on the research objectives and questions. The questions were both open-ended and closed-ended. The open-ended were designed to prompt but not direct response. They were used to achieve depth in areas of interest, clarify confusions and expand on an initial superficial response. The closed-ended were used to obtain specific responses to specific questions.

### **3.4 Data Collection Procedure**

Both primary and secondary data were used. Primary data was collected through the use of questionnaire. The questionnaire contained both closed-ended and open-ended questions. The questionnaire was delivered to the specific respondents identified. Since the principals and headteachers are scattered in the whole district, the research used research assistants to distribute and collect the questionnaire. As for the education managers in the district education office, the researcher administers the questionnaire in person. It is to this same group that unstructured interviews were used.

Secondary data was obtained from the district education office. This data assisted in gathering information that was not obtainable through questionnaire.

### **3.5 Data Analysis**

Descriptive statistics was used to analyze the data collected. This includes the use of tables and percentages. Tabulation was done using the Statistical Package of Social Sciences (SPSS). Raw data was input into SPSS spreadsheet after which a formula was applied to determine the percentage of the aspects under study. Simple tables were used for ease and summarization of various data.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

#### 4.0 Introduction

In this chapter the data that was collected from the field is presented. The data analysis procedures employed to arrive at answers to the research questions guiding the study are also given. The purpose of this study was to analyze the training needs of education managers in Thika District. Within this purpose, the following research questions were formulated to guide the study:

- (a) Do education managers receive any form of training after appointment?
- (b) Are the training needs assessed before being trained?
- (c) Is the training given of any relevance to their jobs?
- (d) Would education managers recommend any particular form of training to officers in their capacity and how long after appointment?

The chapter is divided into five major sections. Section one covers the demographic data of the study participants while the other four sections are based on the four questions guiding the study.

#### 4.1 Demographic Data of Study Participants

The research covered 162 education managers, whose demographic data presented below.

**Table 4.1 Gender of the study participants**

Gender	F	%
Male	106	65.4
Female	56	34.6
Total	162	100.0

There were 106 male and 56 female educational managers in the sample. Table 4.2 shows the educational level attained by the study participants.

**Table 4.2 Highest Educational Level of Participants**

Highest educational level	F	%
KCSE/O-Level	74	45.7
KACE	32	19.8
Bachelors Degree	48	29.6
Masters Degree	4	2.5
No response	4	2.5
Total	162	100

There were 74 KCSE certificate holders, 32 KACE certificate holders, 48 bachelors' degree holders and four masters degree holders in the sample. Table 4.3 shows the professional background of the study participants.

**Table 4.3 Educational Managers' Professional background**

Professional Background	F	%
P1	79	48.8
Diploma	31	19.1
Degree (Bed)	48	29.6
Masters	4	2.5
Total	162	100

There were 79, P1 managers, 31 were diploma holders and 48 were bachelors' degree holders. Four of the education managers were masters' holders.

#### 4.2 Training of Educational Managers after Appointment

The first question of the study asked: "Do education managers receive any form of training after appointment?"

The study participants (educational managers) were asked to state whether they received any induction after appointment to their current positions. Their responses are given in the Table 4.4.

**Table 4.4 Induction of Education Managers**

Any Induction given	F	%
Yes	86	53.1
No	76	46.9
Total	162	100

It was established that 53.1% of the education managers had received induction while 46.9% had not. The education managers were further asked to state whether they had attended any other management course since appointment. The responses are summarized in Table 4.5.

**Table 4.5 Management Courses Attended**

Any management Course attended?	F	%
Yes	135	83.3
No	27	16.7
Total	162	100

Table 4.5 shows that 83.3% of the education managers had attended management courses while 16.75% had not. Asked to state how the training on management was acquired, they responded as shown in Table 4.6.

**Table 4.6 How Management Courses were Acquired**

Mode of training	F	%
Seminar/work shop	123	75.9
TTC	4	2.5
Private study	8	4.9
No training	27	16.7
Total	162	100

A total of 123 (75.95) of the education managers had received management training through seminars .Another 4(2.5%) had received training from teacher training colleges (TTC) while eight (4.9%) had received the training through private study. The study participants were further asked to state:

- How long after appointment they received their first training
- How long the training took
- How often the training is conducted

They responded as shown in Tables 4.7a, 4.7b and 4.7c

**Table 4.7a Length after Appointment**

How long after appointment Was first training	F	%
1 year and below	74	45.7
2-5 years	136	22.2
6-10 years	20	12.3
Over 10 years	5	3.1
No response	27	16.7
Total	162	100

**Table 4.7b Period of Training**

How long did training take	F	%
Less than a week	61	37.7
1-2 week	38	23.5
3 weeks and above	36	22.1
No response	27	16.7
Total	162	100

**Table 4.7c Frequency of Training**

How often is training conducted	F	%
Annually	45	27.8
Semi-annually	12	7.4
Quarterly	8	4.9
Not on regular basis	97	59.9
Total	162	100

The above three tables show that:

A total of 74 education managers (45.7%) were offered training in management one year and below after appointment. There were five (13.1%) who received training over ten years after appointment.

The training took less than a week for 37.7% of the respondents, one to two weeks for 23.5 % of the respondents. Forty five of the respondents (27.8%) reported that management courses were offered annually, 7.4% semi-annually and 4.9% quarterly. The rest 97, 59.9% reported that training was not offered on regular basis.

### **4.3 Assessment of Training Needs before Training**

The second question of the study asked: "Are training needs assessed before being trained?"

The education managers were asked to state whether they were given a chance to identify their own training needs in management to which they responded as shown in Table 4.8

**Table 4.8 Identification of Management Training Needs by Education Managers**

Were you allowed to identify your training needs?	F	%
Yes	32	19.8
No	96	59.3
No response	34	21.0
Total	162	100.0

Table 4.8 shows that of the education managers who responded to this item, only 32 (19.8%) had been given a chance to identify their training needs. The rest had not received such an opportunity. (N=96, 59.3%).

Further, the education managers were asked whether they filled performance appraisal forms. Their responses were as shown in Table 4.9:

**Table 4.9 Filling of Performance Appraisal**

Do you fill performance appraisal forms?	F	%
Yes	46	28.4
No	110	67.9
No response	6	3.7
Total	162	100

Table 4.9 shows that only 46 of the education managers (28.4%) were required to identify their training needs. 67.9% were not required to do so while 3.7 % did not respond to the item.

#### 4.4 Relevance of Training to Education Managers' Jobs

The third question of the study asked: "Is the training given of any relevance to education managers' jobs?"

The study participants were asked to indicate the extent to which the courses they attended were relevant to their jobs. Table 4.10 shows how they responded.

**Table 4.10 Relevance of Courses Attended**

Relevance of courses	F	%
Very relevant	53	32.7
Relevant	78	48.1
Fairly relevant	21	13.0
No response	10	6.2
Total	162	100

Table 4.10 shows that 32.7% of the respondents found the courses very relevant, 48.1% relevant and 13.0% fairly relevant. Ten of them (6.2%) did not respond to the item.

#### 4.5 Recommendations of Education Managers Regarding Training.

The fourth question of the study asked: "Would education managers recommend any particular form of training to officers in their capacity and how long after appointment?"

The education managers in the study were asked to state how soon after appointment they would recommend first training to be offered. They responded as shown on Table 4.11

**Table 4.11 Recommendations on Time of Training**

How long after appointment should first training be offered	F	%
First week	62	38.3
After 1 month	37	22.8
After 6 months	34	21.0
After 1 year	15	9.3
No response	14	8.6
Total	162	100

Table 4.11 shows that 38.3% of the respondents recommended that training be offered within the first week of appointment, 22.8% within the first month, 21.0% after six months and 9.3% after one year.

Further, the education managers were asked to state the training techniques they would prefer. They responded as shown in Table 4.12.

**Table 4.12 Preferred Training Techniques**

Preferred training techniques	F	%
On the job training	129	79.6
Off the job training	29	17.9
No response	4	2.5
Total	162	100

A total of 129 education managers (79.6%) recommended that training be on the job while 17.9% recommended off the job training.

SUMMARY, DISCUSSION AND RECOMMENDATION

5.0 Introduction

This chapter contains summary, discussion and recommendations of the study.

5.1 Summary of the Study Findings

The findings in chapter four sought to answer the research questions. From the study, it was found there were 106 and 56 female education managers. Table 4.2 shows that the 162 managers had attained various academic levels. 74 were O-level certificate holders, 32 A-level certificate holders, 48 bachelors degree and 4 masters degree holders.

It was also established from the study, that education managers had different educational backgrounds. There were 79 P1 certificate holders, 31 diploma holders and 48 Bed degree holders. 4 had a masters degree.

The study also established that 53% of education managers had received induction after appointment while 46.9% had not. As to whether they had attended any other management course since appointment, 83.3% of education managers had gone through managerial courses while 16.7% had not.

In relation as to how the managers received the training on management, 75.9% had it through seminars and workshops, 2.5% from teachers training colleges (TTC) while 4.9% had it through private study (Table 4.5).

It was established from the study (table 4.7) that 45.7% of education managers were offered training in management one year and below after appointment. 13.1% received training over ten years after appointment.

For 37.7% the training took less than a week, one to two weeks for 23.5% of the respondents (Table 4.7). As for how often the courses were offered, 27.8% of the respondents reported that management courses were offered annually, 7.4% semi-annually and 4.9% quarterly. The rest 59.9% reported that training was not offered on regular basis.

It was also found that most of the education managers were not given a chance to identify their own training needs. From table 4.8, only 19.8% had a chance to do so. 59.3 % were not given a chance and 21.0% did not respond to the question.

## **5.2 Discussion**

Attwoods (1989) defines training needs as “The gap between the requirements for skills and knowledge inherent in the job and those possessed by the current job holder.” He further adds, “It is vital that this gap is adequately analyzed to establish exactly what training is required.”

From the research findings, it is clear that education managers have had some professional training as teachers. However on being appointed as managers a big group reported having not received induction, 46.9%. This is despite the fact that there have been changes in technology, education policies for example, withdrawal of corporal punishment in schools, introduction of new programs like FPE, changes in curriculum among others.

Therefore, it can be said there is a gap between skills and knowledge educational managers already possess and the requirements of their managerial roles. However from the research findings, it is established that the government has tried to fill this gap through seminars and workshop. 83.3% of the education managers had attended some course since appointment.

However, the timing is questionable in that most of them got the training an year after. This is in contrast to the preference of the respondents; where 82.1% preferred being trained one year and below appointment. Moreover the training does not seem to be systematic. Bogmil (1983), states that,

“Obviously training and development of employees should be approached systematically if it is to be efficient and effective.”

However, from the findings of the study, 59.9% reported that the training offered was not on regular basis. This is despite the fact that appointment of principals and headteachers take place through out the year. This situation calls for a more systematic succession plan that will be incorporated with training to ensure efficiency and effectiveness in performance. As Mugwe (1999) reports,

“In one sense, a system is regarded as efficient if it responds flexibly to changes in the labor market to ensure a continuing balance between demand and supply.”

She further adds, “educational training systems are usually asked to do more than this; not merely to respond to the pattern of effective demand and supply but also to relate to the variously defined needs of an economy and society...”

It can be argued that the training offered to educational managers is based on the training needs of the “organization”; MOEST. This is quite fundamental. But training needs of individual managers should also be looked in to. This can only be done if they are required to identify their own training needs. Training programs would then be organized on the basis of organizational needs.

From the study, 32.7% found the courses attended to be very relevant, while 13.0% found them to be fairly relevant. Possibly the courses would be more meaningful if individual training needs were incorporated.

### **5.3 Recommendations**

This study has demonstrated that a large number of education managers receive training after appointment. However the training is not systematic, moreover it does not appear to address individual training needs but only those of MOEST. As for when to train the MOEST seems to spin into action when there is a crisis at hand. In view of this, the following recommendations are made:

- (a) A nation wide training program for educational managers be formulated. This should be a requirement for all managers. It should be customized suit the different levels of educational managers; principals, head teachers and officers in the offices. Enough notice should be given so that it does not catch the trainees by surprise.
- (b) To ensure that individual managers and MOEST remain effective and efficient, training needs should be assessed at the three levels of organizational, operational and personnel analysis. This would ensure the content of training programs is more

relevant at organizational level, effectiveness indices like production efficiency, labour turnover, absenteeism and wastage should be focused on personnel succession planning in terms of present job openings, future openings and jobs to be filled not to mention organization climate should be critical in organizational analysis.

At personnel analysis, individual employees should be assessed in terms of their ability to meet targets and deadlines. The results of TNA will thus be the basis of an effective training program.

#### **5.4 Suggestions for Further Research**

- (a) Since this study covered only Thika district, further studies can be carried in other districts and comparisons be drawn.
- (b) A study on training programs being offered to educational managers. The study would seek to identify gaps between the organizational and individual needs and what the training bodies are offering.
- (c) A study on the impact of new educational policies like withdrawal of corporal punishment in schools on school management. The study would seek to know how school managers are coping with the new challenges.
- (d) The impact of financial management courses being offered to primary school head teachers. The study would examine the effectiveness of the courses.

## 5.5 Conclusion

It is clear that training and development are critical if employees in any organization are to be effective and efficient. Training should not be done just for training's sake. It should be carried out in a programmed and systematic manner. It should be directed towards achieving some objectives having been drawn from assessment of needs of the people to be trained. From the study it is clear that some training has been going on albeit in an ad hoc manner. If the government is to get value for its money then TNA is paramount.

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APPENDIX I

QUESTIONNAIRE FOR EDUCATION MANAGERS

The information given will be treated with total confidentiality. It is only required for research purpose. You may not write your name on this questionnaire. Attempt all questions

QUANTITATIVE QUESTIONNAIRES

Personal Details

Name: .....

Sex .....

Designation.....

1) Qualifications

(Tick your highest Level of Education)

(i) Kenya Certificate of Secondary School Education [ ]

(ii) Kenya Advanced Certificate of Education [ ]

(iii) Bachelors Degree [ ]

(iv) Masters Degree [ ]

2) Professional Background

P1 [ ]

Diploma [ ]

Degree [ ]

Others [ ]

3a) How long have you served as teacher?

(i) 3 years and below [ ]

(ii) 4 – 8 years [     ]

(iii) 8 – 10 years [     ]

(iv) 10 and above [     ]

3b) How long have you served as a manager?

(i) 1 year and below [     ]

(ii) 2 – 5 years [     ]

(iii) 5 – 10 years [     ]

(iv) 10 years and above

4a) Did you receive any induction after appointment to your current position?

Yes [     ]

No [     ]

b) If Yes were you given a chance to identify your own training needs?

Yes [     ]

No [     ]

5a) Have you ever attended any other management course since appointment?

Yes [     ]

No [     ]

b) If yes, State how the training was acquired

i) Seminar [     ]

ii) Forma T.T.C [     ]

iii) private study [     ]

c) How long after appointment was your first training?

(i) 1 year and below [     ]

(ii) 2 – 5 years [ ]

(iii) 5 – 10 years [ ]

(iv) 10 years and above [ ]

5d) How long did the training take?

(i) Less than a week [ ]

(ii) 1 – 2 weeks [ ]

(iii) 3 weeks and above [ ]

6) How often is the training conducted?

(i) Annually [ ]

(ii) Semi- annually [ ]

(iii) Quarterly [ ]

(iv) Others (specify) \_\_\_\_\_

7) How relevant was the course you attended?

a) Very relevant [ ]

b) Relevant [ ]

c) Fairly Relevant [ ]

d) Irrelevant [ ]

e) Others (specify) \_\_\_\_\_

8) Are you ever evaluated after training?

Yes [ ]

No [ ]

9) How long are you given the notice before the training?

a) Less than a week [     ]

b) One week [     ]

c) Others (Specify) \_\_\_\_\_

10) How soon after appointment would you recommend the first training?

a) First week [     ]

b) After one Month [     ]

c) After 6 Months [     ]

d) After 1 Year [     ]

d) e) Other (specify) \_\_\_\_\_

11a) Do you fill performance appraisal forms at the end of the year?

Yes [     ]

No [     ]

b) Are you required to identify areas you would want to be trained in?

Yes [     ]

No [     ]

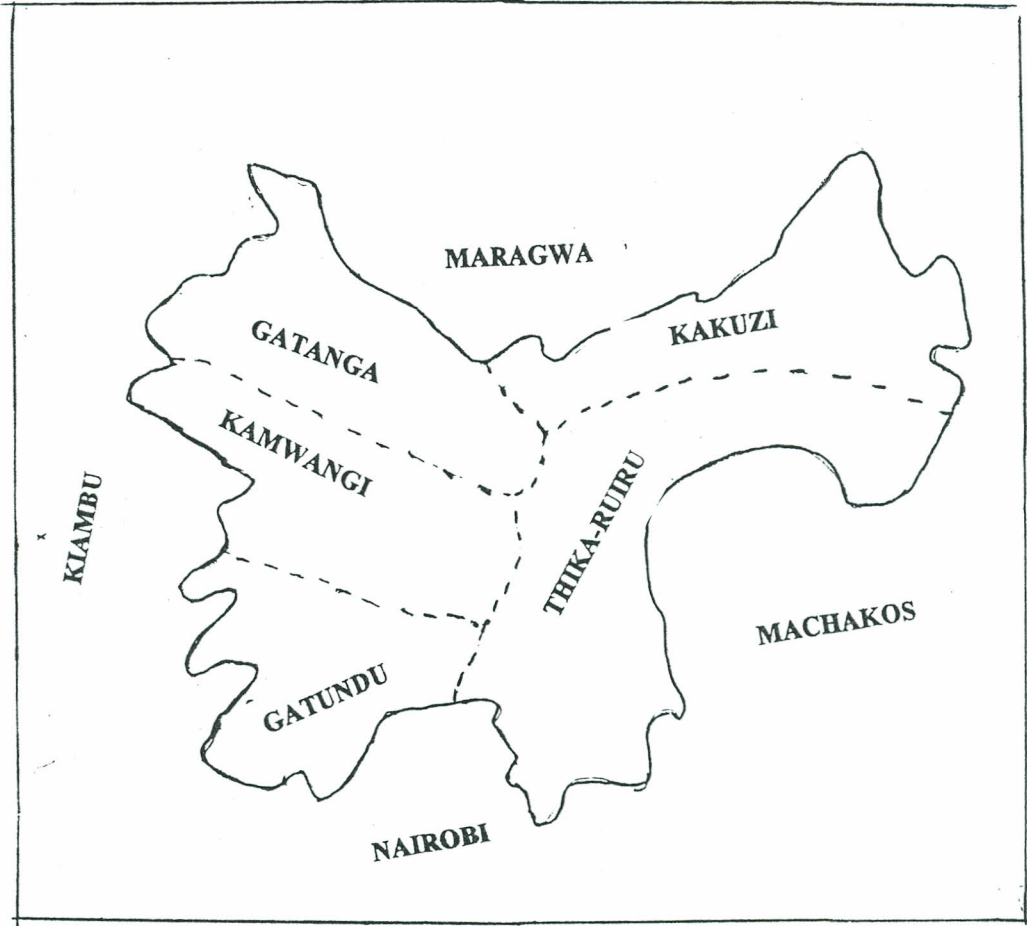
c) If yes, is any follow-up made on the recommendations by both the appraisee and appraiser?

Yes [     ]

No [     ]

APPENDIX II

A MAP SHOWING EDUCATIONAL DIVISIONS IN THIKA DISTRICT



KEY:

———— District boundary

..... Division boundaries