KENYA EDUCATION MANAGEMENT INSTITUTE'S TRAINING AND ITS OUTCOME ON MANAGEMENT SKILLS OF PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN KITUI COUNTY, KENYA.

JONATHAN M. UTEE

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A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE (EDUCATIONAL RESEARCH, EVALUATION AND ASSESSMENT) IN THE SCHOOL OF EDUCATION AND LIFELONG LEARNING OF KENYATTA UNIVERSITY

NOVEMBER, 2023

DECLARATION

I affirm that this thesis is my original work and has not been presented in any other research or learning institution for certification. Other sources (text, graphics, pictures, data, tables) borrowed from secondary materials used to complement this work have been duly acknowledged and referenced using APA style. Anti-plagiarism regulation has been followed in accreditation and acknowledgement of borrowed work.

Signature : ..... **Date:** 15/11/2023

JONATHAN M. UTEE

E55/CE/29045/2015

Department of Educational Management, Policy and Curriculum Studies,

Supervisors' Declaration:

This thesis has been submitted with our approval as University Supervisors.

Signature : ..... **Date:** 17/11/2023

Dr. Samson Ikinya Kariuki

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University

Signature : ..... **Date:** 15/11/2023

Dr. Gabriel Madanji

Department of Educational Management,

Policy and Curriculum Studies.

Kenyatta University

DEDICATION

I dedicate this research work to Almighty God for giving me divine will and strength to work on this research work, to my wife, Janet Ndanu Muange and our children, their unwavering support, understanding, encouragement and patience inspired me to reach this professional level. To my parents, Utee Nzomo and Damaris Utee for their great love, teaching values and good work ethics as I grew up.

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I would like to express my gratitude to my university supervisors, Dr. Samson Ikinya Kariuki and Dr. Gabriel Madanji who constantly guided me to produce quality work and for being patient, understanding and kind to me throughout this research work.

I thank Kenyatta University for offering me a chance to further my education and providing a conducive and supportive environment during my time of the study. Special thanks to all lecturers in the department of Educational Management Policy and Curriculum Studies.

I thank all principals of the sampled schools for permitting me to conduct research in their institutions, the Dean of studies in the sampled schools for providing useful secondary data for analysis, Kitui County education officials for providing me with necessary secondary data for analysis, my principal for according me support during my research work, classmates and colleagues at Kenyatta University and Kithumula secondary school respectively for their assistance along the way to develop skills, knowledge and attitude necessary to work on this study and inspiring me to work with enthusiasm, passion and purpose.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
FSE	Free secondary education
GOK	Government of Kenya
HODs	Heads of Departments
HRM	Human Resource Management
KCSE	Kenya certificate of secondary Examinations
KEMI	Kenya Education Management Institute
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission of Science Technology and Innovation
PhD	Doctorate degree
SDGs	Sustainable Development Goals
SGB	School Governing Board
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

Due to ever changing school environment and evolving knowledge, there is need to equip school managers with relevant skills, knowledge and attitude for efficient and effective management of schools. The purpose of this quantitative ex-post facto study was to investigate the outcome of Kenya Education Management Institute's training on principals' management skills in public secondary schools in Kitui County, Kenya. The study was guided by the following research objectives: To determine the outcome of KEMI training on principals' financial management competencies in public secondary schools in Kitui County; determine the outcome of KEMI training on principals' human resource management skills; determine the outcome of KEMI training on principals' curriculum implementation skills and finally establish the outcome of KEMI training on principals' risk management skills. The study was guided by Kirkpatrick Evaluation Model (1998) to establish the outcome of the training on principals' management skills. A target population of 257 public secondary school principals was used from which a sample size of 86(34.1%) respondents were selected using stratified simple random sampling. Researcher developed a structured Likert scale questionnaire which was piloted for usability before it was used to collect data. Findings from this study were analyzed using descriptive statistics (frequencies, mean and standard deviation), to answer research questions the null hypotheses were tested using an independent sample t-test. The findings of the study were; KEMI management skills training is a good predictor of financial management skills of principals, t (27.281) =; $p < .05$, KEMI management training is not necessarily a good predictor of human resource management skills of principals, t (17.908) =; $p > .05$, KEMI management skills training is a good predictor of curriculum implementation skills of principals, t (16.771) =; $p < .05$ and KEMI principals' management training is a good predictor of curriculum implementation skills of principals, t(18.320) =; $p < 05$. The study also established that at a significance level of 0.05, all the variables had positive correlation where financial management skills had a correlation coefficient of .773, human resource management skills had .947, Curriculum Implementation management skills had 0.947 and risk management skills had .861. The recommendations of the study are; KEMI training should be made mandatory for all public secondary school principals. KEMI training curriculum should be reviewed to capture policy reforms in curriculum implementation management. Ministry of Education Science and Technology (MoEST) should recommend school management training in pre-service training curriculum for teacher trainees in universities and colleges with more emphasis on ICT integration in the management of schools. In future, a causal-comparative study can be conducted to compare the management competencies of principals in private and public secondary schools.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This section discussed the background and context to the study, followed by problem statement, objectives, research questions, research hypotheses, purpose and significance. The section also described the study limitation, delimitation, theoretical and conceptual framework and finally the operational definition of terms used in the study.

1.2 Background to the Study

The fourth goal of United Nations' sustainable development goals (SDG) advocates for increased access, inclusiveness and quality education for lifelong learning (United Nations report 2015). This has triggered the need to improve global education through collective action of governments all over the world. The ever changing and demanding global environment has compelled learning institution to be responsive to these environmental changes hence calling for the managers of schools to be proactive and innovative on organizational management practices (Foskett, 2002).

It is important for managers of education to have specific preparation for successful management of educational institution. To develop effective leaders and managers a range of strategies, including high-quality courses and training are required (Hur,2017). Every country in the world needs well trained school principals for effective administration and management of secondary schools. Development of human capacity assumes that training is a continuous process and there is always room for more improvement. In-service training of secondary school principal

involves planned courses and activities in which principals participate for purposes of developing professional knowledge, skills and right attitudes to enhance their competencies for effective performance of management tasks.

The issue of management of schools is wanting especially for secondary schools, a study done by Magak, (2013) has shown that in most public secondary schools, the principals are faced with the issues of managing their schools which are attributed to; financial crisis and mismanagement of resources which leads to school instability. Some principals lack consistency in monitoring the syllabus coverage with the teachers and this results to poor coverage of the curriculum Mudzanani & Makgato, (2016). Planning in advance for likelihood of upcoming risks like fire outbreak and even drought is wanting. More so, the spirit of team work is wanting too, especially where teachers have indifferences due to factors like tribes, age, and level of professionalism. Lack of the spirit of team work has been identified as a source of management constraints by the principal when managing the staff Temitayo, Nayaya & Lukman, (2013).

KEMI has taken the initiative over the year to address issues revolving around management of schools by principals Kithinji, (2018). KEMI has come up with techniques of producing an al round principal who is equal to the task in any given school. This has been through the acquisition of skills and knowledge by principals on how to manage a school Wekhuyi, (2014). It prepares the principal for the hard difficult times in their management, what to expect and guides them on how to deal with the arising crisis that can be predicted.

It is important for managers of education to have specific preparation for successful management of educational institution. To develop effective leaders and managers a

range of strategies, including high-quality courses and training are required (Helmsley, 2002). Every country in the world needs well trained school principals for effective administration and management of secondary schools. Development of human capacity assumes that training is a continuous process and there is always room for more improvement. In-service training of secondary school principal involves planned courses and activities in which principals participate for purposes of developing professional knowledge, skills and right attitudes to enhance their competencies for effective performance of management tasks.

School Management skills training entails identification of management skills gaps among school managers and consequently developing a training program to bridge or solve these gaps. Alagha, (2008) observes that training facilitates the updating of skills for improved performance of job-related tasks, this indicates that training is an important aspect of school management through which school principals become better managers of their schools.

Evidence from Austria reveal a strong induction programme which provides foundation skills to school leaders on effective management of schools. In this practice school principals fully assume their duties only after undergoing and completing a four year course on management of schools. Over the years the training which was limited to preparation for legal and administrative tasks has adopted appropriate qualifications for school managers, the training is a two -year programme with two main phases; on basic training modules and self- study depending on school autonomy. The two-year programme has different phases of study, including basic training modules and self- study. Despite this initiative an evaluation study conducted to gauge the degree of improvement of school leaders'

competencies through the programme raised key issues on structure and content of induction programmes (Schratz and Petzold, 2016).

In Singapore, teaching is a highly respected profession. Every year Singapore has produced students who are among the world highest achievers. The quality of Singapore school leaders is a function of the high standards that potential applicants must meet to become teachers as well as high quality training and support that individuals selected for school leadership receive from the National Institute of Education (NIE). Singapore prioritizes developing skilled principals who can ensure that schools offer high quality and equitable learning opportunities to their students. Management and leadership program run by NIE aims to proactively prepare principals for effective management of schools. The training include management theory and practice; designing and managing school learning and organizations; effective financial management and building human and intellectual capital among others (The Asia Society, 2010).

In Chile, attempt to enhance management of schools has been carried out by the Ministry of Education by adopting a Good School Leadership Framework in 2005. This framework proved to be very practical and focused in 4 areas of professional competency of Chile's 18 teaching performance professional development standards. These areas are and not limited to curriculum management, leadership, management of the school atmosphere and co-existence and resource management. By 2014, entry into teacher education was only provided by universities which used to define the criteria for choosing students with a minimum score in PSU (500) or to be in top 30% of the marks ranking by the Ministry of Education. This agrees with observation made by OECD (2014) when he mentions that the ministry education

has defined performance standards for schools and school providers, concerning human resource management.

The Tanzanian education and training policy demands that: all education managers at the national, regional and district level must have a University degree or diploma qualification, professional training in education and management with appropriate experience. The training which is conducted by Agency for the Development of Education Management (ADEM) covers five main areas; school leadership and management, school leadership and planning, education policy and registration, financial management and accounting and office procedures (MOEC, 2005).

In Kenya the importance of educational leadership and management training was recognized after independence. This need was responded to through In Service Education and Training (INSET) which provided short courses, seminars, workshops and on the job advice to educational managers. This was done under the Ministry of Education and others in partnership with Donors. Most of the INSET focused on pedagogical and subject mastery improvements for example, Strengthening of Mathematics and Science in Secondary Schools (SMASSE) whose pilot phase ran from 1991 to 2003 and the national phase from 2003 to 2008. SMASSE was a joint project between the Kenya Government, Ministry of Education and the Government of Japan which purposed at strengthening the teaching of Mathematics and Science subjects in secondary schools (SMASSE National INSET Centre, 2003).

According to Atieno and Simatura, (2012), despite the importance of the principalship in public secondary schools, most principals selected, inducted and in-serviced in developing countries like Kenya are ill suited for development of

effective and efficient school management. Deputy Principals and assistant teachers are also appointed to be principals without the necessary management and leadership training. The Kenya Education Management Institute (KEMI) which started as Kenya Education Staff Institute (KESI) was established in 1981 to curb this situation and improve school managers' management quality through training. This institution was located at Kenyatta University (KU) to pave the way for planned purposeful, and systematic approach to the preparation of leaders and managers for the Kenya education system (Republic of Kenya, 2011).

For the Government of Kenya, development partners and private sector to realize returns on their investment in Education, KEMI was established to build the capacity of education personnel and enable them deliver education services efficiently and effectively. The 1988 notice 565/1988 issued KEMl with legal status to operate with funding from World Bank and the Government of Kenya. At the initial stages the university of Pittsburgh and University of Manchester provided capacity development for staff trainers (Republic of Kenya, 2011).

The United States Agency for international Development (USAID) supported KEMI to develop a one-year Diploma programme in education management. This programme is trained through distance learning approach where skills, attitude and knowledge on fundamental areas of management are impacted. The program focuses on, training leadership and good governance, financial, human resource, risk and results-based management, procurement, curriculum implementation and management among others (Republic of Kenya, 2011). This program has the following objectives:

1. To promote institutional planning and budgeting.

2. To effectively manage income generating activities.
3. To demonstrate knowledge and skills in financial accounting.
4. To comply with public procurement regulations.
5. To apply effective risk management techniques.
6. To effectively manage human resources
7. Demonstrate awareness of project management.

Kiayiapi (2011), asserted that Kenyan children deserved quality service delivery which could be attained through efficient and effective management of education resources. According to him education managers should promote efficient leadership and governance in public schools. The establishment of KEMI by the Ministry of Education (MoE) was to ensure continued upgrade of core competencies (knowledge, skills and attitude) for education managers. Capacity building provided through the training helps public school heads to utilize modern management tools in implementation of policies, procedures and reforms in management of education institutions (David, 2007).

In Kitui County despite secondary school principals having undertaken KEM1 management skills training cases related to mismanagement are still being reported, these includes 25 cases related to financial mismanagement in 2017, 39 cases related to professional misconduct by teachers in 2017 low average performance in KCSE (3.618) in 2017 and 31 cases of students' unrest in schools among other incidences (County Director report, 2017). The MoEST programme for Free Day Secondary Education programme has experienced implementation challenges related to persistent cases of mismanagement linked to principals' financial incompetence's as reported by the county audit unit (County Directors Report, 2017). Table 1.1 shows

trends of cases related to discipline among principals and teachers, KCSE performance and cases of learners' protests and unrest in public secondary schools in Kitui County between 2013 and 2017.

Table 1.1: Trends of cases related to mismanagement in Public Secondary Schools in Kitui

Category of Cases	2013	2014	2015	2016	2017
Financial Mismanagement cases	18(7%)	21(8.4%)	19(7.1%)	21(8.4%)	25(10%)
Professional Misconduct	19(7.1%)	35(14%)	41(16.3%)	43(17.1%)	39(15.3%)
KCSE Performance	4.213	5.066	5.674	3.612	3.6186
Students Protest and Unrests	24(9.6%)	27(10.7%)	29(11.5%)	26(10.4%)	31(12.4%)
Accidents and Disasters in School	11(4.4%)	19(7.1%)	16(6.4%)	21(8.4%)	29(11.6%)

Source: County Directors Report, 2017

From the table above, though after principals underwent training on financial managements the expectation was that there would be a drop in cases of financial mismanagement, the data above shows an inconsistent and escalating trend in cases of financial mismanagement among principals. Between 2013 and 2017, cases of financial mismanagement increased from 7. 1% to 10%. Disciplinary cases among teachers due to professional misconduct rose from 7.1 % to 15.3% between 2013 and 2017 with highest percentage of 17.1% recorded in 2016. Between 2014 and 2015, there was a rise of 6 cases translating to 17.1%. Between 2015 and 2017 this figure rose from 41 to 48 translating to 14.69%. Although there was a slight drop between 2016 and 2017, as we can see this trend can negatively affect learners'

performance. The maximum KCSE means score is 12 points while the average is 6 points. Between 2013 and 2015, there was a slight improvement of +1.461 translating to 34.7% although this may be attributed to massive KCSE irregularities during the two years (KNEC report, 2015). Between 2015 and 2016, KCSE performance dropped by 2.062 which is 36.3%. Between 2016 and 2017, the performance slightly improved by 0.0066 which is 0.18%. This performance is below standard average of 6.000 thus raising concerns on effectiveness of the strategies applied by principals in implementing and managing curriculum and other supporting resources. If this trend is allowed to continue it will culminate into mass wastage of KCSE graduands.

Between 2013 and 2017 cases of students protests and unrest rose from 9 .6% to 12.4%. This trend adversely affects teaching and learning of learners' and consequently lowering quality of education in the County as ultimately reflected in KCSE performance.

Between 2013 and 2014, cases of accidents and disaster rose from 4.4% to 7.1% followed by a steady rise to 11.6 % in 2017; this depicts a worrying trend which aroused the researchers' curiosity as to whether principals are implementing risk management skills acquired during KEMI management skills training in education management.

Based on the above discussions it is clear that there are indeed cases related to mismanagement among public secondary school principals in Kitui County, Kenya. As we can see it can negatively affect learners' academic achievement and consequently their future career. This prompted the researcher to attempt to

investigate the outcome of KEMI management training on principals' management skills.

1.3 Statement of the Problem

Public secondary schools in Kenya are encountering a crisis in school administration and management being attributed to principal. It has been found out that poor management of the school by the involved principals has been a contributing factor Botha, (2006). In spite of some crisis being predictable in schools, some principals have been ignorant in putting mitigation strategies in case of the risk occurrence. This is negligence of duty that ought to be curbed for smooth, quality learning of students in public secondary schools. Thus, this study is timely in finding solutions to fill the identified challenges encountered by principals when managing schools in public secondary schools.

Among many variables involved in management of a public secondary school, the principal is a key factor in guiding the institution towards attainment of stated goals and objectives. Therefore, the principal is expected to possess competencies in: managing finances, implementing and managing curriculum, management of human resource skills, team building and risk management skills among others. Pre-service training majorly equips teachers with pedagogical (teaching) skills and scanty management skills. These ar

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imperative to keep them updated with relevant skills and knowledge to cope with the demands of dynamics environment (ministry of Education,2007).

In Kenya, the Kenya Education Management Institute (KEMI) has been mandated to train public secondary principals and other officers in education management skills in areas of: financial management, curriculum implementation and management, risk management and human resources management among others. This training was initiated as a measure for addressing challenges experienced by principals and other officers in education sector as they manage learning institutions.

Management skills of school managers who have undergone management skills training ought to be different from those who have not in terms of financial, human resource management, curriculum implementation and management and risk management. However there has been some doubts whether there is significant difference in performance of management tasks between trained principals and untrained ones. This doubt is not different in Kitui County when it comes to management of secondary schools since there is no documented empirical evidence comparing management performance of trained and untrained principals. Despite the fact that majority of principals in public secondary schools have trained in management skills, cases related to mismanagement in public secondary schools are still being reported (MoEST Report, 2017). Consequently, this has continued to impact negatively on leaner's academic performance.

Several studies have been conducted on outcome of KEMI training on school management and administration, from analysis most of these studies have relied on descriptive and correlational surveys approaches to investigate the problem but no study has applied quantitative ex-post facto approach which this study applied to

investigate the outcome of KEMI management skills training on principals' management competencies. Again, most of these studies have focused on one group from where a sample for study is selected, while this study focused on two groups (treatment and control group) to determine the outcome of KEMI management training on principals' management skills in Kitui County.

Therefore, it is on this basis that the researcher conceived this study to determine the outcome of Kenya Education Management institute's training on principals' management skills in public secondary schools in Kitui County, by comparing management competencies of trained principals and untrained principals and determining if the competencies are significantly different.

Public secondary schools in Kenya are encountering a crisis in school administration being led by the principal. This has been found out that poor management of the school by the involved principals has been Due to ever-growing demand by stakeholders on public secondary school principals to effectively implement curriculum, manage resources effectively and efficiently, manage leaner's increasing enrolment, manage teaching and support staff and be responsive to continuously evolving knowledge. Continuous training of secondary school principals remain imperative to keep updating them with relevant skills, knowledge and attitudes necessary for school effectiveness and improvement (ministry of Education,2007).

In Kenya, the Kenya Education Management Institute (KEMI) has been mandated to train public secondary principals and improve their management skills in areas of: financial management, curriculum implementation, risk management and human resource management so as to reduce wastage in education. This training was initiated as a measure to respond to management challenges experienced by

principals and other officers in education sector as they manage learning institutions (MoEST, report 2013)

Management skills of public secondary school principals who have undergone KEMI training ought to be improved compared to those who have not trained in terms managing; school finances, human resource under them, curriculum implementation and risks prevalent in learning institutions. However there has been some continuing debate whether there is significant difference in performance of management tasks between trained principals and untrained ones. This doubt is not different in Kitui County when it comes to management of secondary schools since there is no documented empirical evidence comparing management skills of trained and untrained principals. Despite the fact that majority of principals in public secondary schools have trained in management skills, cases related to mismanagement in public secondary schools are still being reported (MoEST Report, 2017). Consequently, this has continued to negatively affect leaners' academic achievement.

Several studies related to KEMI training on various aspects of school management and administration have been conducted (kiio Josphine 2015, Ongore 2021) from analysis most of these studies have relied on descriptive and correlational surveys approaches to investigate the problem but no study has applied quantitative ex-post facto approach which this study applied to investigate the outcome of KEMI management skills training on principals' management competencies. Again, most of these studies have focused on one group from where a sample for study is selected, while this study focused on two groups (trained and untrained) to

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a contributing factor Botha, (2006). In spite of some crisis being predictable in schools, some principals have been ignorant in putting mitigation strategies in case of the risk occurrence. This is negligence of duty that ought to be curbed for smooth, quality learning of students in public secondary schools. Thus, this study is timely in finding solutions to fill the identified challenges encountered by principals when managing schools in public secondary schools.

Among many variables involved in management of a public secondary school, the principal is a key factor in guiding the institution towards attainment of stated goals and objectives. Therefore, the principal is expected to possess competencies in: managing finances, implementing and managing curriculum, management of human resource skills, team building and risk management skills among others. Pre-service training majorly equips teachers with pedagogical (teaching) skills and scanty management skills. These are the same teachers who are eventually appointed as principals hence experiencing difficulties due to inadequate knowledge and skills in executing management functions such as initiating, planning, organizing, delegating and controlling.

Due to ever-growing demand by stakeholders on public secondary school principals to effectively implement curriculum, manage resources effectively and efficiently, manage increasing leaner's enrolment, manage increased staffing and continuously evolving knowledge, continuous training of secondary school principals remain imperative to keep them updated with relevant skills and knowledge to cope with the demands of dynamic environment (ministry of Education,2007).

In Kenya, the Kenya Education Management Institute (KEMI) has been mandated to train public secondary principals and other officers in education management skills in areas of: financial management, curriculum implementation and management, risk management and human resources management among others. This training was initiated as a measure for addressing challenges experienced by principals and other officers in education sector as they manage learning institutions.

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1.4 Purpose of the Study

The purpose of this study was to investigate the outcome of Kenya Education Management Institute on public secondary school principals' management skills in Kitui County, Kenya.

1.5 Research Objectives

The study investigated the outcome of Kenya Education Management institute's training on principals' management skills in public secondary schools in Kitui County, Kenya. The following were the specific objectives;

1. To determine the outcome of KEMI training on financial management skills of principals in public secondary schools in Kitui County.
2. To determine the outcome of KEMI training on human resource management practices of principals in public secondary schools in Kitui County.
3. To determine the outcome of KEMI training on curriculum implementation skills of principals in public secondary schools in Kitui County.
4. To establish the outcome of KEMI training on risk management strategies of principals in public secondary schools in Kitui County.

1.6 Research Questions

1. Is there statistically significant difference in financial management skills between trained principals and untrained principals in public secondary schools in Kitui County?
2. Is there statistically significant difference in human resource management skills between principals who have undergone KEMI and who have not in public secondary schools in Kitui County?
3. Is there statistically significant in curriculum implementation skills between principals who have undergone KEMI training and who have not in public secondary schools in Kitui County?

4. Is there statistically significant difference in risk management skils between principals who have undergone KEMI training and who have not in public secondary schools in Kitui County?

1.7 Hypotheses

The study used null and alternative hypotheses to answer research questions investigating the outcome of KEMI management skills training on principals' management skills in public secondary schools in Kitui County all tested at significant level of 0.05(5%). They include:

Ho1: There is no statistically significant difference in financial management skills between principals who have undergone KEMI management skills training and who did not.

H_{A1}: There is statistically significant difference in financial management skills between trained and untrained principals.

Ho2: There is no statistically significant difference in human resource management skills between principals who have undergone KEMl management skills training and who did not.

H_{A2}: There is statistically significant difference in human resource management skills between trained and untrained principals.

Ho3: There is no statistically significant difference in curriculum management and implementation skills between principals who have undergone KEMI Management skills training and who did not.

H_{A3}: There is statistically significant difference in curriculum implementation skills between trained and untrained principals.

Ho4: There is no statistically significant difference in risk management skills between principals who have undergone KEMI management skills training and who did not.

H_{A4}: There is statistically significant difference in risk management skills between trained and untrained principals.

1.8 Significance of the Study

This study provided useful insights to various aspects of KEMI management skills training which was useful to close the gap between management skills training, policy and practice by public secondary school principals.

The findings of this study provides useful information to KEMI to identify training needs of public secondary school principals thus designing a relevant curriculum that can improve their capacity for the purpose of strengthening management of schools in Kenya. The study will also be valuable to the MoEST and policy makers particularly at the County level by improving the capacity for data driven decision making by highlighting managerial challenges facing secondary school principals in Kitui County. Further, the study can provide feedback data to KEMI on the challenges principals experienced during the school management training and how the challenges can be addressed in future to improve management training. In addition, it may offer useful feedback on the effectiveness of the training programs to principals and enable them understand the need for further training. Finally, the findings of the study may provide a basis on which future researchers could make reference in the field of educational management.

1.9 Limitations of the Study

As the researcher conducted the study some limitations were identified;

The research design used did not allow manipulation of independent variables; it was not possible to randomly assign participants for treatment and control group thus limiting generalisation of results to studied population, this was strengthened by randomly selecting participants from previous established groups. Due to expansiveness of Kitui County, the selected schools are far apart and this caused delay and budget overrun during data collection. Restricted access to some sensitive and classified secondary documents for analysis, this could have affected the internal validity of the study. There was lack of openness in disclosing or divulging information classified as confidential, the researcher countered this by assuring respondents confidentiality of an information given, and explain to respondents the purpose and importance of the study.

1.10 Delimitation of the Study

The focus of the study was on public secondary school principals in Kitui County thus affecting the generalization of findings to other areas. This study was conducted in public secondary schools in Kitui County thereby it will exclude private secondary schools as well as primary schools in the County. The study also gathered information from principals of the sampled schools and was delimited to the following management aspects; Financial management, human resource management, curriculum implementation and risk management, study also delimited itself to the questionnaire developed by the researcher and secondary data (documents) as tools for data collection. For data analysis, the study will delimit itself to both descriptive and parametric test (independent samples t- test).

1.11 Assumptions of the Study

The main assumptions of this study were that: The theoretical framework chosen was accurate, true reflection of the phenomenon and would guide the study sufficiently. Secondly, the variables under study were normally distributed and the variances are homogeneous. Third the assumed that the statistical techniques selected addressed research questions and detected significant difference existing in the population. Fourth the study assumed that principals in the study area practiced management skills in the selected schools, and that KEMI management skill training had outcome on principals' management practices. The study also assumed that all the study respondents would cooperate, provide reliable and valid responses. Lastly data collection tool applied taped all the data required for the study and results of the study were to be of benefit to the stakeholders.

1.12 Theoretical Framework

A Kirkpatrick (1998) Evaluation Model was used to form the theoretical foundation for this study. This model has been widely recognized and used for evaluating programs such as KEMl Diploma training in Education Management.

It emphasizes that effectiveness of training programmes can be evaluated by considering four separate levels/components which are: reaction, learning, behaviour and results/impact. These four levels according to Kirkpatrick (1998) are presented in the figure below and explained later;

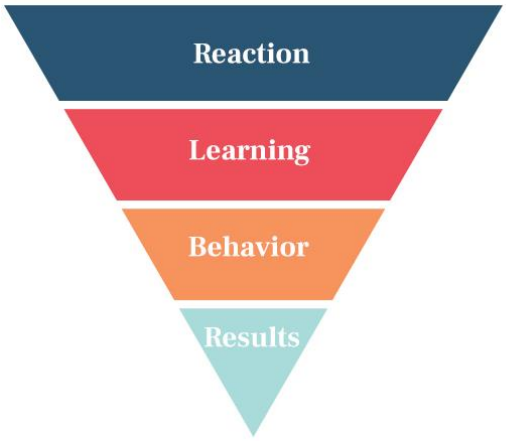

Figure 1. 1: Image of Kirkpatrick model

Source: Google Images

Level 1: Reaction

This level assesses how the trainee or the participants found KEMI training program engaging, favourable and relevant to their job (Orodho et al., 2016). It is important to measure reaction, because it may help to understand how well the training was received by the participants. It will also help to improve the training for future trainees, including identifying important areas or topics that are missing from the training. This level will test the effectiveness of principals towards KEMI management skills training by designing a Likert scale questionnaire that will measure the extent of participants effectiveness.

Level 2: Learning

This level gauges what the participants have learned in terms of skills, knowledge and attitudes. When planning the training session, it is normally started with list of specific learning objective, which serves as the starting point of the measurement(Orodho et al., 2016). It is important to measure this level, because knowing what the participants are learning and what they have not will help to improve future training. This level was measured during training since participants

wrote an academic project and sat for an examination after which they were awarded certificates.

Level 3: Behaviour

This level will evaluate how far the participants have changed their management practices behaviour after training. It assesses the ability of a trainee to transfer skills, knowledge and attitudes learned to their work places, improve performance and produce measurable results (Orodho et al.,2016). It is important to realize that behaviour can only change if conditions are favourable. So this stage is best measured after the two levels above are done. However, just because behaviour has not changed, it doesn't mean that the participants have not learned anything. This level measures the extent to which principals are practicing: financial management, curriculum implementation and management, human resource and risk management skills acquired during training using continuous interval Likert - scale questionnaire developed by the researcher. Open ended questions included in the questionnaire allowed participants to express opinions that the researcher did not capture thus providing rich relevant data that represents realities on the ground for the study.

Level 4: Results

This level will analyse the final results of training. This includes effects or outcomes that KEMI management skills training intended to achieve such as prudent financial management, highly motivated and self-directed workforce, improved academic programmes and conducive working and learning environment. This level will be measured by analysing data collected using researcher's questionnaire using descriptive and inferential statistics.

1.13 Conceptual Framework

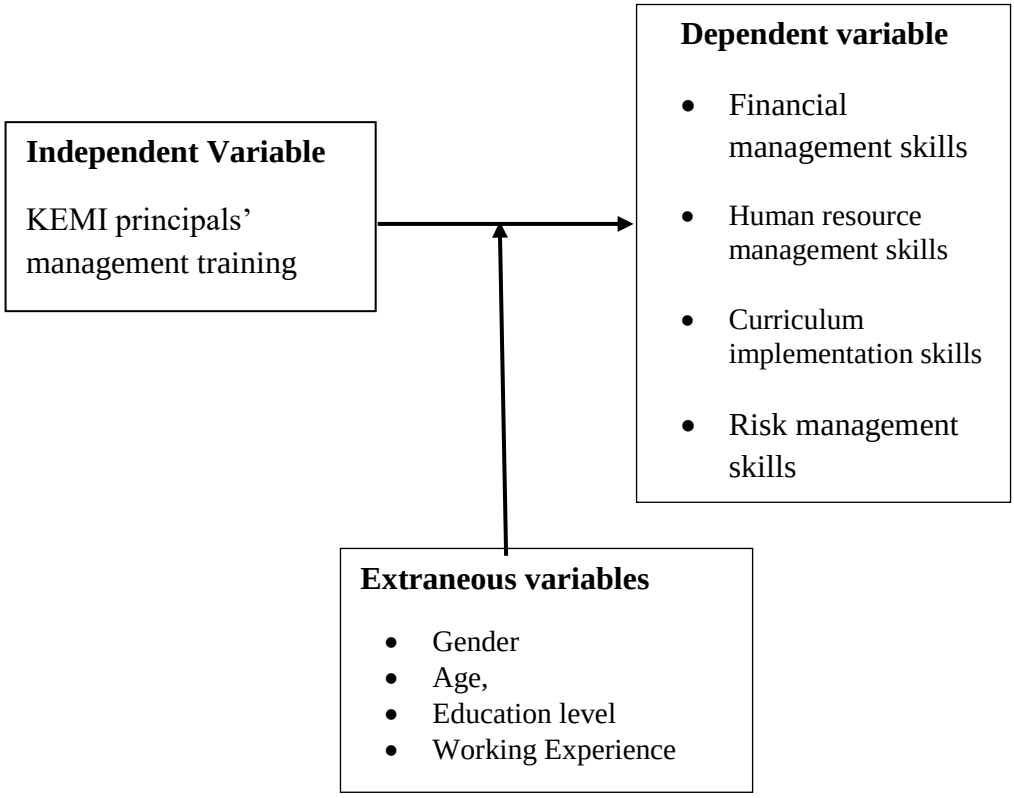

Figure 1.2: Conceptual Framework

Source: **Researcher, 2021**

The conceptual framework above developed by the researcher highlights the relationships between independent and dependent variables. Independent variables was the KEMI principals school management training where principals are trained in various aspects to ensure good management of the school. The KEMI training is believed to have influence principals management competences (dependent variables) categorized as financial, human resource, curriculum implementation and risk management. The model also explored the contribution of extraneous variables such as age, gender, education level and working experience of the principals. These factors were controlled through random sampling and findings revealed an almost homogeneity results for the variables.

1.14 Operational Definition of Terms

The terms below have the following meanings in the context of this research study:

Curriculum Implementation: Refers to executing set of planned strategies, resources and activities to effect learning in a public secondary school.

Outcome: Refers to measure of improvement level in using of knowledge, skills and attitude in managing public secondary school after training.

Financial Management: Refers effectiveness of school principal in budgeting, allocating and controlling expenditure school finances.

Human Resource Management: Level of effectiveness in utilizing human capital in a secondary school to achieve the set objectives.

KEMI management skills training: Refers to a two years training program offered by KEMI with the aim of equipping public secondary school principals with managerial skills.

Management Practices: Refers to planning, directing, monitoring and controlling aspects of schools' financial, human resource, curriculum implementation and risk management.

Risk Management: refers to developing appropriate strategies to mitigate against occurrences such as accidents, diseases, fires and financial loses in a public secondary school.

Skills/Competencies: In this study the two words are used interchangeably to mean the same and they imply abilities, behaviors and knowledge in managing various aspects of a school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher reviewed findings of other researchers related to the study based on study objectives and identified gaps. This was done under the following sub-headings: outcome of financial management skills training on principals financial management competencies; outcome of curriculum implementation and management skills training on principals curriculum implementation and management competencies; outcome of human resource management skills training on principals human resource management practices; outcome of risk management skills training on principals management of risk and summary of literature review.

2.2 Financial Management Skills Training

Paramasivan, (2009) defines financial management as the effective and efficient management of funds in public secondary school to accomplish the objectives of the organization. Generally, for school development, an effective administration requires proper financial management to experience effective and efficient utilization of schools resources and funds for educational purposes. There is a great need for proper training of school managers to be able to efficiently manage resources directed towards education institutions by the government.

Most research and literature on financial management are based on the developed countries. Hopper et.al (2009) argued that, educational training on financial management theories adopted in African research and training institutions do not work because of different national and cultural contexts which are very unique and

inapplicable in most of African situation. Bush and Jackson (2002) elaborate this situation further by stating that "what works well in one country may not succeed elsewhere". This simply shows that in some circumstances the theories cannot operate due to different political, social economic and professional contexts.

World over school principals are mandated to manage financial resources in school they lead. In Pakistan, the school boards of management have delegated the responsibility of allocation, utilization and monitoring of financial resources to school principals. This mandate empowers the principal to allocate financial resource with the schools' education needs (Abdulalishoev, 2000).

In some countries there are government prepared policy guidelines to guide public secondary school principals in financial management in schools. In South Africa how schools should manage funds is prescribed in the South African Schools Act (Act No. 84 of 1996). This act also stipulates guidelines for the school governing body (SGB) and the principal on their roles and responsibilities in managing school finances. Despite this, many principals and SGB members lack the necessary financial knowledge and skills and are placed under incredible pressure due to their inability to provide practical solutions to simple financial problems. Even with policy document, the management of school finances can be one of the most challenging principals' responsibilities if they have little or no training or expertise. This is complicated by high likelihood of ill-skilled elected members of the SGB for the task (Clark, 2008).

School financial management requires a degree of financial competencies. Pfau (1996) carried out a financial management need's assessment for primary head teachers in Uganda. Using survey research questionnaire containing 155 items, of

which 20 items related to aspects of financial management were administered to teachers in three districts of Uganda who were purposively selected. After analysing data descriptively using means, results showed that training in financial management ranked highest among other aspects of training for head teachers. Majority of the respondents indicated that they required training on resource mobilization, preparation of budget and preparing financial statements. This study failed to account for outcome of financial management training among primary and secondary school headteachers in Uganda.

Similarly, in Tanzania, Mwinjuma and Baki (2012) examined the perception of parents on financial management skills of head teachers in public primary schools. Results showed that head teachers posed inadequate skills for effective financial management of primary schools funds. Structured interview was used on 60 parents' representatives to the PT A in public primary schools. Thematic analysis was employed in identification of themes that emerged from the interview discussions. With findings from this study, participants suggested the need for training all head teachers on principles of effective financial management to enable proper utilization of school funds as a one of the priorities.

In Kenya the school Board of Management (BOM) has the responsibility of budgeting, collecting, incurring expenditure and accounting for school funds. If the BOM wants to collect and use funds they must seek approval from county Education Board through the principal (Sigilai, 2013). Proper management of school funds constitutes the nerve centre of any school and forms an important component for good school administration, effective provision of education and ensuring maximum benefits and accountability (Republic of Kenya).

The principal is the secretary to the BOM with the responsibility of an accounting officer for the school (Ministry of Education, Science and Technology, 2003). This being the case, skills for sound management of school funds are vital for this group. The principal require skills for appropriate recording of all expenditures as well as receipting for the benefit of learners and the school community (Sigilai, 2013). Skills and good practice of financial management by the principal ensures that school revenue and expenditure are controlled properly. It is against this backdrop that principals' competencies in finance and accounting is required.

From the analysis of various studies majority of the studies have suggested the need for training of school managers in financial management skills. The importance of financial management training for organizational leaders cannot be ignored. Based on the literature above, there exists no known study that establishes the outcome of financial management skills training on principals' management competencies in Kitui County. Using exposit facto design the present study purposed to address the gap by establishing the outcome of KEMI management skills training on principals' financial management competencies in Kitui County, by comparing financial management competencies of trained and untrained principals.

2.3 Human Resource Management Skills Training

According to Aswathappa (2012), HRM is used in organization in managing people to utilize their knowledge, skills and talent through application of management principles. Human resource management concerns itself with finding the best way of utilizing manpower to achieve the organization's goals. Human resource focuses on functions such as training and development, hiring, review of performance, occupational health and safety, compensation, welfare and peoples industrial

relation. These functions are usually administrative and supportive in nature which helps in building human capital (i.e. Stock of employees' skills, knowledge and capabilities) also referred as HRD (Human Resources Development) (Aswathppa, 2012). Therefore as a school manager principals undertake various human resource and management functions such as, recruitment of subordinate and teaching staff, handling of students and staff welfare, scoping job description and roles of staff, reviewing workers job performance and providing environment that supports training and development of workers in the school. An effective principal needs to adopt management strategies that motivate staff to deliver quality in their work place. The principal should ensure that his deputy is able to deputize or step in when necessary. Equally the principal should give teachers an opportunity to attend in service training (lNSET) and other activities.

A study by Mangi, Shah and Ghumro (2012), analysed various HRM studies conducted in Pakistan during the first decade of the present century. This study sought to understand the influence of principal's management on quality of graduates in Pakistan. Findings from the study concluded that Pakistani society had relatively high collectivist orientation, uncertainty, avoidance, high power distance and masculinity. The study also found that top hierarchy management focus on avoiding relationship conflict rather than finding solutions to relationship conflict that greatly affected Pakistani organizations. This study revealed that, Pakistan, like other South Asian countries, continued to offer substandard education and produced a large number of incompetent and unemployable degree holders who join criminal activities to earn a livelihood (Hussain, 2014).

In South Africa, principals are required to delegate some responsibilities such as chairing of subjects and invitation of public speakers for students, teachers and support staff, organize Educational tour or visits, remaining optimistic and making objective recommendation for teachers to be promoted. Paying attention to welfare and individual problems of staff is also a vital responsibility among principals in schools. The principals are also required to supply basic resources needed by teachers and students, conduct regular consultation with teachers' union representatives and other stakeholder (Hussain, 2014).

There is a correlation between human resource management training and human resource competencies in an organization. Odubuker (2007) correlated principals' management training programme and improvement of personnel management competencies in Northern Uganda. Results showed that training and personnel management had a positive significant relationship. This study suggests that training in school governance and principals' human resource management competencies were found to have a positive and significant relationship.

In Kenya, principals' training is more focused on school and only offers one unit on school management. Wachira (2008) pointed out that the unit focusing in training school administration is not adequate to efficiently prepare principals for the managerial tasks. Following the inadequate training in administration many principals may be struggling to manage school human resource adequately. Efficient human capital development relies on the quality and effectiveness of teachers among whom principals are appointed.

The role of a principal in management of a school human resource cannot be underestimated. A study done by Achoka (2007) on the role of the principal

reviewed that: for a change to take place in school, school principal should be an advisor to students, teachers and the community. He /she should be in a position to identify possible threats against retention rates and reverse the situation. He/ she needs to act as a counsellor to not only the students but also parents and teachers because this could assist all parties interested in the education life of the learner to appreciate the need to be educated. Achoka (2007) concurs with Waweru and Orodho (2014) that a secondary school principal should endeavour to provide the best school climate to entice students to complete schooling by making school free from violence, threats, intimidations, hatred, and witch-hunting and develop rich co-curriculum, remedial interventions for slow learners to avoid repetition, frustration and dropout. He should be a developer by putting more effort in developing academic and co- curriculum programmes that are attractive and competitive to occupy all students while at school. The above studies have majorly dwelt on the role of principal in human resource management.

Despite the fact that valuable studies have been done to determine the influence of KEMI management skills training on principals' human resource competencies, further study is required to determine if the training acquired from KEMI improved principals' human resource competencies in public secondary schools. The current study sought to determine the outcome of KEMI management skills training on principals' human resource management competencies in public secondary schools in Kitui County. This was done by comparing competencies of programme group (trained principals) and non-programme group (untrained principals).

2.4 Curriculum Implementation and Management Skills Training

Curriculum is all planned experiences a student undergoes in a school. According to Farrant (2004), a curriculum encompasses all taught subjects in the school time table, co-curriculum activities and other aspects of life trained in school that influence a student's life in and out of school. School managers' knowledge on curriculum implementation is a global issue of schools that strives to achieve academic success (Farrant, 2004).

Indonesia's education reforms advocated for the application of decentralized education sector and School Based Management (SBM). SBM is a basic concept that gives autonomy for schools to be effective in maximizing its potential use of its resources to develop. This concept is popular in Indonesia, whereby SBM is decentralized as a decision making authority at school level. SBM has authority to make decisions on the budget, curriculum and management of the school (Nurkolis, 2002). To ensure that decentralization of decisions and SBM goals in education is not forfeited school principals are prepared for the authority level with increased responsibility (Sofo et al., 2014). For this to be effective, the need for principal expertise in learning and teaching process as well as preparing and implementation of curriculum for an improved education quality is vital. The Ministry of National Education for Indonesia conducts various training for principals to improve education quality and equip the principals in effective implementation of instructional leadership as stated in main training module.

In South Africa, according to Carl (2005) the process of change involving various roles -players and interested parties became a major feature for teaching. This change ensured that teachers became efficient and effective principals. According to

Stoffels (2004) significant curriculum reformation intending to shift teacher's classroom organization, instructional planning, teaching approaches, and assessment methods was almost impossible achievement for South African schools. More studies have shown teachers after gaining independence most countries such as Namibia and Botswana struggle in all contexts to implement progressive change in curriculum (Stoffels, 2004).

Teacher Education in Uganda suffers from failure of recognizing and acknowledging that teacher educators begin and end education quality chain. Teacher educator's quality has a great impact on the competency of the teachers, and consequently on the quality of the learners who graduate from such schools. Quality and implementation of curriculum in schools is influenced by poor quality Teacher Education. The gaps in the old curriculum by Teacher Training institutions alongside the changing trends of secondary education in Uganda and the existing legal and institutional frameworks for secondary education in Uganda enabled consultants develop a harmonized curriculum that will be able to produce a teacher trainee to teach on the Curriculum learning area. While the current teacher training curriculum was term-based, the proposed harmonized curriculum is based on a semester system to tally with the current university system. A study by Odubuker (2007) assessed the association between Principals management in-service training programme and curriculum implementation and management in primary schools in Uganda. The study results inferred that training in curriculum management had a positive significant relation with principals management competency.

Kenya has a unified curriculum for all public schools in the country and all school heads should be knowledgeable of the guidelines and procedures that govern the

implementation of this curriculum (MOE & HR.1999). The various components of curriculum that should be managed by the principal include: preparation of the school timetable, provision of guidance and counselling services to students and initiating or designing school-based curriculum. Furthermore the principal is expected by the policy to include activities that align to local conditions, help teachers master continuous assessment techniques, organize as well as coordinate examinations, arrange for outside classroom activities and assist teachers in developing learning objectives for themselves and their students (Pfau, 1996). The curriculum is delivered through effective guidance and supervision in the professional preparation of lessons by use of master time-table to deliver what is in the curriculum. Teachers, teaching rooms, finances, time, supplies, and instructional materials are resources required for curriculum delivery. These resources should be skilfully integrated to produce the best. A leaner-cantered timetable is the tool used by the principals to mobilize resources and provide great educational opportunities for learners in a cost-effective manner. The principal also makes an allowance to cover activities within the school such as, registration, assemblies, pupil's guidance and counselling, staff welfare and development (MOE & HR.1999). It is imperative for a principal to oversee implementation of the curriculum and advise on programmes that will advance teaching and learning in schools. The principal can promote teacher/leaner achievement through identification of specific curriculum competency needs and coming up with a supervisory plan that will ensure greater results are achieved. More so the Principal is obliged to ensure syllabus coverage, establishing and maintaining learning achievement as per the indicated performance indicators. This responsibility goes a long way in ensuring success rates in local examination and national examinations and low dropout rates in schools (MOE &

HR, 1999). As curriculum managers, it is imperative that principals receive appropriate training in order to discharge job related functions effectively.

Based on the above literature, no study has attempted to establish the outcome of KEMI management training on principals' curriculum delivery skills in public secondary schools in Kitui County. This necessitated the need for this study which will offer practical solutions to curriculum delivery issues that require more training.

2.5 Risk Management Skills Training on Principals Risk Management Competencies

According to (Hubbard, 2009) risk management is the process of identifying, assessing, and prioritizing uncertainties. Once this is done then one is able to coordinate and economically apply resources to monitor, minimize and control chances or impact of unexpected eventualities. Accidents, fire, disease outbreaks, theft, floods, pollution and insecurity comprise some of the risks that learning institutions can encounter. This study thus considers risk management as a process by which a school principals use appropriate resources in identifying risk exposures, assessing and prioritizing risks in the schools they manage. This process is important in controlling and minimizing unfortunate events within a school. The practice is important in helping maintain and improve qualitative and quantitative performance among employees. It reduces instances of employee's absenteeism, high turnover, unrest and indiscipline cases in schools as well as improving employee morale and motivation (Khanka, 2011).

Previous studies have shown that lack of effective risk management skills among school principals has resulted to failure of many infrastructure projects initiated in their schools. A study that examined education risk management among 214

schools' projects for European Union, found that, six schools for the completed projects experienced overruns in schedule and budget (McManus & Wood-Harper, 2008). While multi-faceted patterns emerged from data analysis, lack of sufficient risk management skills training was found to be the main reason for project failure (McManus & Wood Harper, 2008). An independent report from United Kingdom, published by the Office of Government Commerce (OGC) revealed that insufficient risk management knowledge in education to be the primary cause for project failure in such schools (United Kingdom, 2004). These studies agrees that there is need for public secondary school principal to be trained in risk management. The studies further suggests a need for evaluation tool to assess the level of acquisition of the skills.

Busolo (2007). Carried out case study on implementation of financial risk in South African high schools. He found that it was important for the principals to have successful risk management skills and have both internal and external support .The South African constitution section 24, Act 108 of 1996 (hereafter the Constitution) advocates for leaner's right to a safe, harmonious and supporting learning environment. The projects strived for school safety in a way that schools were free from violence, crime and sexual harassment. To attain safety in school the principal needs skills on risk management.

The frequency and extent of disasters in Kenyan learning institutions, underscores the need for coordinated interventions to reduce and manage disaster risk at all times. Natural, manmade and complex disasters limit access to learning for more than 4 million boys and girls in Kenya (MOEST, 2015), therefore preparedness for disasters is critical for learning institutions.

When learners study in a safe school environment where distractions have been minimised they tend to perform well academically. In Kenya, Marsden (2005) stated that safe and orderly classrooms environment and school facilities were extensively related to elementary school students' academic performance. He added that a student's academic performance is attributed to a comfortable and caring environment among other treatments. These have forced many schools to adopt measures and policies which oversee risks and monitor their occurrence in order to reduce their outcome on the performance of the institution. Trainings on health and safety informs on potential hazards, spell out guidelines and how to avoid them (Armstrong, 2009). Reduction in: turnover, rate of absenteeism, accidents and occupational diseases are natural consequences of good health. Other benefits include reduced spoilage, increased productivity, and increased length of working and motivated teachers.

Accidents which are unanticipated and uncontrolled events in learning institutions are due to unsafe conditions and unsafe acts. Accidents occurring due to unsafe acts are as a result of lack of right knowledge and skills on the part of workers and wrong attitudes (Khanka, 2011). In schools, accidents can be due to falls, unsafe working conditions, sub-standard learning facilities lack of clear instructions and poor school plant management. Realizing the importance of safety at work places, the Kenyan government introduced safety measures and enforces safety law courses taught to public secondary school principals. The government has also established policies to ascertain that school managers are competent in practicing safety measures and avoiding accidents in their institutions. This why Principals in public schools are offered a course on risk management by KEMI. This course is vital in equipping

principals with knowledge and skills on risk management as a crucial function in education management (MOEST 2014). Other researches done on risk management include; Gichuru (2013) study on effective training of stakeholders on safety measures minimize risk occurrence; Nderitu (2009) whose study found out that inadequate training of personnel on disaster management pose a great challenge in schools management of risks; Gichuru (2013) and Armstrong (2009) also attested on the magnitude of the need of fire safety plans and trainings in schools. These studies demonstrates that public secondary school principals in Kenya are not properly equipped with risk management skills.

The studies rarely investigated the outcome of management skills training among secondary school principals to indeed establish if the training was effective. By using an expost facto approach the present study aimed to establish the outcome of KEMI management training in risk management skills on principals risk management practices in public secondary schools in Kitui County, Kenya.

2.6 Summary of Literature Review and the Gap

The reviewed literature related to the study establishes that there are several studies that have been carried out on school management competencies of public secondary school principals. These studies have shown that capacity development and proper preparation of principals can lead to efficient and effective management of schools. The study filled the gap of financial mismanagement by advocating for sufficient training in financial management and support for potential principals. Irungu (2002) asserted that many challenges existed in financial management of schools due to weak and insufficient training and support for potential principals in financial management. Most of these studies applied descriptive approach and also focused

majorly on the need to prepare secondary school principals on management skills and management challenges faced by the principals in schools. This study attempted to focus on an area which has been rarely investigated by the earlier studies by applying expost facto approach to investigate the outcome of KEMI management training on principals management skills in public secondary schools Kitui County, Kenya.

Despite the fact that valuable studies have been done to determine the influence of KEMI management skills training on principals' human resource competencies, no study has established clearly how the training acquired from KEMI contributed on principals' human resource competencies in public secondary schools. The current study sought to determine the outcome of KEMI management skills training on principals' human resource management competencies in public secondary schools in Kitui County. This was done by comparing competencies of programme group (trained principals) and non-programme group (untrained principals).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter presents and explains various methodologies or research protocols applied in Collection and analysis of data in order to attain the research objectives and answer the Research questions. The methodologies will include: research design, variables, Location, target population, sampling techniques and sample size. Also presented in this section are data collection tools; piloting study, validity and reliability; data collection techniques: techniques for data analysis, logistical and ethical considerations.

3.2 Research Method

Previous researches have established that there are three major approaches for carrying out education research: quantitative qualitative and mixed method (Creswell and Planoclark, 2011). In this study, quantitative approach which yields numerical data was used to investigate the outcome of KEMI management skills training on principals' financial management, human resource management, curriculum management and implementation and risk management competencies. Quantitative data was collected using a self-report Likert scale questionnaire.

3 .3 Research Design

Research design indicates structure or blue print followed in collection and analysis of Data (Cresswell, Planoclark 2011). When planning any research, research questions dictate the research design (Kerlinger and Lee, 2000). Based on research questions, the appropriate research design for this study was quantitative ex post-facto research design. This design was applied to investigate the outcome of KEMI

management skills training on principals' managerial competencies in Kitui County. An expost facto research design is a design in which groups with qualities that already exist are compared on same dependent variable, this was done by comparing means of the two groups by using t-test statistical technique. Ex post-facto research design is an empirically investigative design that explores the effect of independent variable on dependent variable in its naturally occurrence without manipulation by the researcher (Johnson & Christensen, 2008). The researcher used this design to determine the outcome of KEMI management skills training on principals' management skills in public secondary schools in Kitui. This design was appropriate as the skills training by KEMI had already occurred.

This design also known as "after the fact" or event research, is considered as quasi-experimental because the subjects are not randomly assigned but they are grouped based on a particular characteristic or trait. The researcher does not have direct control of independent variables because their manifestations have already occurred naturally (Carol, 1989). This design does not allow the researcher to manipulate the independent variable during the study. This design enabled the researcher to identify the programme group using training register while the comparison group was identified using Kitui County register for those who have applied and waiting to be enrolled. The study is mainly quantitative in nature. The approach involved collection and analysis of data obtained from respondents. Quantitative data was collected from the field using researcher's developed self-reporting quantitative questionnaire.

3.2.1 Variables of the Study

A variable is an attribute that can take two or more quantitative or qualitative values; it is changeable and can be measured, manipulated or controlled. This Research is guided by two variables the dependent and independent variable. A dependent variable is a variable whose outcome is as a result of manipulating the independent variable. KEMl management skills training pre-determine a set of variables for this study. The independent variable is a variable that can be manipulated by the researcher (increased, decreased, removed or withdrawn) to cause changes in the dependent variable, for this study independent variables are: Financial management skills training, curriculum management and implementation skills training, human resource management skills training and risk management skills training. Principals' competencies in budgeting, accounting for school revenue level of staff motivation, leaner's academic performance, ability to develop teaching and learning monitoring tools, quality of school learning environment, strategies to mitigate against risks and disasters are considered as dependent variables of this study. Extraneous variables are independent variables that are not part of study but have contributory or contingent outcome on influencing relationship between the independent and the dependent variables of the study. They are also known as control variables since they should be controlled or quantified through random selection of respondents. Operational definition offers a description of how the variables are defined and measured within a study. It describes study objects in terms of the specific procedure for validation tests to determine its presence and quantity as designed in conceptual model. Table 3.1 summarizes operational definition of study variables by indicators, measure of indicators, and tools of analysis. This acted as a guide to the researcher during the study.

Demographic variables were meant to understand the attributes of the respondents to determine their suitability to participate in the study.

Table 3.1: Description of demographic Variables

VARIABLE	MEASUREMENT SCALE	METHOD OF ANALYSIS
Gender	Nominal(dichotomous discrete) Male Female	Frequencies, percentages
Age	Ordinal(categorical discrete) Below 40 years (41-45) years (46-50)years Above 50 years	Frequency table, percentages and pie-chart.
Academic qualification	Ordinal(categorical discrete) PhD Master's in education Bachelors in Education Diploma in education Any other- specify	Frequency table, percentages.
Experience as a public secondary school Principal	Ordinal(categorical discrete) (1-2) years (6-10) years Over 10 years	Frequency table percentages.

Source: Researcher, 2021

Table 3.2: Operationalization of study Variables

INDEPENDENT VARIABLE	DEPENDENT VARIABLE	MEASUREMENT SCALE	DATA COLLECTION METHOD	METHODOF STATISTICALANALYSIS	STATISTICALTOOLS OF ANNALYSIS
Financial management skills training.	**Competences in**: Financial Planning, budgeting, financial allocation, record keeping and Accounting	Interval data	Questionnaires,	Descriptive and inferential statistics,	Mean, frequency, Percentages, standard deviation and independent sample t- test
Human resource management skills training.	**Competences in:** Recruiting, Inducting, Capacity development, Appraising and Motivating	Interval data	Questionnaires,	Descriptive and inferential statistics,	Mean, frequency Percentages, standard. Deviation and independent t- test
Curriculum implementation and management skills training.	**Competences in:** Designing school-based curriculum, Developing learner evaluation programs, Lesson attendance tool and Co-curriculum activities program.	Interval data	Questionnaires,	Descriptive and inferential statistics, Document analysis	Mean, Frequency, Percentage, standard deviation and Independent t- test
Risk management skills training.	**Strategies to:** Minimize accidents, control fraud, Prevent diseases, enhance security and learner protection and enhancing working learning environment	Interval data	Questionnaires	Descriptive and inferential statistics,	Mean, Frequency Percentages standard deviation and Independent t- test

Source: Research (2021)

3.3 Location of the Study

This study was conducted in Kitui County, Kenya situated in within the GPS coordinates of 1° 22' 30.2916" S and 37° 59' 42.7668" E. Kitui. The County is part of the four Counties in lower Eastern region of Kenya covering a total of 30496 Km^2. The County borders Tana River and Garissa County on Eastern side, Machakos and Tharaka Nithi County on western and northern side respectively (IEBC report, 2012). Larger part of the County is semi- arid attributing to residents practice of peasant farming and livestock keeping that provide the main source of income for schooling funds.

The researcher purposively sampled the County because of reported cases related to public school mismanagement despite KEMI having conducted management training among school principals (County Director's report, 2017). Secondly, the researcher is a resident in the County thus conversant with the land terrain of the area and geographical location of schools that eased the process of data collection from the respondents.

3.4 Target Population

Frederic (2010) considers a target population as number of individuals, objects, events or members in research that the researcher wishes to get information from and generalize findings from. The target population for the study was composed of all public secondary school principals in Kitui County. Record available in the County Director School registry (2017) revealed that there are 257 public secondary school principals. Of the 257, 141 have undergone KEMI management skills training in education and awarded certificates (treatment group) while (116) have not undergone the training (control group) this makes a total of 257 principals.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

The study applied a cross sectional stratified technique which is a probability sampling design that divides the population of interest into groups. O'Sullivan et al, (2017) states that this technique is good when comparing groups. Stratification is determined by the purpose of the study and the statistical analysis required for the study. The researcher maintained the natural stratification of participants as the strata, with one stratum representing the group of principals who received the training and the other representing those who have not been trained. Stratification provided the basis for the simple random sampling technique to select participants from each stratum.

The study used both treatment group and comparison group, with each group having equal number of participants in the desired sample size which accounted for the two groups. The relevant statistical tests that provided differential evidence between the two groups was independent sample t-test. According to Orodho (2016) the perfect sample is the one which is above 30% for social sciences to make it more representative of population and so more reliable and valid.

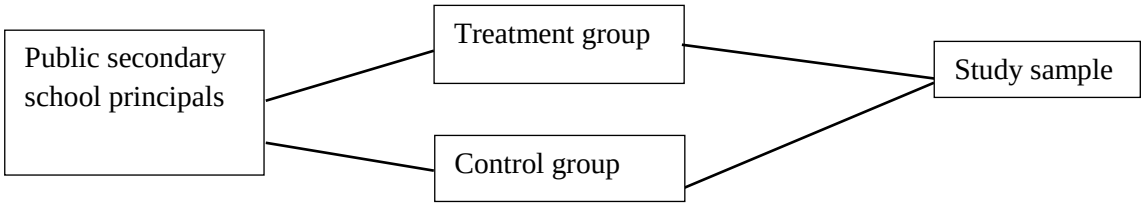

Figure 3.1: Flow chart of stratified sampling
Source: Researcher 2021

Secondly simple random sampling technique was used to select principals from each group. This study adopted the use of percentage principle to determine the sample size because it is simple and straightforward to apply. Orodho (2016) posits that a sample size of above 30% of population is appropriate for social sciences. In using percentage principle, Nwana (1982) recommends that if the population is few hundreds, a 40% or more will do and if many hundreds, a 20% will do. This study used 30% for treatment group and 56.6% for control group. Out of target population of 257 principals comprising of those who have undergone and those who have not undergone training, a sample size of 43 participants were selected from each group making a total sample size of 86 participants which constituted a total of 33.5%. The sample size for the study is presented in table 3.3.

Table 3.3: Computation of sample size from target population

Source of variation	**N**	**n**	**%**
KEMI Trained principals	141	43	30
KEMI Untrained principals	116	43	56.6
Totals	**257**	**86**	**33.5%**

Source: Kitui County Ministry of Education (2018)

Key

N= Total number of principals

n=Sample size

%=Sample percentage of the population

3.6 Research Instruments

To measure the dependent variables of the study this research study used researcher's constructed questionnaires for data collection as explained below:

3.6.1 Questionnaire for the Principals

Guided by reviewed literature and other empirical findings related to the study, the researcher developed self-reported quantitative questionnaire for principals on indicators of public secondary school management competencies where measures of variables were operationalized inform of questions.

This was the primary instrument for collecting data from the principals on; financial management skills, human resource management skills, curriculum management and implementation skills and finally on risk management skills. The questionnaire contained closed ended questions on a 5- point Likert scale. The questionnaire also contained closed-ended questions which were important and relevant for in-depth understanding of study issues, comparison and verification of responses. The questionnaire was self-administered to school principals from the 86 public secondary schools. The questionnaire was organized into five section; the first section comprising of demographic information that was organized in nominal and ordinal scales. It sought information related to principals' gender, age, education level, and duration of employment. The other sections (B) to (E) collected interval scale data based on research questions.

3.7 Piloting Research Instruments

Piloting is a process of rehearsing or simulating the research study with a smaller sample before conducting the main study to minimise measurement errors in the course of the main study (Endridge etal, 2016). This is a very important part of quantitative research as it assists the researcher to judge the feasibility of the study ahead of implementation. Piloting involves selecting a smaller sample of the targeted participants to pre-test all aspects of the study questionnaire and establish if

sample in the main study are able to: understand questions clearly, answer all questions within reasonable time and if they were able to follow the directions given. The major aim is to improve the outcome of the main study. Additionally pre-testing research instruments is important since it informs the researcher on challenges and gaps arising from the main research questionnaire which needs to be address before starting the main study (Orodho, 2017).

Due to time and resources' constraints the researcher purposively selected two Sub-counties in Kitui county from which a pilot sample of 11 principals were purposively selected from. The 11 secondary schools' principals were excluded from the study. Syd-Names were used to represent the pilot schools as follows; School A, School B, School C, school D, School E, School F, School G, School H, School I, School J, and School K. Orodho (2017) argues that pre-testing assist in observing issues such as: unclear language, understanding of questions and comprehensiveness of research items among others in the research tool before full study is conducted

3.7.1 Piloting Results

Researcher gave each pilot participant a copy of main research questionnaire and allowed them a period of 1 week to respond to its items after which all the questionnaires were collected, organized, analysed and interpreted.

After responding to the research questionnaire the respondents were provided with a copy of pilot questionnaire, appendix 8 to evaluate the main research questionnaire. From the analysis of pilot questionnaire the following results were obtained.

1. Six of respondents were males while five were females, this shows a fair gender distribution of pilot respondents.

2. Majority 8(82%) indicated that they were able to read and complete the questionnaire between 30 to 35 minutes, while the remaining 3 were able to complete it within 40 minutes. This shows that the questionnaire was not time consuming for principals who normally have a busy schedule.
3. The pilot respondents rated the questionnaire at 4.21 out of 5 (84.2%) meaning that the questionnaire was relevant for the study.
4. On clarity of research item 4 items, principals financial management, human resource, risk management, curriculum implementation skills results revealed a clarity of the framing of questions with a few typo errors which were corrected before the final data collection.
5. The purpose of the study was said to be understood by 10 (91%) out of 11 who strongly agreed that they understood the purpose of the study.

In this study piloting was done to ascertain; clarity of wording, if items are being measured appropriately, if the respondents interpreted the questions in the same way, correct any ambiguity and biasness and average time each participant required to complete the research questionnaire. Thereafter the instrument and generated items were tested for validity and reliability.

3.7.2 Validity of the Instruments

Validity of a research instrument is the degree to which the instrument accurately measures properties or characteristics of variables under study to represent the concept understudy, or extent to which a test instrument measures what it purports to measure or designed to measure (Orodho, 2017). In this study validity was reflected through: face, content and construct validity. Face validity was demonstrated by ensuring all items seemed or appeared to be familiar to respondents and reflected

domains or aspects of school management required by principals in public secondary schools.

The researcher ensured content validity of this study by applying steps recommended by Neuman (2013); identification of constructs, operational definition of concepts and development of indicators with items representing all aspects of research questions. Construct validity was ensured by designing questionnaire items that measured all indicators of specified school management skills knowledge and attitude. The researcher, supervisors, peers scrutinized the questionnaire items systematically comparing the items with the study objectives. Afterwards a few items with errors were identified and modified for general improvement of the study instrument.

3.7.3 Reliability of the Instruments

Collin (2016) says that test-retest reliability is assessed by administering a similar test twice over a stretch of time with same respondents and under similar conditions. Thus reliability of research instrument is concerned with the degree to which research instrument reproduces similar outcomes or results of a property or characteristics on repeated trials with the same respondents and under similar conditions. For a research instrument to be reliable it should measure exhaustively, inclusively and consistently properties or attributes of study sample or group after several administrations.

To enhance the reliability of instruments in this study, the researcher administered the questionnaire twice within an interval of eleven days.

The researcher purposively selected a sample of 9(10%) principals from schools not participating in the study for test- retesting reliability. The schools from which principals we selected were within the locality of the researcher and this made it possible for the researcher to deliver the questionnaire in person, then made clarifications thus reducing time and expenditure during this stage. The schools from which the principals were selected were represented by the following sydo names: School A, School B, School C, school D, School E, School F, School G, School H, School I, School J. and School K. To make test- retest process easy secretly number marked nine copies of the questionnaire were tested then after eleven days another set of nine copies of the same questionnaire were administered on the same principals. Responses in the questionnaires from sampled respondents were rated using an interval Likert scale with points ranging from 1-5 where interval between numbers is assumed to be equal; this yielded to an interval scale of measurement which was analyzed using parametric tests (Pearson product correlation coefficient). Total score of each respondent in pretest and retest were separated and summed up whereby for the 39 items whereby minimum sum of scores would be 39 while maximum sum of scores would be 195. Pearson product correlation coefficient formula was applied to determine test and retest reliability correlation coefficient *(r)* which takes a value between -1 and +1, where-1 indicates negative linear correlation, 0 no correlation and +1 indicates a perfect linear correlation coefficient (Orodho,2016). The scores are tabulated in table 3.4 below.

Table 3.4: Test -Retest reliability correlation results

RESPONDENTS	TEST(X)	RETEST(Y)	XY	X^2	Y^2
1	123	117	14391	15129	13689
2	92	102	9384	8464	10404
3	95	132	12540	9025	17424
4	114	161	18354	12996	25921
5	170	163	27710	28900	26569
6	91	110	10010	8281	12100
7	147	158	23226	21609	24964
8	121	144	17424	14641	20736
9	149	139	20711	22201	19321
∑	∑x=1102	∑y=1226	∑xy=153760	∑x=12617	$\sum y^2$=171128s

Source: Sample Data

To get test retest correlation coefficient the Pearson Product moment correlation coefficient formula was applied.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Where:

- N = number of pairs of scores
- Σxy = sum of the products of paired scores
- Σx = sum of x scores
- Σy = sum of y scores
- Σx^2 = sum of squared x scores
- Σy^2 = sum of squared y scores

$$r = \frac{9\times153760-(1102)(1226)}{\sqrt{[9^2\times1102^2-(1102)^2][9\times1226^2-(1226)^2]}}$$

After computation reliability correlation coefficient was r=0.712 which indicated a positive correlation and an acceptable value as stated by educational research scholars (Orodho, 2017).

3.8 Data Collection Techniques

Researcher requested authorisation from Department of Educational management Policy and Curriculum Studies and Graduate School of Kenyatta University. The researcher applied for legal research permit from National Commission for Science, Technology and Innovation (NACOSTI-Ministry of Education). Permission to conduct research in Kitui County was sought from County Commissioner, Kitui then from County Director of Education in Kitui County. Prior appointments with principals sampled to participate in the study were made to discuss the study to be conducted with them. A Comprehensive timetable was prepared systematically for the research to be successful.

The researcher printed enough copies of questionnaires based on the total number of respondents involved in this research study. The researcher contacted the respondents and personally distributed the questionnaires to sampled principals and collected them after being completed upon indicated time for presentation, analysis interpretation and discussion. Afterwards the questionnaires were coded, edited and entered in codebook for statistical analysis.

3.9 Data Analysis Procedures

Data analysis involves systematically applying statistical techniques to describe data in order to uncover patterns and trends for interpretation, deductions and inferences

from data collected in a survey or experiment. It helps in in uncovering facts, extracting insights, detecting patterns, anomalies, developing explanations and testing hypotheses (Orodho, 2009) to make decision based on facts. Descriptive and Inferential techniques of data analysis were employed in analysis Demographic and data covering the four research objectives of the study using SPSS software version 25. According to Creswell and Plano clark (2011), quantitative data analysis proceeds from descriptive to inferential analysis and steps in inferential analysis build a greater refined analysis for hypothesis testing. In applying suitable statistical tests for the study, the researcher considered research questions and variables measurement scale. With a combination of nominal, ordinal and interval data, researcher employed a mix of statistical tests for data analysis.

Demographic data:

This data had a mix of nominal and ordinal variables and required cross- tables, frequencies, percentages and pie charts for analysis.

Table 3.5: Variable Tables

	Type of variable	**Measurement scale**	**Statistical technique**
Sex	Nominal, Dichotomous	Nominal	Frequencies, mode Percentage
Age	Categorical	Ordinal	Frequencies ,mode Percentage
Experience	Categorical	Ordinal	Frequencies percentages, mode
Qualification	Categorical	Ordinal	Frequencies, percentages, mode
Rating of principals' effectiveness	Categorical	Interval	Mea, mode, std deviation

Source: Researcher (2021)

Objective 1: Objective1 sought to determine the outcome of KEMl management skills training on principal's management competencies. Considering the measurement scale of measured criterion variable, the researcher adopted descriptive statistical tools such as frequency, mean, and standard deviation(s) to describe collected data in terms of distribution, centre, and variability respectively. This was followed by inferential tool, independent sample t-test, to test the hypothesis developed from first research question at significant level of 0.05 (5%) as a criterion to reject or fail to reject the null hypothesis.

Objective 2: To determine the outcome KEMl management skills training on principals' human resource management competencies. In this question, dependent variables are measured on continuous interval scale therefore statistical tools such as means, frequencies, mode and standard deviation were applied to describe the data. To test the hypothesis developed from research question, an independent sample t-test was applied to test hypothesis at significant level of 0.05 (5%) as a criterion to reject or fail to reject the null hypothesis.

Objective 3: Objective 3 sought to analyse the outcome of management skills training offered by KEMI on principals' curriculum management and implementation competencies. Independent variables were measured at a nominal scale while dependent variables were measured on continuous interval scale. Researcher adopted descriptive statistics such as frequencies, mode, means and standard deviation to analyse data. To test the hypothesis developed from the research question the researcher applied independent sample t- test at significant level of 0.05 (5%) as a criterion to reject or fail to reject the null hypothesis.

Objective 4: To determine the outcome of risk management skills training offered by KEMI on principals' risk management practices in Kitui County. Descriptive statistical techniques that is frequencies, mode, means and standard deviation were applied to describe the data. Independent sample t- test were also applied to test the hypothesis developed from fourth research question at significant level of 0.05 (5%).

3.10 Logistical Considerations

Logistical considerations refers to plans put in place before research activities commences. The researcher made the following logistical considerations before collecting data from the locale of the study: layout of the research instrument, work-plan or protocol, identification and packaging of research instruments and prepared budget to cater for travelling, lunch and other expenses. Fieldwork logistics involved pre-testing and revising research instruments and creating rapport with respondents by making pre- field tours to the selected public secondary schools in Kitui County. The researcher used cost-effective measures considering distances from one school to the next to ensure efficiency and that a lot of time was not spent in covering the whole County. The researcher made prior arrangements for faster and efficient means like making calls to access the selected participants .

3.11 Ethical Considerations

Ethical issues and procedures for conducting research were adhered to in this study. Respondents were not subjected to situations that may result to physical or mental harm (psychological harm). Respondent’s participation in this study was voluntary and had the right to withhold or divulge certain information related to research subsequently information given was treated with confidentiality. Personal or seemingly intrusive information was not solicited from respondents. The participants

were also sensitized on the positive and negative aspects of participation in this study, which was just for academic purposes. After seeking the consent of the participants, the researcher explained the purpose, nature and benefits of the research to participants.

Researcher conducted the research after obtaining permission from the (NACOSTI) and introduction letter from Kenyatta University, Department of Educational Management, Policy and Curriculum Studies and Graduate School. Also authorization from County Director of Education, Kitui was also obtained. The researcher refrained from research fraud by ensuring that he accesses all the selected participants for data collection and avoid deception in volatile situations as this might lead to inadequate and un- reliable data.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

Based on questionnaire results researcher presented the findings, data interpretation and discussions of the results based on research objective and hypotheses that guided the study. The study was investigated using ex-post facto research design and was based on the outcome of Kenya Education Management Institute's training on principals' management skills in public secondary schools in Kitui County, Kenya. The objectives of the study were based on financial management skills, human resource management skills, curriculum implementation and management skills and risk management skills. The quantitative results were presented in tabular form and statistical analysis done using statistical package for social sciences (SPSS) Version 21.

4.2 Response Rate

For this research, 86 questionnaires were distributed and out of the 86 questionnaires 81 questionnaires were fully completed and returned hence used for presentation, analysis and interpretation of results. This was appropriate for discussion as presented in figure 4.1.

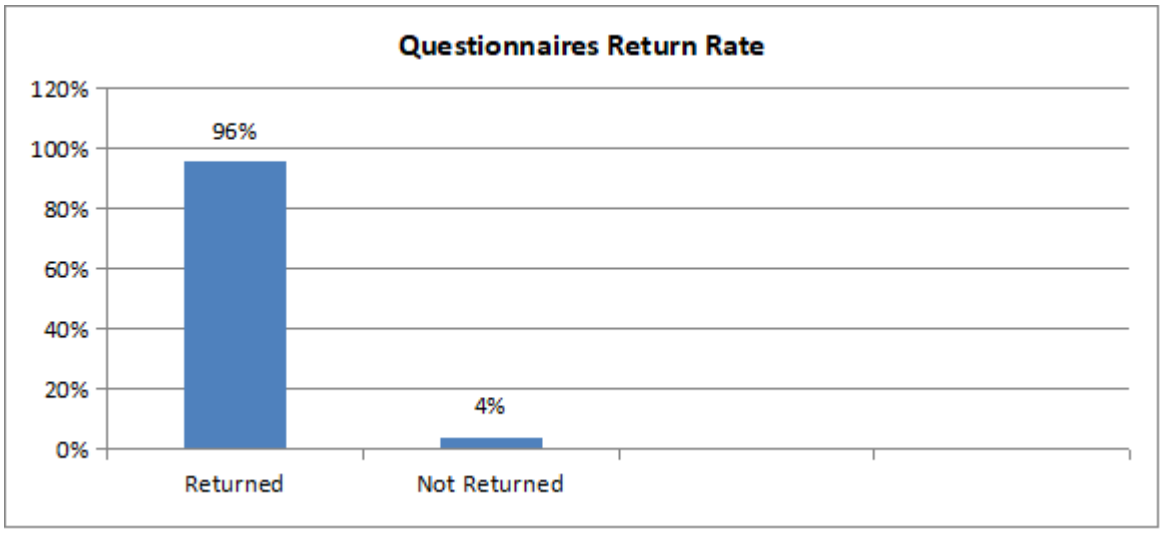

Figure 4:1 Questionnaires return rate

Source: Research Data (2021)

From figure 4.1 it was revealed that (94%) of the respondents returned the questionnaires while only 6% did not return.

4.3 Demographic characteristics

Demographic characteristics of the respondents considered relevant for the research composed of; gender, age, work experience and professional qualification. These variables were considered important factors influencing managerial skills of principals in secondary school. Data gathered for each variable was presented in tables containing frequencies and percentages.

4.3.1 Principals' Gender

Gender is an important indicator for school management practice. Gender of principals determine the cognitive, interpersonal, strategic and business skills of managers in various sectors (Kairys). This being the case the study was interested in establishing the gender distribution of respondents. Table 4.2 display the summary of the analysis for secondary school principals in Kitui County;

Table 4.1: Principals' Gender

Gender	Frequency	Percentage
Males	46	56.8
Females	35	43.2
Total	**81**	**100**

Source: Sample data (2021)

Finding from Table 4.2, observed that, 46 (56.8%) of public secondary school principals interviewed were males while 35 (43.2%) percent were females. This shows male being dominant to the female counterparts among principals executing management tasks in public secondary schools Kitui County. However, difference however was not wide thus implying an almost gender parity in public secondary school principals tasked with management. This demonstrate that the ministry of education is making good progress in their commitment to achieve gender balance in the education sector by 2030.

4.3.2 Age of Principals

A school principal's age is an important factor on how well they articulate their managerial skills in the various areas in secondary school. A study by (Umoh, 2019) revealed that younger principals are active in execution of their management tasks. The study thus sought to ascertain the age distribution of the respondents to understand how the principals are distributed across the various public school. Table 4.3 below provide summary of principals' age;

Table 4.2: Distribution of principals' age

Age	Frequency	Percentage
Below 41	0	0
41-45	8	9.9
46-50	38	46.9
Above 51	35	43.2
Total	**81**	**100**

Source: Sample data (2021)

Principals aged 46 years were presented as the largest group (38, 46.9%) followed by those aged above 51 represented by (35, 43.2%). Minority 9.9% were aged 41-45 and none was reported to be aged below 41. The results imply a great majority of principals in public secondary schools were aged above 41 years. This can be attributed to the requirement by the MOE that stipulate that before one is deployed as a principal, he or she has to serve as a classroom teacher and deputy principal which takes a long time. Statistics by the Teachers service commission (2019), indicate an average age of teacher employment to be 27.8. This implies if one is to move upwards to management ladder, they must have served for at least 15-20 years in other positions before being principals. The results also indicate that majority of the principals had attained the ministry requirement thus fit for the management role of secondary schools.

4.3.3 Academic Qualifications

Teacher' qualification is an important variable in provision of quality training and education. This realization necessitated the need for respondents' information their highest level of education. The summary of data is displayed in Table 4.4.

Table 4.3: Academic Qualifications

Academic qualification	Frequency	Percentage
Diploma	4	4.9
B.ED	69	85.2
M.ED	8	9.9
PhD	2	2.5
Total	**81**	**100**

Source: Sample data (2021)

Sixty-Nine (85.2%) indicated Bachelor of education degree. Teachers who had attained masters were 8(9.9%) while 2(2.5%) had PhD as their highest education qualification. These results imply that bachelor degree education was the common qualification among public secondary school principals. This could also be attributed to the fact that acquiring a bachelor's degree is a prerequisite for secondary school teaching In Kenya. Research by APHRC (2022) found that 80% of teachers at the secondary school level had bachelor degree. The study concluded that principals in secondary school have the required set of skills to for effective outcome in school management. This also demonstrate that majority of the principals were qualified to undertake KEMI management skills training and had ability to apply the skills gained during the training in managing secondary schools. Good education possessed by respondents also meant that they were able to complete the questionnaire with ease and give reliable responses.

4.3.4 Principals' Experience

Lian (2020) affirmed that working experience of school, administrators had significant influence on perfomance of managerial tasks in school. Long experience

as a school principal meant that the respondents understood important aspects and dynamics involved in school management. The study requested data on number of years worked as principals. The summary of the findings are presented in Table 4.5;

Table 4.4: Principal working experience

Experience in years	Frequency	Percentage
Below 5 years	12	14.8
6-10 years	33	40.7
11-15 years	22	27.2
Over 15 years	14	17.3
Total	**81**	**100**

Source: Sample data (2021)

Summary of the results display that 33 (40.7%) had worked for 6-10 years, 22(27.2%) said 11-15 years; 14(17.3%) mentioned over 15 years and 12(14.8%) had below 5 years working experience. These results show many of the principals have worked between 6 to over 15 years. This could be attributed to the experience required before one becomes a principal. This could imply that majority of the principals understood and had practiced aspects of school management captured in the study.

The study thus conclude that principals engaged in the study were well represented across the demographic characteristics. The results for the level of education years of working experience and education level was of respondents indicate that the study engaged knowledgeable respondents in areas of secondary school management.

4.4 Quantitative Statistical Analysis of Data by Objectives

To answer study questions and test hypothesis of the study, quantitative data collected using researcher's developed Likert- scale questionnaire was presented, analysed and interpreted in descriptive form independent sample t-test applied for testing hypotheses. The analysis involved running the data collected using SPSS version 21 to get descriptive statistics (mean and standard deviation) and inferential statistics (t-test) for hypotheses testing at probability level of .05. The results were presented in the subsequent sections as per the study objectives where they are discussed using mean and standard deviation.

4.4.1 Tests for Normality of Study Variables on KEMI Training and Secondary School Principal's Management Skills

To use parametric test such as: means, standard deviation, correlation coefficient and t-test data obtained from dependent variables should be normally distributed or should have a bell-shaped distribution curve. To determine divergence of data from normality, Kurtosis and Skewness tests were applied. The accepted values of asymmetry and kurtosis range between -2 and +2. The results were presented in Table 4.6.

Table 4.5: Skewness and Kurtosis

	N	**Std. Deviation**	**Skewness**		**Kurtosis**	
	Statistic	**Statistic**	**Statistic**	**Std. Error**	**Statistic**	**Std. Error**
Principals' management competencies	81	.502	-.442	.223	-.218	.112

Source: Sample data (2021)

Table 4.6 revealed that, the Skewness was -0.442 and kurtosis was -0.218 which were within the accepted ranges. The data ware therefore approximately normally distributed thus allowing use of parametric techniques for analysis.

4.4.2 Outcome of KEMI Management Skills Training on Principals' Financial Management Competencies

The first objective for this study was to determine the outcome of KEMI management skills training on principals' financial management competencies in public secondary schools in Kitui County. The KEMI recognize the importance of financial management skills in ensuring proper resource allocation and utilization in schools. Sigilai, (2013) argued that skills and good practice of financial management by the principal ensures that school revenue and expenditure are controlled properly. Dike, (2022) contented those financial skills such as financial literacy and numeracy skills, budgeting, accounting and record keeping among secondary school principal are critical in meeting set targets and elimination of loop sided spending from the school system. The study set out to analyse the outcome of KEMI management skills training on principals' management competencies.

The respondents were in two naturally occurring groups, those who had undergone KEMI management skills training (intervention group n=42; Trained principals) and those who had not undergone the training (control group n=39 Untrained principals). The study used a five-point Likert scale 1-5 with six items to which the respondents were to rate their effectiveness in the six identified financial competencies. The data was then analysed and interpretation done by comparing means, measure of central tendency and standard deviation, measure of spread of

responses to establish needs and competencies required by public secondary school principals to manage finances of a secondary school.

The results for analysis were presented in Table 4.6 as follows;

Table 4.6: Outcome of KEMI training on principals' financial management skills

Financial management competencies to;	Category	N	Mean	SD
Preparation of school budgets	Trained Principals	42	4.19	.56
	Untrained Principals	39	3.59	.89
Diversification of sources of school revenue	Trained Principals	42	4.02	.78
	Untrained Principals	39	3.79	.61
Plan for various expenditure	Trained Principals	42	4.31	.81
	Untrained Principals	39	4.49	1.27
Keeping financial records	Trained Principals	42	4.36	.88
	Untrained Principals	39	3.03	1.91
Auditing school book of account	Trained Principals	42	2.81	.57
	Untrained Principals	39	2.85	1.50
Integration of ICT in school accounting process	Trained Principals	42	3.07	1.83
	Untrained Principals	39	2.77	1.72
Preparation of financial reports	Trained Principals	42	3.21	.87
	Untrained Principals	39	2.77	1.74

Source: Sample data (2021)

For interpretation, mean values below 2.50 were considered low hence giving any interpretation of less effective while mean values between 2.50 to 3.50 were considered average giving interpretation of fairly effective and finally mean values above 3.50 were considered highly effective.

Table 4.6, portray a high level of effectiveness amongst trained principals in financial management competencies. The summary of descriptive statistics established that preparation of school budgets had a mean (M) of 4.19 and Standard deviation (SD) of .78. Diversification of sources of school revenue demonstrated a M=4.49 and SD=1.22, planning for various expenditure yielded a M=4.31, and SD=.55 while keeping financial records displayed a M=4.36 and SD=.70. It is thus evident that most principals had excellent skills in budget preparations, record keeping, planning of various expenditures and diversification of sources of school revenue. This finding contradicted (Dike, 2022) report that established that there was low competencies among principals in these financial skills. This could imply that the KEMI curriculum and training in financial management on the stated aspects were effective and relevant.

Further results revealed low mean score for auditing school book of account with M=2.81 and SD=1.57, integration of ICT in school accounting process with M =3.07 and SD=1.83 and preparation of financial reports with mean=3.21, and SD=.1.23. The results agree with that of Mwinjuma and Baki (2012) and Pfau (1996) who observed poor competencies of principals in auditing and preparation of financial reports and recommended the need for more training. This would imply a training gap in KEMI curriculum in areas of financial auditing, preparation of financial reports and integration of ICT in school accounting.

On the other hand the untrained principals demonstrated almost high level competencies in preparation of school budgets with, M=3.59, and SD=.89, diversification of sources of school revenue with M=3.79 and SD=.61, plan for various expenditure with M=4.49 and SD=1.27, keeping financial records with

M=3.03, and SD=1.9. Competencies in auditing school book of account with M=2.85 and SD=1.50, integration of ICT in school accounting process with M=2.77 and SD=.84 and preparation of financial reports with M=2.77 and SD=1.74. The following results demonstrate that principals who had not attended KEMI management training lacked effective competence thus produced low outcome on schools' financial management.

From the findings above, it can be noted that the mean indices for trained principals were slightly higher than for untrained whose most of their mean responses were less than 3.5. This indicates that trained principals were fairly effective in some financial management competencies. Their fairly effective responses can be attributed to support system provided by MOE County offices and self-development of principals as they perform their duties. Deeper examination of the table further reveals that both groups scored low in school accounting and auditing competencies, this suggest that these competencies should be considered as core and made compulsory in future financial training programmes. This demonstrates that KEMI training influences principals' financial management competencies in public secondary schools.

4.4.2.1 Hypothesis Testing

The researcher conducted further tests to establish the statistical significance of financial management skills and KEMI training on financial management skills. The study used independent sample t-test at 0.05 (5%) level of significance to test means of responses to find out if there was statistically significant difference between the means of the two groups under study due to outcome of management skills training.

This test is relevant when data from dependent variable is continuous and independent variable is dichotomous. The following were the results in table 4.7;

H_{01}: There is no statistically significant difference in financial management skills between principals who have undergone KEMI management skills training and who did not at 0.05(5%) significant level.

Table 4.7: Independent samples t- test results for difference in financial management skills between principals who have undergone KEMI management skills training and who did not

					95% Confidence Interval of the Difference	
	T	DF	Sig. (2-tailed)	Mean Difference	Lower	Upper
Principals' financial management skills	27.281	79	.000	4.475	4.1432	4.806

Table 4.12 shows results of independent sample t-test indicating that there is statistically significant mean score difference between trained and untrained principals. This reflects findings from the descriptive section that noted high effectiveness of financial management skills among trained KEMI principals as compared to those not trained. The results further shows that KEMI management training is a good predictor of financial management skills of principals with mean difference of 4.475, t (27.281); $p < .05$.

On the basis of this finding, the null hypothesis which stated that there is no statistically significant difference in financial management skills between principals

who have undergone KEMI management skills training and those who did not was rejected and conclusion made that financial management skills was an important component of school management.

Both results thus demonstrate that effective financial management of schools, is heavily dependent on the successful undertaking of KEMI management training. These results are in agreement with results of Pfau, (1996) who said that training in financial management for head teachers statistically affected financial management skills between principals who have undergone management skills training and who did not.

It also remains evident that there are training gaps in both trained and untrained principals' competency in auditing, preparation of financial reports and ICT integration in school accounting. This study thus recommends that continuous improvement in the financial management curriculum and training be conducted by KEMI. There was an urgent need for the principals who had not attended the KEMI management training to do so to enhance their outcome in financial management of schools.

4.4.3 Outcome of KEMI Training and Principals Human Resource Management Practices

The second objective for this study was to determine the outcome of the KEMI human resource management skills training on principals' human resource management practices in public secondary schools in Kitui County. In the reviewed literature human resource was referred as an important practice for organisations especially in ensuring the achievement of set goals Mutahi, (2015). Mutiso & Kilika, (2017), posited that many educational institutions in Kenya inclined towards the

traditional personnel management perspective that affect management outcomes of schools.

Without overlooking the importance of human resource practice, trained and untrained principals were requested to indicate their level of effectiveness in various human resource management practices. This researcher assessed fifteen items of human resource management practice using five-point Likert scale. The findings were analysed using descriptive statistics and presented in Table 4.8.

Table 4.8: Outcome of KEMI management training and principals' human resource management skills

Human resource management competencies	Category	N	Means	SD
Recruitments and selection of staff	Trained principals	42	3.31	.77
	Untrained Principals	39	3.00	.72
Induction of new staff members	Trained principals	42	3.24	.97
	Untrained Principals	39	2.82	.84
Management of staff discipline	Trained principals	42	2.95	.65
	Untrained Principals	39	2.82	.74
Promotion of capacity development programs	Trained principals	42	2.86	.96
	Untrained Principals	39	2.83	.78
Staff appraisals	Trained principals	42	3.26	.88
	Untrained Principals	39	2.72	.976
Delegation of duties	Trained principals	42	3.29	.77
	Untrained Principals	39	2.88	.81
Rewarding exemplary performance	Trained principals	42	3.57	.71

Human resource management competencies	Category	N	Means	SD
	Untrained Principals	39	3.62	.91
Recommending well performing teachers for promotions	Trained principals	42	3.88	.86
	Untrained Principals	39	3.74	.81
Remuneration of support staff	Trained principals	42	3.69	.86
	Untrained Principals	39	4.59	.38
Creating learner friendly environment	Trained principals	42	2.82	.77
	Untrained Principals	39	2.72	.86
Ensuring good relationship with staff	Trained principals	42	3.19	.84
	Untrained Principals	39	3.08	.73
Enhancing participatory decision making	Trained principals	42	3.21	.79
	Untrained Principals	39	3.00	.64
Resolving conflicts among staff	Trained principals	42	2.95	.91
	Untrained Principals	39	3.31	.89
Promoting school-community co-existence	Trained principals	42	3.07	.61
	Untrained Principals	39	2.88	1.21

Source: Sample Data (2021)

For interpretation of data, mean was used to measure central tendency while standard deviation was applied to measure spread of responses from the mean. Mean values below 2.50 were considered low hence giving any interpretation of less effective while mean values between 2.50 to 3.50 were considered average giving

interpretation of fairly effective and finally mean values above 3.50 were considered highly effective, hence used as references for interpretation.

Table 4.8 shows descriptive statistics of both trained and untrained principals. The KEMI trained principals were very effective in: remuneration of support staff (M=3.69, SD=.83), rewarding exemplary performance (M=3.57, SD=.71), and recommending well performing teachers for promotions (M=3.88, SD=.86).

Results show a moderate effectiveness in recruitments and selection of staff with M=3.31, SD=.77, induction of new staff members (M=3.24, SD=.97), promotion of school-community co-existence (M=3.07, SD=.61), enhancing participatory decision making (M=3.21, SD=.79), ensuring good relationship with staff (M=3.19, SD=.84), and delegation of duties (M=3.29, SD=.79).

Results show low competencies effectiveness in staff appraisal (M=2.97, SD=0.76) management of staff discipline (M=2.95, SD=.65), promotion of capacity development programs (M=2.86, SD=.78), creating learner friendly environment (M=2.52, SD=.77), and Resolving conflicts among staff (M=2.95, SD=.91). These results could be attributed to the performance appraisal, staff discipline and promotion of capacity development programs being mandate for the Kenya Teacher Service Commission and not the school principals. Findings by Orodho (2014) stated that secondary school principals should endeavour to create conducive environment in their schools through training in human resource management skills.

On the other hand Table 4.9 shows the extend of effectiveness of untrained principals in human resource management, the results portrayed more effectiveness on remuneration of support staff (M=4.59, SD=.69), induction of new staff

members (M=3.84, SD=.71), rewarding exemplary performance (M=3.7, SD= .91), recommending well performing teachers for promotions (M=3.74, SD=.38).

The competency was moderate for recruitments and selection of staff (M=3.0, SD=.72), staff appraisals (M=3.26, SD=.98), delegation of duties (M=3.08, SD=.81), ensuring good relationship with staff (M=3.08, SD=.73), enhancing participatory decision making (M=3.0, SD=.64), and resolving conflicts among staff (M=3.31, SD=.89).

The results indicated very low competency in promoting school-community co-existence (M=2.88, SD=1.21), management of staff discipline (M=2.82, SD=.74), promotion of capacity development programs (M=2.86, SD=1.88), creating learner friendly environment (M=2.72, SD=.86).

Strangely It was also noted that untrained principals had high mean in remuneration of support staff (M=4.59, SD=0.91) and induction of new staff as compared to the KEMI trained principals. Low standard deviations indicates that the responses in both groups were less spread.

Averagely, the study found a close mean indices of both trained and untrained principals imply that both groups were fairly effective in human resource management skills. This can serve as a pointer that human resource management training was not very effective on effecting principals' human resource management practices in public secondary schools in Kitui County.

4.4.3.1 Hypothesis Testing

The researcher conducted further tests to establish the statistical significant differences for human resource management skills between principals who have undergone KEMI management skills training and who did not.

H_{02}: There is no statistically significant difference in human resource management skills between principals who have undergone KEMI management skills training and who did not at 0.05(5%) significant level.

The study used independent sample t-test at 0.05 (5%) level of significance to run the independent sample t-Test. The results were shown in table 4.9;

Table 4.9: T- test results for mean difference in human resource management skills between principals who have undergone KEMI management skills training and who did not.

					95% Confidence Interval of the Difference	
	T	DF	Sig. (2-tailed)	Mean Difference	Lower	Upper
Principals' human resource management skills	17.908	79	.744	3.45	3.0603	3.839

Source: Sample Data (2021)

Table 4.9 shows that the KEMI principals' management training is a good predictor of human resource management skills of principals, t (17.908) =; p> .05. It can, therefore be concluded that there is no statistically significant difference between trained and untrained principals on human resource management skills between principals who have undergone KEMI management skills training and those who did

not. Descriptive results found some differences in effectiveness performance of human resource management skills between the KEMI trained and untrained principals.

On the basis of these findings, the null hypothesis which stated that there is no statistically significant difference in human resource management skills between trained and untrained principals. The hypothesis was thus not rejected and conclusion made that human resource management as a component of school management, was not dependent on the successful undertaking of KEMI management skills training. The results agree with Aswathppa, (2012) who pointed out the need for human resources and management training for improvement of principals' human resource management practices.

In conclusion this study observed that skills in human resource management is an integral part in integrating school activities which forms the cornerstone of school outcome. The summary of the finding deduced that there was insignificant gap in human resource management competence between KEMI trained and untrained principals. KEMI trained teachers had better outcomes for human resource management in schools as compared to the KEMI untrained. There was however low effectiveness and outcome for human resource management for KEMI trained principals in areas of staff, management of staff discipline, promotion of capacity development programs and Resolving conflicts among staff.

The study recommends an urgent need for untrained KEMI principals to attend the management training. It is also the suggestion of the study that more emphasis is placed in the training of principals on aspects of human resource management such as conflict resolution, staff discipline and staff appraisal.

4.4.4 Outcome of KEMI Management Skills Training on Principals' Curriculum Implementation Skills

The study also sought to analyse the outcome of KEMI management skills training on principals' curriculum implementation in public secondary schools in Kitui County. Jonyo (2019), affirmed that it is the principals' responsibility to execute the curriculum through supervision of its implementation in schools. This is an important educational outcome that cannot be achieved if the principals lack the skills to do these. This study set out to ascertain the effectiveness of KEMI training in curriculum implementation on principals' curriculum implementation skills.

The respondents were organized in two naturally occurring groups, those who had undergone KEMI management skills training (intervention group n=42) and those who have not undergone the training (control group n=39). The data was measured using 8 items using five-point Likert scale.

The results were presented in Table 4.10. Mean was used as a measure of central tendency and standard deviation used to measure spread of responses from mean.

Table 4.10: Outcome of management skills training on principals' curriculum implementation and management skills.

Curriculum management competencies	Category	N	Mean	SD
Preparation of school programme	Trained principals	42	2.81	.69
	Untrained Principals	39	2.51	1.24
Preparation of professional documents	Trained principals	42	3.59	.94
	Untrained Principals	39	3.51	.88
Monitoring teaching and learning	Trained principals	42	3.50	.73
	Untrained Principals	39	2.87	.52
Monitoring of syllabus coverage	Trained principals	42	3.17	..84
	Untrained Principals	39	3.28	.94
Preparation of exam programs	Trained principals	42	3.31	.81
	Untrained Principals	39	3.44	.91
Promotion of co-curriculum activities	Trained principals	42	3.21	.79
	Untrained Principals	39	3.31	.97
Maintenance of attendance register of teachers, learners and support staff	Trained principals	42	3.43	.77
	Untrained Principals	39	3.56	.75.
Initiating interschool exchange programs	Trained principals	42	3.38	.65
	Untrained Principals	39	2.92	.71

Source: Sample Data

For interpretation, mean values below 2.50 were considered low hence giving any interpretation of less effective while means between 2.50 to 3.40 were considered average giving interpretation of fairly effective and finally mean values above3.50 were considered highly effective.

Table 4.11, showed that all the KEMI trained principals indicated that they were very effective in monitoring teaching and learning (M=3.5, SD=.73), maintenance of attendance register of teachers (M=3.56, SD= .77 and preparation of professional

documents (M=3.59, SD=.94). This shows high level of effectiveness among the trained principals since majority exceeded minimum expectation of 2.5.

The results was moderately effective for preparation of exam programs (M=3.30, SD=.81), promotion of co-curriculum activities (M=3.21, SD= .79) and initiating interschool exchange programs (M=3.38, SD=.65). This demonstrated a fair effectiveness in these aspects of curriculum implementation and management as indicated by the summary score of 2.5-3.4.

Closer examination of the data further reveals trained principals were lowly effective in, preparation of school programme (M= 2.81, SD of 2.51) and monitoring syllabus coverage (M=1.17, SD=.84). This implied that principal's curriculum implementation and management skills were generally low in areas of preparation of school programme and monitoring of syllabus.

The results also revealed ratings of untrained principals portraying that , preparation of school programme scored a mean of 2.51 and SD of 1.24, preparation of professional documents (M=3.51, SD=.88), monitoring teaching and learning (M=2.87, SD=.52), monitoring of syllabus coverage (M=3.28, SD=.94), preparation of exam programs (M=3.44, SD=.91), promotion of co-curriculum activities (M=3.31, SD=.97), maintenance of attendance register of teachers (M=3.56, SD=.75) and initiating interschool exchange programs (M=2.92,SD=.71).

Comparatively the means of untrained principals were lower than those of trained principals, this serves as a pointer that KEMI training on curriculum implementation empowered principals in various competencies pertaining curriculum implementation in Kitui County. These results are in line with Sofo et al., (2014)

that for principals to be expertise in teaching and training they should be trained. Again Stoffels (2004) argued that large-scale curriculum reformation aimed at shifting teachers, classroom organization, pedagogical assumptions, teaching approaches, and assessment methods was almost impossible achievement for South African schools.

4.4.4.1 Hypothesis Testing

The researcher conducted further tests to establish the statistically significance of differences between trained and untrained principals on curriculum implementation skills. The hypothesis was states as follows;

H_{03}: There is no statistically significant difference in Principals' curriculum implementation management skills between principals who have undergone KEMI management skills training and who did not at 0.05 (5%) significant level.

The study used independent sample t-test at 0.05 (5%) level of significance to run the independent sample t-Test. An independent sample t-test was run to test this hypothesis and the results were shown on table 4.11.

Table 4.11: T- test results for difference in Principals' curriculum implementation management skills between principals who have undergone KEMI management skills training and who did not

					95% Confidence Interval of the Difference	
	T	DF	Sig. (2-tailed)	Mean Difference	Lower	Upper
Principals' curriculum implementation and management skills.	16.771	79	.000	3.550	3.1218	3.978

Results of independent sample t-test in Table 4.11 shows that there is statistically significant between trained and untrained principals with mean difference of 3.550, t (16.771) =; $p < .05$. It can therefore, be concluded that there is a statistically significant difference in curriculum implementation skills between principals who have undergone KEMI management skills training and who did not. Similar results are reported in the descriptive section that observed a higher effectiveness in curriculum implementation among KEMI trained principals than those who were not.

On the basis of this finding, the null hypothesis which stated that there is no statistically significant difference in curriculum implementation management skills between principals who have undergone KEMI management skills training and who did not was rejected and conclusion made that curriculum implementation, as a crucial domain of school management is dependent on the successful undertaking of

KEMI management skills training. The result corresponds with descriptive findings that showed mean differences in the various aspects of curriculum implementation.

The finding is consistent with that of Odubuker, (2007) who said that the relationship between school heads' administration training plan and syllabus supervision in secondary schools has a positive significant association between training in curriculum supervision and the head teachers' aptitudes in school management.

More studies have shown teachers in post- colonial countries such as Namibia and Botswana struggle in all contexts to implement progressive change in curriculum due to lack of proper training. Similar results in Kenya could be attributed to the current curriculum reforms that are yet to be cascaded to the management level. The study thus suggested for the KEMI to incorporate the recent reforms on curriculum within the management training to enable principals enhance their competencies.

4.4.5 Outcome of KEMI Management Skills Training on Principals' Risk Management Skills

The last objective for this study was to establish the outcome of KEMI training on risk management skills on principals' risk management strategies in public secondary schools in Kitui County. Risk management comprise of activities conducted by principles to ensure safety at schools. Lopez, Echavez, Magallen & Sale, (2018) posit that risk management is vital in building more equitable environment for attainment of educational outcome. Owing to this importance the study sought to establish outcome of KEMI training on risk management skills on principals' risk management strategies in public secondary schools.

The respondents were in two naturally occurring groups, those who had undergone KEMI management skills training (intervention group n=42) trained principals and those who have not undergone the training (control group n=39) Untrained principals. By responding to ten items the respondents were requested to rate their level of effectiveness in risk management competencies using a Likert scale of 1-5 points. Afterwards the data were analysed and interpretation done by comparing means of the two groups to establish needs and competencies required by public secondary school principals in risk in Kitui County.

The results were presented in Table 4.12.

Table 4.12: KEMI management skills training and principals risk management skills

Risk management competencies	Category	N	Mean	SD
Measures to prevent disease outbreaks				
	Untrained	39		
	Principals		2.44	.753
Safe measures against various forms of injuries	Trained Principals	42	3.60	.71
	Untrained	39		
	Principals		2.69	.98
Fire prevention and fighting measures	Trained Principals	42	3.14	.92
	Untrained	39		
	Principals		2.54	.84
Safe and standard infrastructure	Trained Principals	42	3.60	.78
	Untrained	39		
	Principals		3.41	.71
Fraud detection measures and policies to curb fraud	Trained Principals	42	3.33	.68
	Untrained	39		
	Principals		2.69	.73
Safe and orderly classrooms environment	Trained Principals	42	3.50	.54
	Untrained	39		
	Principals		3.79	.71
Standard security measures to curb potential insecurity	Trained Principals	42	3.48	.58
	Untrained	39		
	Principals		2.87	.54
Measures to curb loss of school property and vandalism	Trained Principals	42	3.81	1.442
	Untrained	39		
	Principals		3.46	1.33
Policies to curb drugs and substance abuse amongst school community.	Trained Principals	42	3.43	173
	Untrained	39		
	Principals		2.85	.1.44
Measures to curb sexual harassment and immoral behaviors in institutions	Trained Principals	42	3.44	1.73
	Untrained	39		
	Principals		2.95	.98

Source: Sample Data, 2021

For interpretation, mean values below 2.50 were considered low hence giving any interpretation of less effective while means between 2.50 to 3.50 were considered average giving interpretation of fairly effective and finally mean values above 3.50 were considered highly effective.

Table 4.10, showed that KEMI trained principals were very effective in risk management competencies with their mean indices as follows: measures to safe and orderly classrooms environment (M=3.60, SD =.73), measures to curb loss of school property (M=3.81, SD=1.42), measures to prevent disease outbreaks scored a mean of 3.48, and SD of .735, and safe measures against various forms of injuries (M=3.60, SD=.74).

Additional results demonstrated moderate effectiveness on measures to fire prevention and fighting (M=3.14, SD=.98), fraud detection measures and policies to curb fraud (M=3.30, SD=.71), standard security measures to curb potential insecurity (M=3.33, SD= .58), developing policies to curb drugs and substance abuse amongst school community (M=3.43, SD=1.73) and measures to curb sexual harassment and immoral behaviours in their institutions (M=3.44, SD= 1.83). There was low competency score on measures to safe and standard infrastructure (M=2.67, SD=.84).

On the other hand, the untrained principals indicated that they were effective in preventing disease outbreaks as they scored a high mean of 3.64, and SD of .753 and putting in place safe and orderly classrooms environment (M=3.79, SD=.71).

Further results displayed fair effectiveness in safe and standard infrastructure (M=3.41, SD=.78), and developing fraud detection measures, and standard security measures to curb potential insecurity (M=3.48, SD= .71).

There was low effectiveness in initiating fire prevention and fighting measures (M=2.54, SD=.92), and policies to curb fraud (M=2.69, SD=.68), measures to curb loss of school property(M=2.87 SD=.54), formulating policies to curb drugs and substance abuse amongst school community(M=2.85, SD=1.332), measures to curb sexual harassment and immoral behaviours in institutions (M=2.95,SD=1.72), and putting in place safe measures against various forms of injuries (M=1.69, SD=.71), putting in place safe measures against various forms of injuries (M=1.69, SD=.71).

Most of the principals indicated that they were ineffective in fire prevention and fighting strategies and formulating policies to curb drugs substance abuse an indication that more training is needed in these competencies.

Although there were instances of high means in both groups which can be attributed to self- development among untrained principals, comparatively untrained principals scored lower means than trained implying risk management training had outcome on principals' risk management competencies. Both groups had low standard deviations indicating that participant's responses were consisted and less spread from the means.

These results are in agreement with, Marsden, (2005) who stated that safe and orderly classrooms environment and school facilities were extensively related to elementary school students' academic performance. He added that a student's academic performance is attributed to a comfortable and caring environment among

other treatments. These have forced many schools to adopt measures and policies which oversee risks and monitor their occurrence in order to reduce their outcome on the performance of the institution.

4.4.5.1 Hypothesis Test

The researcher conducted further tests for hypothesis four that stated;

H_{04}: There is no statistically significant difference in risk management skills between principals who have undergone KEMI management skills training and who did not at 0.05(5%) significant level.

The study used independent sample t-test at 0.05 (5%) level of significance to run the independent sample t-Test. The results were shown in table 4.13;

Table 4.13: T- test results for difference in risk management skills between principals who have undergone KEMI management skills training and who did not

					95% Confidence Interval of the Difference	
	T	DF	Sig. (2-tailed)	Mean Difference	Lower	Upper
Principal's risk management skills	18.320	79	.000	3.675	3.2692	4.080

Source: Data, 2021

Table 4.13 shows that the KEMI principals' management training is a good predictor of curriculum implementation management skills of principals, t (18.320) =; $p < .05$. It can, therefore, be concluded that there is a statistically significant difference in risk management skills between principals who have undergone KEMI management skills training and who did not.

On the basis of this finding, the null hypothesis which stated that there is no statistically significant difference in risk management skills between principals who have undergone KEMI management skills training and who did not was rejected and conclusion made that risk as a component of school management is dependent on the successful undertaking of KEMI management skills training. These results agree with Aswathppa, (2012) who argued that it was important for the principals to have successful risk management skills and have both internal and external support.

The findings of this study established that there is a significant outcome of KEMI management skills training in: financial competencies, human resource management competencies, curriculum implementation and competencies and risk management skills. For this reason, it's important that the government gives more attention to development of these skills in the course of training teachers in training colleges.

4.5 Correlations Analysis

The researcher sought to conduct a correlation analysis to measure the nature and direction of association between each pair of the study variables using Pearson product moment correlation (*r*) tabulated in correlation matrix. The outcomes are shown in table 4. 15.

Table 4.14: Correlation Analysis n=79

		Financial management skills	Human resource management skills	Curriculum Implementation management skills	Risk management skills	Principal's management skills
Financial management skills	Pearson Correlation	1	.	.		
	Sig. (2-tailed)					
Human resource management skills	Pearson Correlation	.841(**)	1			
	Sig. (2-tailed)	.000				
Curriculum Implementation management skills	Pearson Correlation	.861(**)	.943(**)	1		
	Sig. (2-tailed)	.000	.000			
Risk management skills	Pearson Correlation	.773(**)	.947(**)	.905(**)	1	
	Sig. (2-tailed)	.000	.000	.000		
Principal's management skills	Pearson Correlation	.773(**)	.947(**)	.905(**)	.861(**)	1
	Sig. (2-tailed)	.000	.000	.000		

** Correlation is significant at 0.01 level (2-tailed).

From Table 4.11, it was established that there was a strong positive correlation between all the study variables with financial management skills having a correlation coefficient of .773 with human resource management skills .947, Curriculum Implementation management skills had 0.947 and risk management skills had .861. The high correlation coefficients between study variables implies that the variables are closely related and as one variable rise the other does so. P-values are less than alpha value of. 01 in the above 2- tailed test implying the null hypotheses were rejected.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter present the summary of the study findings based on respondents' demographic data, study findings based on research questions, conclusions based on study findings, recommendations of the study and suggestions for further research.

5.2 Summary of the Study Findings

In this study, investigation was done on the outcome of Kenya education management institute's training on principals' management skills in public secondary schools in Kitui County, Kenya.

The study was guided by the following objectives: To determine the outcome of KEMI financial management skills training on principals' financial management competencies in public secondary schools in Kitui County; determine the outcome of KEMI human resource management skills training on principals human resource management practices; analyse the outcome of KEMI curriculum implementation and management skills training on principals curriculum management competencies and finally establish the outcome of KEMI risk management skills training on principals risk management strategies.

Out of 86 questionnaires distributed to respondents, 81 questionnaires were completed and returned, making a return rate of 94%, which were used in this study. For the unreturned ones three were incomplete and two unreturned. Out of the 81 respondents 46(56.8%) were males while 35(433.2%) were females. The study also revealed that a majority of principals were above 46yrs 73 (90.1%). On academic level, majority of principals 69 (85.2%) had a bachelor of Education degree with

only 8 (9.9% had attained master's degree. Majority 36 (44.5%) of the principals had worked for more than 10 years as principal.

5.2.1 Summary of the Study Results

a) It was established that KEMI financial management training had statistically significant outcome on principals' financial competencies. Principals trained at KEMI were found to be effective in preparation of school budgets, diversification of sources of school revenue, planning for various expenditure, and keeping financial records. Principal recorded low competence in auditing school books of account, integration of ICT in school accounting process and preparation of financial reports. The study further found that KEMI management skills training is a good predictor of financial management skills of principals, $t\ (27.281) =; p < .05$.

b) The study established that, KEMI human resource skills training had significant outcome on principals' human resource management competencies. The study found KEMI trained principals demonstrated high competency in recommending well performing teachers for promotion, rewarding exemplary performance and renumeration of support staff. Principals recorded moderate competency in recruitment and selection of staff, induction of new staff members, promotion of capacity development programs, enhancing participatory decision making, ensuring good relationship with staff, enhancing participatory decision making, and delegation of duties. The competency score was low on staff appraisal, management of staff discipline, promotion of capacity development programs, creating learner friendly environment, and resolving conflicts among staff. Mean score comparison between KEMI trained and untrained principals reported both were fairly competent in execution of human resource management skills in schools. The hypothesis test

revealed that KEMI management training was not necessarily a good predictor of human resource management skills of principals, t (17.908) =; p > .05.

c) The findings of the study also revealed that KEMI training on curriculum implementation had significant outcome on principals' curriculum implementation competencies. Principals demonstrated effective skills in preparation of professional documents, monitoring teaching and learning, maintenance of attendance registers of teachers and initiating interschool exchange programs. Trained principals' competencies in monitoring syllabus coverage, preparation of exam programs, promotion of co-curriculum activities was moderate. Untrained Principals demonstrated fair competency in preparation for exams programs, promotion of co-curriculum activities, and initiating interschool exchange. Competency score was however low for preparation of school programme (M= 2.81, SD of 2.51) and monitoring syllabus coverage (M=1.17, SD=.84). Comparatively the means for KEMI untrained principals' competency in curriculum implementation were lower than those of trained principals. KEMI management skills training was found to be a good predictor of curriculum implementation skills of principals, t (16.771) =; p < .05.

d)Finally, the study established that, KEMI training on risk management had a significant outcome on principals' management competencies. Principals demonstrated high competency in measures for safe and orderly classrooms environment, measures to curb loss of school property, measures to prevent disease outbreaks scored a mean of 3.48, and SD of .735, and safe measures against various forms of injuries (M=3.60, SD=.74). The competency was moderate for measures to prevent fire and fighting, fraud detection and policies to curb fraud, measures to

curd potential insecurity and measures to curb drugs and substance abuse amongst school community. Principals' competency for measures to safe and standard infrastructure was low. The study found some instances of high competency scores for both trained and untrained principals. It however established that untrained principal had lower competency for risk management. Hypothesis test deduced that KEMI principals' management training was a good predictor of curriculum implementation skills of principals, t (18.320) =; p < 05.

5.3 Conclusions of the study

The purpose of this study was to investigate the outcome of KEMI management skills training on management competencies of public secondary schools' principals in Kitui County, Kenya, by determining if there was statistically significant difference between trained and untrained public secondary school principals.

Firstly, the study established that, there is a statistically significant difference in financial management skills between principals who have undergone KEMI management skills training and who did not, this indicates that effectiveness in financial management is significantly influenced by KEMI management skills training and therefore the training is important for effective school financial management.

Secondly, it was revealed that, there is no statistically significant difference in human resource management skills between principals who have undergone KEMI management skills training and who did not. This indicated that KEMI management skills training did not affect principals' human resource management competences and therefore more training should be intensified.

Thirdly, the study revealed that there is a statistically significant difference in curriculum implementation management skills between principals who have undergone KEMI management skills training and who did not and that curriculum implementation is significantly affected by KEMI management skills training.

Finally, the study found out that there is a statistically significant difference in risk management skills between principals who have undergone KEMI management skills training and who did not. Therefore, successful KEMI management skills training had a positive outcome on risk management skills of principals.

5.4 Recommendations

The following are the recommendations of the study.

5.4.1 Policy Recommendations

i. The government through KEMI should ensure more emphasis are put in place for the financial management training aspects of auditing, reporting and integration of ICT in school financial management. The government should ensure the support finance staff have these skills to make the principals work easy. The study found that public secondary school managers are selected from a pool of teachers who are ill equipped with financial management skills in areas of auditing, reporting and use of ICT in school financial management.

ii. The government through Teachers Service commission should consider a review and harmonization of human resource policy and practice for the roles and responsibilities of school principals. The roles performed by TSC, KNEC and other human resource bodies in charge of teachers employment should be well defined. The study found that traditional human resource practices were used

marking no difference between trained and untrained principals. The KEMI should consider a review of Human resource management training to incorporate good practices with collaboration from TSC and public service commission.

iii. The government through the relevant ministries incharge of curriculum development and implementation KICD, should ensure the curriculum implementation policy review are cascaded to other institutions such as KEMI. The study established a moderately low competency among trained and untrained principals on curriculum implementation. The government should also increase efforts of supervision and supporting principals in management of curriculum implementation by providing the required resources for curriculum implementation.

iv. The government should consider increasing accessibility of KEMI skills training, this can be achieved by establishing KEMI resource centres in the various towns across the country as well as adopting digital learning models for continuous improvement of the training.

5.4.2 Recommendation for Practice

The study present the following recommendations to be practiced;

i. The government ministry of education should hold regular workshops on integration of ICT in school management to refine and improve principals' management skills using ICT

ii. Ministry of Education Science and Technology (MoEST) should recommend school management training in pre-service training curriculum for teacher

trainees in universities and colleges with more emphasis on ICT integration in the management of schools.

iii. Kenya Education management Institute should conduct a needs assessment to establish training gaps that can be used in improvement of training areas and curriculum such as training in risk management.

5.4.3 Recommendations for Further Research

To continue closing the gap in determining the outcome of Kenya Education Management Institute's training on principals' management skills in public secondary schools in Kitui County, Kenya. The study made the following recommendations.

1. The same study can be replicated in other Counties especially the Arid and semi-arid areas to determine if findings from other counties present statistically significant differences.

2. A causal comparative study can be conducted to compare school management competencies between private secondary school principals and those in public secondary schools.

3. A study can be conducted to determine how principals' academic level, gender and training affect students' academic performance and school climate.

4. Finally, a study can be carried out to determine relationship between principals' risk management skills and school climate.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

RE: PARTICIPATION IN RESEARCH

I am Jonathan Utee a postgraduate student undertaking Master Degree in Education, Education Research, Evaluation and Assessment at Kenyatta University. To fulfill requirements for the course, I am carrying out a research on the outcome of Kenya Education Management Institute's training on principals' management skills in public secondary schools in Kitui County, Kenya. Regarding this, you are kindly requested to respond questions to reflect your opinion and experience on the study title. You are hence invited to freely provide information in the questionnaire. This study is mainly for academic purpose and at no time will you be held responsible for any information provided here. Your participation is significant for successful completion of this course and I greatly appreciate your contribution.

Thanking you in advance.

Yours Faithfully

Jonathan M. Utee

REG. NO: E55/CE/29045/15

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

I am Jonathan Utee a postgraduate student at Kenyatta University conducting a research on outcome of Kenya Education Management Institute's training on principals' management skills in public secondary schools in Kitui County, Kenya.

Instructions: Please answer the questions according to your opinion as there is no right or wrong answers.

For purposes of anonymity, do not write your name anywhere in the questionnaire and provide accurate information using a tick (√) indicate your response appropriately.

SECTION A: DEMOGRAPHIC DATA

1. What is your gender?
   Male [ ]
   Female [ ]

2. By use of a tick (√), please indicate your age category.
   Less than 40 Years [ ]
   41 – 45 Years [ ]
   46 -50 Years [ ]
   Above 51 [ ]

3. What is your highest academic qualification?
   PhD in education [ ]
   Master's degree in education [ ]
   Bachelor's degree in Education [ ]
   Diploma in Education [ ]

4. Please indicate years you have worked as a principal for a secondary school:
   1 – 5 years [ ]
   6 – 10 years [ ]
   Over 10 years [ ]

In section B to E, please tick [ ] in the boxes. Use an interval Likert scale of 1-5 points where 1-Not effective, 2- less effective, 3- fairly effective, 4- effective and 5-Highly effective.

SECTION B: Financial management competencies

Provided in the table below are financial management competencies a public secondary school principal should possess and practice. Please tick in the box to show the extent to which you are effective in the following financial management competencies at your school.

Financial management competencies to	5 HE	4 E	3 FE	2 LE	1 NE
Preparation of school budget					
Diversify sources of school revenue					
Plan for various expenditure					
Keeping financial records					
Auditing book of accounts					
Integration of ICT in school accounting process					
Preparation of financial statement and reports					

SECTION C: Outcome of Human Resource Management Skills Training on Principals' Human Resource Management skills in Public Secondary Schools.

Provided in the table below are human resource management competencies a public secondary school principal should possess and practice. Please tick in the box to show extent of your effectiveness in the following human resource management competencies.

Human resource management competencies	5 HE	4 E	3 FE	2 LE	1 NE
Recruitments and selection of staff					
Induction of new staff members					
Management of staff discipline					
Promotion of capacity development programs					
Staff appraisals					
Delegation of duties					
Rewarding exemplary performance					
Recommending well performing teachers for promotions					
Remuneration of support staff					
Creating learner friendly environment					
Ensuring good relationship with staff					
Enhancing participatory decision making					
Resolving conflicts among staff					
Promoting school-community co-existence					

SECTION D: Outcome of Curriculum Implementation and Management Skills Training on Principals' Curriculum Implementation and Management Practices in Public Secondary Schools

1. Provided in the table below are curriculum management competencies a public secondary school principal should possess and practice. Please tick in the box to show the extent you are effective in the following curriculum management and implementation competencies.

Curriculum implementation and management competencies	**VE**	**E**	**FE**	**LE**	**NE**
Preparation of school programme					
Preparation of professional documents					
Monitoring teaching and learning					
Monitoring of syllabus coverage					
Preparation of exam programs					
Promotion of co-curriculum activities					
Maintenance of attendance register of teachers, learners and support staff					
Initiating interschool exchange programs					
Promotion of conducive learning environment in school					
Performance in KCSE					

SECTION E: Contribution of Risk Management Skills Training on Principals' Risk Management Strategies in Public Secondary Schools

2. Provided in the table below are risk management competencies a public secondary school principal should possess and practice. Please tick in the box to show the extent you are effective in the following risk management competencies.

Risk management competencies	**Very Effective**	**Effective**	**Fairly Effective**	**Less Effective**	**Not Effective**
Measures to prevent disease outbreaks					
Safe measures against various forms of injuries					
Fire prevention and fighting measures					
Safe and standard infrastructure					
Fraud detection measures and policies to curb fraud					
Safe and orderly classrooms environment					
Standard security measures to curb potential insecurity					
Measures to curb loss of school property and vandalism					
Policies to curb drugs and substance abuse within school					
Measures to curb sexual harassment and immoral behaviors in institutions					

APPENDIX III: PILOT QUESTIONNAIRE

After responding to the research questionnaire respondents were provided with a pilot questionnaire to value the research questionnaire. Pilot instrument covered the following questions.

5. How long did it take to read and complete the questionnaire?.....
.....
.....
.....

6. On a scale of 1-5 points how do you rate the relevance of the questionnaire?...
.....
.....
.....

7. Were all the questions clear Yes/No? if no state the questions.....
.....
.....
.....

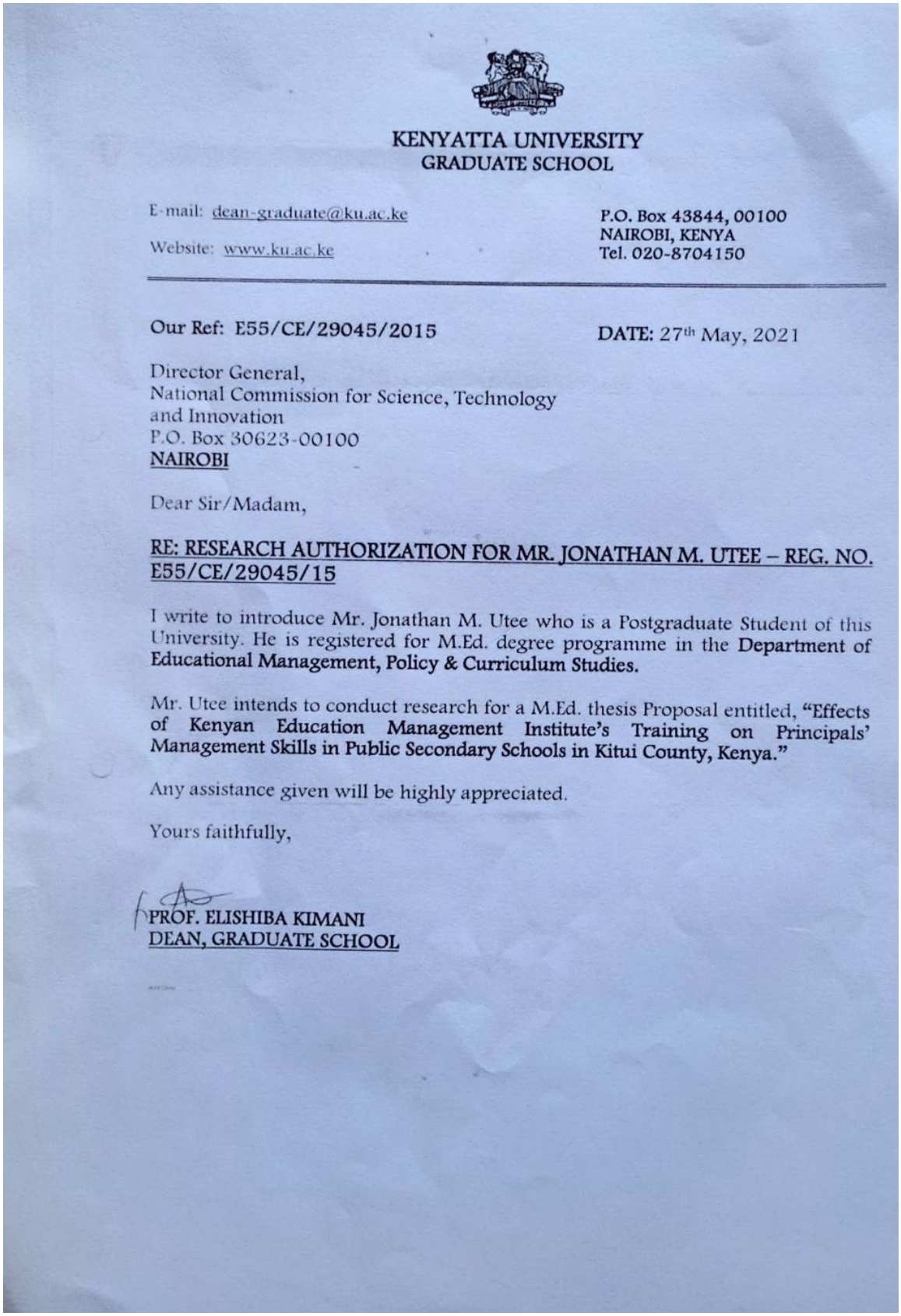
8. Did understand the questions Yes/No, if not which questions didn't you understand and why.....
.....
.....

9. Did you understand the purpose of the questionnaire? Yes/No.

10. Do you think there are other issues that can be included in the questionnaire?...
.....
.....
.....

Thank you for your participation and contribution.

APPENDIX IV: AUTHORIZATION KU GRADUATE SCHOOL



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Our Ref: E55/CE/29045/2015

DATE: 27th May, 2021

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MR. JONATHAN M. UTEE – REG. NO. E55/CE/29045/15

I write to introduce Mr. Jonathan M. Utee who is a Postgraduate Student of this University. He is registered for M.Ed. degree programme in the Department of Educational Management, Policy & Curriculum Studies.

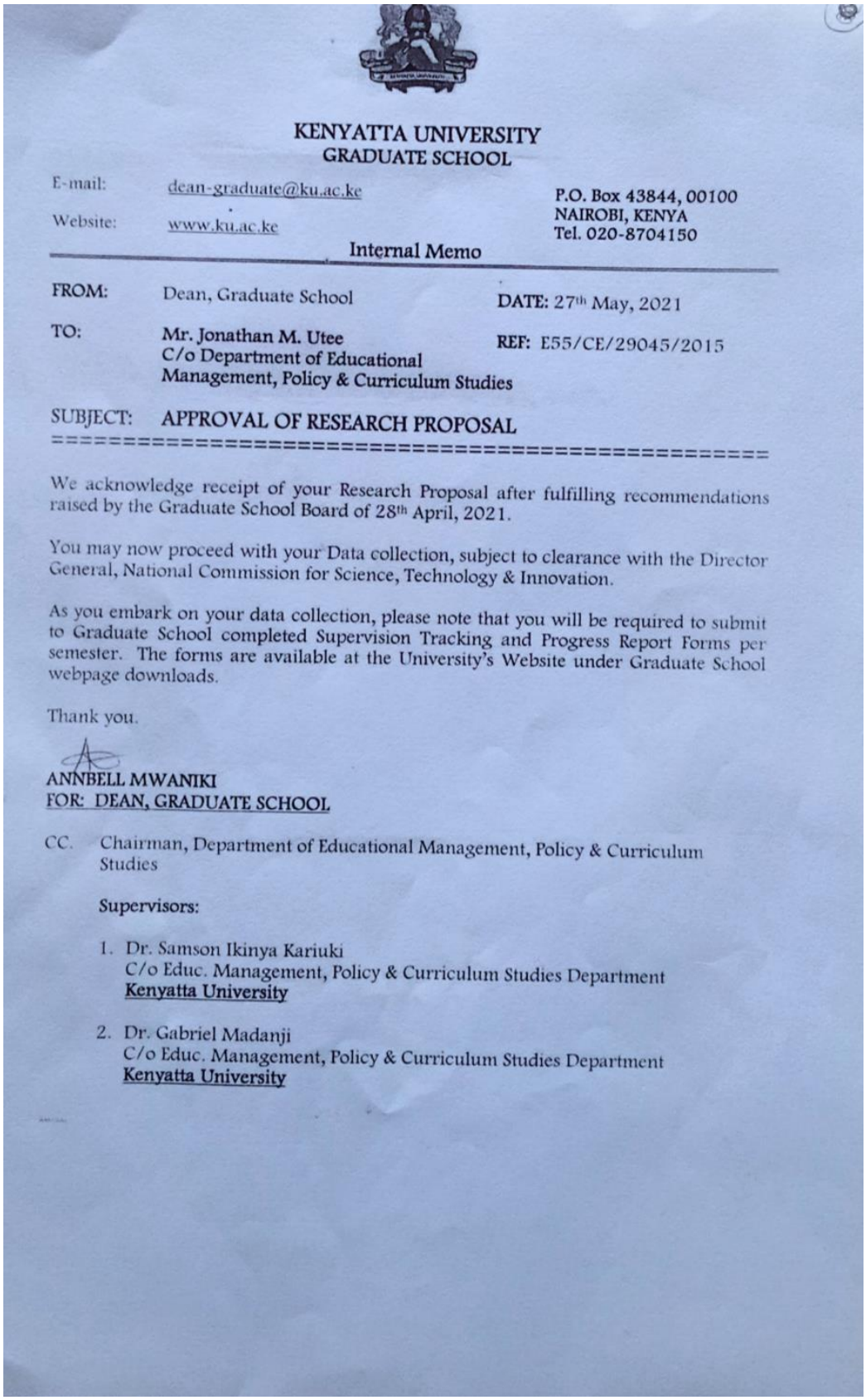
Mr. Utee intends to conduct research for a M.Ed. thesis Proposal entitled, "Effects of Kenyan Education Management Institute's Training on Principals' Management Skills in Public Secondary Schools in Kitui County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

APPENDIX V: APPROVAL KENYATTA UNIVERSITY



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 020-8704150

Internal Memo

FROM: Dean, Graduate School
DATE: 27th May, 2021

TO: Mr. Jonathan M. Utee
C/o Department of Educational
Management, Policy & Curriculum Studies
REF: E55/CE/29045/2015

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your Research Proposal after fulfilling recommendations raised by the Graduate School Board of 28th April, 2021.

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

CC. Chairman, Department of Educational Management, Policy & Curriculum Studies

Supervisors:

1. Dr. Samson Ikinya Kariuki
   C/o Educ. Management, Policy & Curriculum Studies Department
   Kenyatta University
2. Dr. Gabriel Madanji
   C/o Educ. Management, Policy & Curriculum Studies Department
   Kenyatta University

APPENDIX VI: RESEARCH NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 370840

Date of Issue: **22/June/2021**

RESEARCH LICENSE

This is to Certify that Mr.. JONATHAN MUANGE UTEE of Kenyatta University, has been licensed to conduct research in Kitui on the topic: EFFECT OF KENYA EDUCATION MANAGEMENT INSTITUTES TRAINING ON PRINCIPALS' MANAGEMENT SKILLS IN PUBLIC SECONDARY SCHOOLS IN KITUI COUNTY, KENYA for the period ending : 22/June/2022.

License No: **NACOSTI/P/21/11355**

370840

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX VII: AUTHORIZATION BY COUNTY DIRECTOR

MINISTRY OF EDUCATION
State Department for Basic Education

Telegrams "EDUCATION"
Kitui
Telephone: Kitui 22759
Fax :04444-22103
E-Mail :
cde.kitui@gmail.com

REPUBLIC OF KENYA

COUNTY EDUCATION
OFFICE
KITUI COUNTY
P.O BOX 1557-90200
KITUI

When replying please quote;

Ref. No: KTIC/ED/Res/Vol. I/22/118 **Date: 25th June 2021**

Jonathan Muange Utee
P.O.Box 144 -90205
Kabati - Kitui

RE: RESEARCH AUTHORIZATION

Following your application for authority to conduct a research on the topic: **Effect of Kenya education management institutes training on principles management skills in public secondary schools in Kitui county Kenya,",** I am pleased to inform you that permission has been granted to you to undertake research in Kitui County for the period ending **22nd/June/2022.**
License No: NACOSTI/P/21/11355

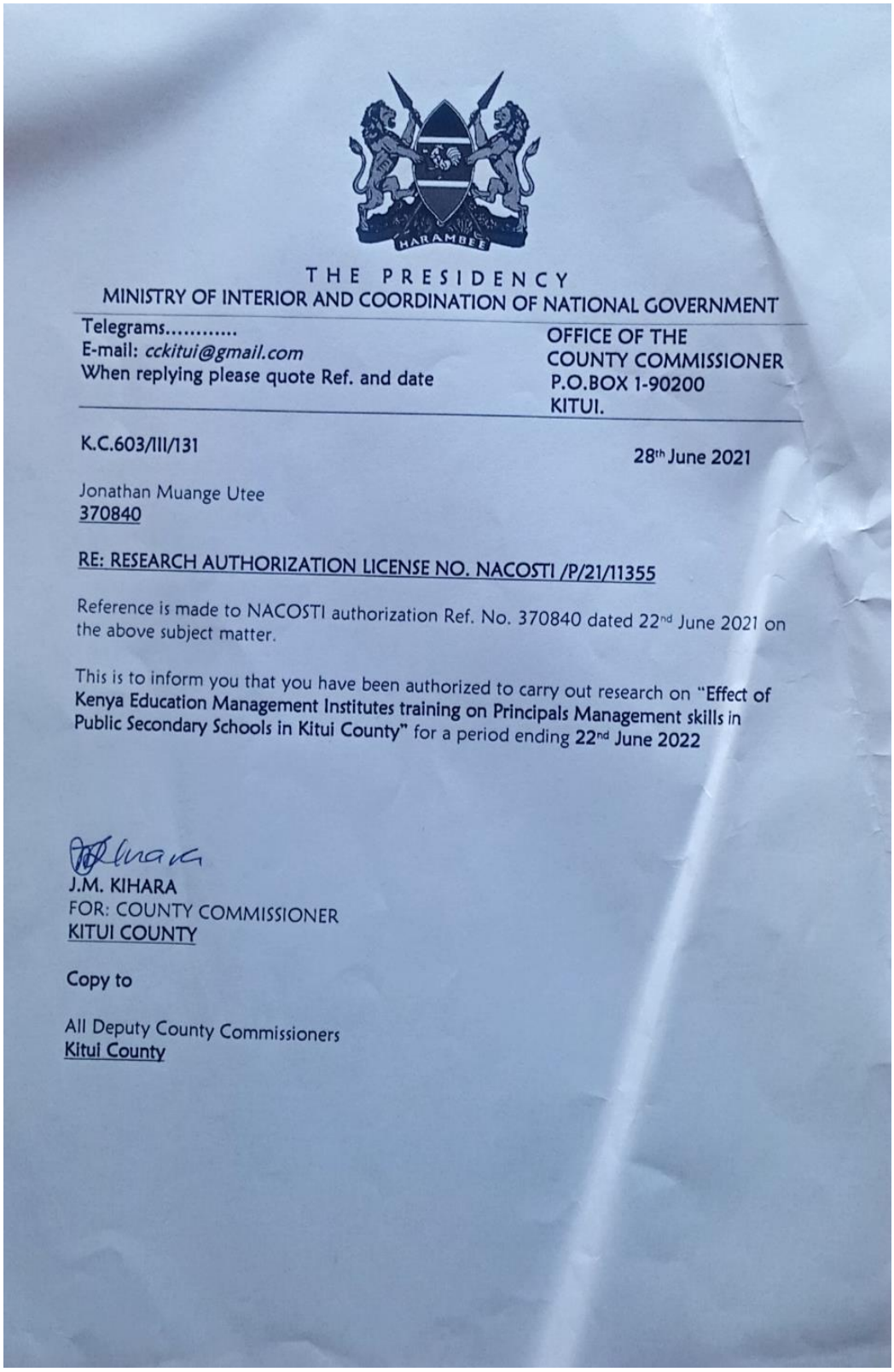
You are advised to liaise with the respective Sub County Directors of Education before embarking on the exercise and a copy of the research report should be forwarded to this office.

COUNTY DIRECTOR OF EDUCATION
KITUI
P. O. Box 1557, KITUI.

Mirriam Matheka
For: County Director of Education
Kitui County

ISO 9001 BUREAU VERITAS Certification

APPENDIX VIII: AUTHORIZATION BY COUNTY COMMISIONER



THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams.....
E-mail: *cckitui@gmail.com*
When replying please quote Ref. and date

OFFICE OF THE
COUNTY COMMISSIONER
P.O.BOX 1-90200
KITUI.

K.C.603/III/131

28th June 2021

Jonathan Muange Utee
370840

RE: RESEARCH AUTHORIZATION LICENSE NO. NACOSTI /P/21/11355

Reference is made to NACOSTI authorization Ref. No. 370840 dated 22nd June 2021 on the above subject matter.

This is to inform you that you have been authorized to carry out research on "Effect of Kenya Education Management Institutes training on Principals Management skills in Public Secondary Schools in Kitui County" for a period ending 22nd June 2022

J.M. KIHARA
FOR: COUNTY COMMISSIONER
KITUI COUNTY

Copy to

All Deputy County Commissioners
Kitui County