

**INFLUENCE OF KENYA EDUCATION MANAGEMENT  
INSTITUTE TRAINING ON THE HEAD TEACHERS' MANAGEMENT  
COMPETENCIES IN PUBLIC PRIMARY SCHOOLS IN UASIN GISHU  
COUNTY, KENYA**

**JOSEPHINE ONGORI**

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE  
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL  
ADMINISTRATION OF UNIVERSITY OF ELDORET, KENYA**

**2021**

## DECLARATION

### Declaration by the Candidate

This thesis is my original work and has not been submitted for any academic award in any university. No part of this thesis may be reproduced without the permission of the author and/or University of Eldoret.

**Josephine G. Ongori**

---

REG NO EDU/PhD/EA/019/014

---

Date

### Declaration by the Supervisors

This thesis has been submitted for examination with our approval as university supervisors

---

**Prof. Kisilu Kitainge**

---

**Date**

Department of Technology Education

University of Eldoret, Kenya

---

**Dr. Lydia Kipkoech**

---

**Date**

Department of Educational Management and Policy Studies

University of Eldoret, Kenya

**DEDICATION**

I dedicate this research work to Almighty God for empowering me to travel far in the academic journey. Special gratitude to my loving parents Stephen Ongori and Hellen Bosibori, to my loving husband Barnabas Ongangi and children Evans Osoro, Evinah Ongangi and Enoch Ongangi

## ABSTRACT

Education is the pillar and foundation of life. This study established the influence of Kenya Education Management Institute (KEMI's) capacity building programme of head teachers' management competencies in public primary schools in Uasin Gishu County, Kenya. The objectives of the study were to look at the influence of KEMI's capacity building programme on head teachers' competencies in teacher management; establish how KEMI's capacity building programmes influence head teachers' competencies in curriculum supervision; determine the influence of KEMI's capacity building programme on head teachers' competencies in infrastructure management; examine the influence of KEMI's capacity building programme on head teachers' competencies in financial management; and assess the head teachers' perceptions towards KEMI's capacity building programme in relation to their management competencies in public primary schools in Uasin Gishu County. The research adopted a descriptive survey research. The study embraced the pragmatic worldview in which descriptive survey research design was employed. The study was guided by Kolb's Experiential Learning Cycle theory. The study targeted six sub-county education officers and 471 head teachers in public primary schools in the county. Simple random sampling was employed in choosing 30% (141) of the public primary schools proportionately from each of the six sub-counties in the county. Every head teacher of the selected public primary schools took part in this study. Data was also gathered from all the six sub-county directors of education of Moiben, Kesses, Turbo, Kapseret, Ainabkoi and Soy. Data was collected using interviews and questionnaire. Analysis using descriptive statistics was computed with frequencies and percentages while inferential statistics involved the use of Pearson product moment correlation and multiple regressions. Findings indicated that there was a strong positive correlation between KEMI capacity building programmes and head teachers' competencies in teacher management, curriculum supervision and infrastructure management. Lastly, there was a moderate positive correlation between KEMI capacity building programme and head teachers' competency in financial management. The findings of the study may be of significance to Kenya Education Management Institute (KEMI) in tailoring training needs for head teachers so as to enhance professional development and leadership in schools. KEMI will utilize the information to arrange teacher-training programs so as to advance their schools and put in place plans assist develop management practices in schools and finally the student academic achievement.

## TABLE OF CONTENTS

DECLARATION .....	ii
DEDICATION .....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	ix
LIST OF FIGURES .....	xi
LIST OF ABBREVIATIONS AND ACROYNMS .....	xii
DEFINITION OF OPERATIONAL TERMS .....	xiii
ACKNOWLEDGMENT.....	xv
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Overview.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	6
1.4 Purpose of the Study .....	7
1.5 Research Objectives.....	7
1.6 Research Questions .....	8
1.7 Research Hypotheses .....	9
1.8 Significance of the Study .....	9
1.9 Justification of the Study .....	10
1.10 Theoretical Framework.....	11
1.10.1 Concrete Experiences.....	12
1.10.2 Reflective Observation.....	12
1.10.3 Abstract Conceptualization.....	13
1.10.4 Active Experimentation .....	13
1.11 Conceptual Framework.....	15
<b>CHAPTER TWO .....</b>	<b>18</b>
<b>LITERATURE REVIEW .....</b>	<b>18</b>
2.1 Introduction to Literature.....	18
2.2 KEMI Capacity Building Programme .....	18

2.2.1 Role of Education Management Institutes in Training .....	18
2.2.2 The Concept of In-Service Training .....	20
2.3 Head Teachers' Management Competencies .....	23
2.3.1 Head Teacher Management Practices in Schools .....	24
2.3.2 KEMI's Training on Head teachers' Competencies in Teacher Management .....	28
2.3.3 KEMI's Training on Head teachers' Competencies in Curriculum Supervision .....	33
2.3.4 KEMI's Training on Head teachers' Competencies in Infrastructure Management .....	38
2.3.5 KEMI's Training on Head teachers' Competencies in Financial Management .....	42
2.3.6 Perceptions of KEMI's Training in Relation to Head Teachers Management Competencies .....	47
2.4 Summary of Literature Review and the Gap .....	50
<b>CHAPTER THREE .....</b>	<b>53</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>53</b>
3.1 Overview .....	53
3.2 Philosophical Paradigm .....	53
3.3 Research Design .....	55
3.4 Study Area .....	57
3.5 Target Population .....	57
3.6 Sample Size and Sampling Procedures .....	58
3.7 Data Collection Tools .....	59
3.7.1 Questionnaire .....	59
3.7.2 Interview Guide .....	60
3.8 Validity and Reliability of Instruments .....	61
3.8.1 Validity of Instruments .....	61
3.8.2 Reliability of Instruments .....	62
3.9 Data Collection Procedures .....	63
3.10 Data Analysis Procedures .....	63
3.11 Ethical Considerations .....	64
3.12 Chapter Summary .....	65

<b>CHAPTER FOUR.....</b>	<b>66</b>
<b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....</b>	<b>66</b>
4.1 Introduction.....	66
4.2 Questionnaire Return Rate .....	67
4.3 Background Information of the Respondents .....	67
4.3.1 Gender of the Respondents.....	67
4.3.2 Age of the Respondents.....	69
4.3.3 Professional Qualification .....	70
4.3.4 Work Experience .....	71
4.3.5 Attendance of KEMI Diploma Course .....	72
4.3.6 Extent to which KEMI helped to acquire skills .....	73
4.4 Influence of KEMI's Training on Head teachers' Competencies in Teacher Management.....	74
4.4.1 Descriptive Statistics for Objective One .....	74
4.4.2 Inferential Statistics for $H_{01}$ .....	82
4.4.2.1 Pearson's Product-moment Correlation for $H_{01}$ .....	82
4.4.2.2 Simple Linear Regression for $H_{01}$ .....	83
4.5 Influence of KEMI's Training on Head teachers' Competencies in Curriculum Supervision .....	86
4.5.1 Descriptive Statistics for Objective Two.....	86
4.5.2 Inferential Statistics for $H_{02}$ .....	94
4.5.2.1 Pearson's Product Moment Correlation for $H_{02}$ .....	94
4.5.2.2 Simple Linear Regression for $H_{02}$ .....	95
4.6 Influence of KEMI's capacity Building Programme on Head teachers' Competencies in Infrastructure Management .....	98
4.6.1 Descriptive Statistics for Objective Three.....	98
4.6.2 Inferential Statistics for $H_{03}$ .....	103
4.6.2.1 Pearson's Product Moment Correlation for $H_{03}$ .....	103
4.6.2.2 Simple Linear Regression for $H_{03}$ .....	104
4.7 Influence of KEMI's Capacity Building Programme on Head teachers' Competencies in Financial Management .....	107
4.7.1 Descriptive Statistics for Objective Four .....	107
4.7.2 Inferential Statistics .....	114

4.7.2.1 Pearson's Product Moment Correlation for $H_{04}$ .....	114
4.7.2.2 Simple Linear Regression for $H_{04}$ .....	115
4.8 Head teachers' Perceptions towards KEMI's Capacity Building Programme ....	118
CHAPTER FIVE .....	124
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS .....	124
5.1 Introduction.....	124
5.2 Summary of the Findings.....	124
5.2.1 Background Information of the Respondents.....	124
5.2.2 Influence of KEMI's Capacity Building Programme on Head teachers' Competency in Teacher Management .....	125
5.2.3 Influence Head teachers' Competencies in Curriculum Supervision.....	128
5.2.4 Influence of KEMI's Capacity Building Programme on Head teachers' Competencies in Infrastructure Management.....	132
5.2.5 Influence of KEMI's Capacity Building Programme on Head teachers' Competencies in Financial Management .....	136
5.2.6 Head teachers' Perceptions towards KEMI's Capacity Building Programme .....	140
5.3 Conclusion .....	142
5.4 Recommendations of the Study .....	144
5.5 Suggestions for Further Studies .....	145
REFERENCES .....	146
APPENDICES .....	169
APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS.....	169
APPENDIX II: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTORS OF EDUCATION .....	175
APPENDIX III.....	177
MAP OF STUDY AREA UASIN GISHU COUNTY .....	177
APPENDIX IV.....	178
RESEARCH PERMIT .....	178
APPENDIX V .....	179
RESEARCH AUTHORIZATION .....	179
APPENDIX VI.....	180
SIMILARITY INDEX/ANTI-PLAGIARISM REPORT .....	180



## LIST OF TABLES

Table 4.1: Work Experience .....	71
Table 4.2: Extent to which KEMI helped to Acquire Skills for Management .....	73
Table 4.3: Influence of KEMI's Training on Head teachers' Competencies in Teacher Management.....	75
Table 4.4: Correlation Analysis between KEMI Capacity Building Programme and Head Teachers Competency in Teacher Management.....	82
Table 4.5: Model Summary of KEMI Capacity Building Programme on Head teachers' Competencies in Teachers Management .....	84
Table 4.6: Anova Output Analysis for $H_{01}$ .....	84
Table 4.7: The Coefficient for $H_{01}$ .....	85
Table 4.8: Influence of KEMI's Training on Headteachers' Competencies on Curriculum Supervision .....	88
Table 4.9: Correlation Analysis between KEMI Capacity Building Programme and Head Teachers Competency in Curriculum Supervision.....	94
Table 4.10: Model Summary of KEMI Capacity Building Programme on Head teachers' Competencies on Curriculum Supervision.....	96
Table 4.11: Anova Output Analysis for $H_{02}$ .....	96
Table 4.12: The Coefficient for $H_{02}$ .....	97
Table 4.13: KEMI's Capacity Building Programme on Headteachers' Competencies in Infrastructure Management.....	99
Table 4.14: Correlation Analysis between KEMI Capacity Building Programme and Head Teachers Competency in Infrastructure Management.....	103
Table 4.15: Model Summary of KEMI Capacity Building Programme on Infrastructure management .....	104
Table 4.16: Anova Output Analysis for $H_{03}$ .....	105
Table 4.17: The Coefficient for $H_{03}$ .....	106
Table 4.18: Influence of KEMI's Capacity Building Programme on Headteachers' Competencies in Financial Management .....	109

Table 4.19: Correlation Analysis between KEMI Capacity Building Programme and Head Teachers Competency in Financial Management.....	114
Table 4.20: Model Summary of KEMI Capacity Building Programme on Financial Management.....	115
Table 4.21: Anova Output Analysis for $H_{04}$ .....	116
Table 4.22: The Coefficient for $H_{04}$ .....	117
Table 4.23: Head teachers' Perceptions towards KEMI's Capacity Building Programme.....	119

**LIST OF FIGURES**

Figure 1.1: Kolb's stages of experiential learning .....	12
Figure 4.1: Gender of Respondents .....	68
Figure 4.2: Age of the Respondents.....	69
Figure 4.3: Professional Qualification .....	70
Figure 4.4: Attendance of KEMI course.....	72

**LIST OF ABBREVIATIONS AND ACROYNMS**

<b>BoM</b>	Board of Management
<b>DEO</b>	District Education Officer
<b>EU</b>	European Union
<b>HRM</b>	Human Resource Management
<b>ILO</b>	International Labour Organization
<b>KEMI</b>	Kenya Education Management Institute
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>ODFL</b>	Open and Distance Flexible learning
<b>PA</b>	Parents Association
<b>RoK</b>	Republic of Kenya
<b>SMC</b>	School Management Committee
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## DEFINITION OF OPERATIONAL TERMS

**Competence:** The ability of the head teachers to achieve desired outcomes such as financial management, curriculum management, infrastructural management and teacher management.

**Curriculum:** What is broadly taught in school related to the subjects, instructional learning materials and evaluation.

**Financial management:** Administrative task dealing with the procurement, allocating, bookkeeping and scrutinizing of school moneys to certify appropriate and right utilization of the same.

**Human resource management:** Getting the right number and kind of workforce for organizational performance as well as creating and implementing an enabling framework for staff to improve performance.

**Infrastructure:** These refers to school facilities and equipment in the primary school under the management of the head teacher

**In service training:** Initiatives such as post training put that have been utilised by varied agencies such as KEMI to provide leadership support and competence to primary school head teachers.

**Management:** The outlining, coordinating, staffing, organizing, reporting and financial plan is conducted by school heads in their managerial job function with a view of accomplishing a proper financial administration, human resource management, school plant management and risk management.

**Perfect managers:** Head teachers who minimize wastages on the school resources.

**Public Primary:** Government school offering free tuition in Uasin Gishu at primary school level.

**School plant management:** The process of ensuring that school amenities and other technological system sustain the function of a school.

## ACKNOWLEDGMENT

First I wish to thank the almighty God for the gift of life. Secondly, this journey would not have been travelled this far without the selfless contribution of a number of individuals. I feel specifically indebted to my supervisors Prof. Kisilu Kitange and Dr. Lydia Kipkoech for not only guiding me, but also encouraging me to move on. My gratitude also goes to University of Eldoret School of Education for offering me the opportunity to pursue my degree. Finally my sincere appreciation and gratitude goes to the Uasin Gishu County directors of education for the assistance. May the Almighty God bless you all abundantly.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

This chapter contains the background of the study, statement of the problem, purpose of the study, objectives, research questions, hypotheses and significance of the study. It also discusses the justification, assumptions, theoretical and conceptual frameworks and the limitations of the study.

#### **1.2 Background to the Study**

The issue of leadership competency and its interlink to the outcomes of management has broadly been discussed in research and educational platforms globally. A case to mention is in the United States of America and United Kingdom, which have upped efforts to improve students' achievements through enhanced head teacher competency training. United States of America has been at the core of enhancing educators' managerial skills and strategies that improve effective and efficient leadership (Evans & Heller, 2015). On the other hand United Kingdom has capitalized on research and extension to develop a blueprint for head teacher that improve the quality of student learning.

A competent head teacher is expected to orient himself to a vast number of practices that are aimed at improving students' performance. A report published by the Center for Public Education (2013) on reorientation and restructuring of professional development in education to meet the demands and developments of the current educational reforms shows that teachers are likely to improve their strategy of teaching in order to improve and realize effective students' learning (Center for Public Education, 2013).



Africa has equally put in place measures to ensure that there is effective management in schools that results in improved students' performance (Pretorius, 2012). These sentiments are confirmed by Sanyal (2013) who asserted that Africa is endowed with policies, processes, practices and mechanisms that have ensured a competence based management thus the need to enrich and up-scale the ongoing capacity building endeavors.

Growth of quality human resource contributes to increased speed in development, industrialized development, modernism and decrease disparities and presentation of competent and efficient release of important services to the people (Republic of Kenya, 2012; Evans & Heller, 2015). Education being the main significant element in a nation's growth procedure, calls for knowledgeable supervisors so that the general public can achieve the preferred advancement in social, economic and political dominions (Garland, 2012). According to Doherty Horne and Wootton (2014), the agenda of improving the quality of education has been triggered by disordered surroundings, which forces modern organizations, including education institution to conform to such environmental alterations. Consequently, school managers should be approachable and inventive on organizational management practices (Tonkin, 2016).

It is therefore important that management and administrative practices of secondary schools be pegged on the training and competency of highly qualified head teachers. In light of this, Darling Hammond (2015), states that in the United States of America (USA) applicants must successfully complete a Master's degree program in educational management for them to meet the criteria to be school principals. Further, in a country such as Singapore, for one to be selected as a school principal he/she is obliged to take a Diploma in educational management which is a one year full time

course (Adhiambo, 2010). In United Kingdom before the late 1990s principals training was ad hoc and participated at the introduction phase (Darling Hammond, 2015). On the contrary, in Africa, according to Adhiambo (2010) some of the learning institutions are directed by individuals with no specialized administrative skills. Further, these sentiments are posited by Hubbard Stein and Mehan (2013), who assert that the knowledgeable and expert educators are usually selected to run multifaceted schools with no sufficient training and back up.

For instance, in Kenya a study done by Musera, Achoka and Mugasia (2012) secondary school heads in Kenya are selected by the Ministry of Education (MoE) through the Teachers Service Commission (TSC). The school leaders are the accounting officials at the school level and are directly answerable to a Sub County Director of Education (SCDE), the school's Board of Governors (BoG) currently referred to as Board of Management (BoM) and the school's Parents Association (PA) on the management of secondary school assets (Opiyo, 2014). The BOM members of secondary schools are appointed by the county education board and are charged with the accountability of managing the general secondary school administration (Republic of Kenya, 2013).

According to Umoh (2013), the quality of principals' position is a pertinent gauge of the excellence of a school, and consequently emphasizes the significance of head teachers in school administration. The administration of elementary schools known as primary schools in each nation of the globe calls for school head teachers to be well educated and qualified to realize school responsibilities (Oliva & Pawlas, 2007). According to Armstrong (2015), preparation improves employee's skills, knowledge, attitude and competence and in the end worker performance and efficiency in

institutions. Due to the massive resources and attempts that have been used during training, managers are under pressure to show the effectiveness of training (Dzamesi, 2012). One likely way of representing the training that managers have undergone is effectively displaying the skills obtained in the instruction to the workplace and utilized by staff on their job (Robles, 2012)

Although so much is spent on training, research that has been conducted across the world indicates that only a small percentage of what is learned is actually transferred to the workplace (Khan, Mufti & Nazir, 2015). Statistically only 15-20 % of what is learned gets transferred to the workplace (Leimbach, 2010; Beer, Finnström & Schrader, 2016). A World Bank survey on training efficacy carried out in different countries concluded that while most project-based trainings resulted in learning, training only resulted in substantial work place performance outcomes about half of the time (Popova, Breeding, & Arancibia, 2018). This information raises concerns on whether capacity building is giving the anticipated returns in schools. However, evidence indicates that training provides capabilities that can lead to strengthening the organization's competitiveness and management if it is complimented with organizational planning and sense of belonging (Rotich, Rono & Mutisya, 2014).

Organizational planning as Rafiei and Davari (2015), suggests will require the head teacher to put into practice, manage, uphold and evaluate the whole education scheme like physical amenities, human resource, learners, monetary efforts and the skills acquired during training. However, Mugambi and Ochieng (2016), have raised concerns on the manner in which majority of the head teachers are handpicked and endorsed in leadership roles without the prerequisite training in school administration. This situation poses challenges to head teachers as postulated by Leimbach (2010, p.

59), who says that, “Inadequate training of school leaders leaves them feeling like they are balancing at the peak of the lubricated rod”. The foregoing discussion shows that successful implementation of school administration responsibilities necessitate that school heads be sufficiently educated as noted by Onderi and Makori (2013). On the other hand, Asuga Eacott and Scevak, (2012), noted that secondary school principals in Kenya are selected from serving teachers. As Mingaine (2013), asserted minimal direction is specified on the nature of the job they are thought to do as teaching program managers.

According to the Republic of Kenya (2011) children ought to have an effective service delivery through educational assets that should be administered in a well-organized and efficient manner. This is elaborated by Kiayiapi (2011), who stated that education administrators have to direct and plan all activities related to proper headship and high-quality authority of public learning institutions. To achieve this purpose Asiago and Gathii (2014), avers that Kenya Education Management Institute (KEMI) was established by the Ministry of Education to regularly advance the institution’s proficiency through acquaintance, expertise and approach of education administrators. Additionally, David (2007), noted that the capacity building assists the principals to perform management approaches, actions and alterations in the education segment and make use of contemporary administration apparatus in learning institutes. It is in relation to capacity building that KEMI developed the one-year Diploma programme in Education management with the maintenance of United Agency for International Development (USAID) Nzeli, (2013). Through KEMI school heads learnt several administration skills that involved management of school resources, financial management that includes procurement and finance and

governance, expertise and attitudes on very important aspects of administration (Zachariah, 2013).

### **1.3 Statement of the Problem**

Managerial competency has become the most relevant management tool in primary schools (Ololube, 2019). Therefore, head teachers ought to be competent in matters related to educational strategy and tactical scheduling, educational procedures, management of human, material and financial resources (Ololube, 2019; Supriadi & Yusof, 2015). On the contrary, reports by Uwezo Kenya (2013), have raised concern on the primary school teachers' absenteeism, which stands at 70% in Uasin Gishu. In addition, poor primary school infrastructure has been witnessed in the County as there is a scarcity of permanent classrooms and a backlog of infrastructure development in some areas (Uasin Gishu County, 2018). These issues have raised concerns on the competencies of the head teachers in the running of primary schools.

Studies have established that the quality of education relies mainly on the manner in which education institutions are supervised rather than on the outcomes of those institutions. Research by Stronge (2018), established that there is a strong association between the effectiveness of the management provided by the head of an institution and the capability of a school to progress teaching and learning. However, in Kenya the head teachers are usually trained on how they should teach in a classroom and not how they should be managers and administrators. It is important to note here that the divide between management and teaching is big as far as training is concerned. One cannot take the place of the other. This compounds Government of Kenya (2013), basic education act of 2013 that requires head teachers to be internal supervisors in addition to the role of teaching. It therefore becomes important for KEMI to enhance

these educational managers with management courses to help them manage their schools better especially in the prudent management of school finances. According to David (2007), the capacity building assists the schools head teachers to execute management strategies, actions and improvements in the education segment and make use of current management tools in schools.

On the other hand, in spite of the introduction of Diploma in education management by KEMI in 2011, evidence of mismanagement has been cited in selected schools in Uasin Gishu County (Kareji, 2015). Stakeholders in education are concerned with the poor and ineffective teaching in primary schools (Şenol & Lesinger, 2018). Therefore, there was need to justify the continued investment in head teacher trainings by assessing the influence of KEMI's capacity building programme on Head teacher's management competencies in public primary schools in Uasin Gishu County.

#### **1.4 Purpose of the Study**

The intention of the study was to assess the influence of capacity building programme by KEMI on Head teacher's competencies with a focus on public primary schools in Uasin Gishu County.

#### **1.5 Research Objectives**

This study was guided by the following objectives:

- i. To examine the influence of KEMI's capacity building programme on head teachers' competencies in teacher management in public primary schools in Uasin Gishu County.
- ii. To establish how KEMI's capacity building programmes influence head teachers' competencies in curriculum management in public primary schools in Uasin Gishu County.

- iii. To determine the influence of KEMI's capacity building programme on head teachers' competencies in infrastructure management in public primary schools in Uasin Gishu County.
- iv. To investigate the influence of KEMI's capacity building programme on head teachers' competencies in financial management in public primary schools in Uasin Gishu County.
- v. To assess the head teachers' perceptions towards KEMI's capacity building programme in relation to their management competencies in public primary schools in Uasin Gishu County.

### **1.6 Research Questions**

This study was guided by the following questions:

- i. What is the influence of KEMI's capacity building programme on head teachers' competencies in teachers' management in public primary schools in Uasin Gishu County?
- ii. How does KEMI's capacity building programme influence head teachers' competencies in curriculum management in public primary schools in Uasin Gishu County?
- iii. What is the influence of KEMI's capacity building programme on head teachers' competencies in infrastructure management in public primary schools in Uasin Gishu County?
- iv. What is the influence of KEMI's capacity building programme on head teachers' competencies in financial management in public primary schools in Uasin Gishu County?

- v. What are the head teachers' perceptions towards KEMI's capacity building programme in relation to their management competencies in public primary schools in Uasin Gishu County?

### **1.7 Research Hypotheses**

The  $p < 0.05$  level of significance testing was applied to all the hypotheses

**H<sub>01</sub>:** There is no statistically significant relationship between KEMI capacity building programme and head teachers' competence in teachers' management.

**H<sub>02</sub>:** There is no statistically significant relationship between KEMI capacity building programme and head teachers' competence in curriculum management.

**H<sub>03</sub>:** There is no statistically significant relationship between KEMI capacity building programme and head teachers' competence in infrastructural management.

**H<sub>04</sub>:** There is no statistically significant relationship between KEMI capacity building programme and head teachers' competence in financial management.

### **1.8 Significance of the Study**

The research is helpful to the MoE and policy makers mainly at the county level by providing suggestions on the effects of capacity building programme by KEMI on Head teachers' competencies in primary schools in Uasin Gishu County. Uasin Gishu County shall be able to recognize management gaps in financial, infrastructural and management of curriculum thereby mitigating them. The findings gives information to the MoE and to the stakeholders in the County on the impact that KEMI training has had on head teachers and therefore assess on the need to organize for more in-service programmes for head teachers at the county level.



The results will be useful to head teachers because they will be able to identify their areas of supervisory incompetency skills and put into practice knowledge that was gained for effective competence and management of primary schools in Uasin Gishu County. KEMI will also make use of the information for reviewing the content in curriculum (knowledge and skills) for head teachers and others hence empowering their competency. Other than adding to the existing body of knowledge on educational management, the study forms a basis for further studies. Finally, the results of the research will be significant to Kenya Education Management Institute (KEMI) in tailoring their training needs of head teachers so as to enhance professional development and leadership in schools. Kenya Educational Management Institute will utilize the information to organize teacher-training programs so as to improve their schools and establish schemes that would facilitate in progressing the management practices in schools finally the student academic attainment.

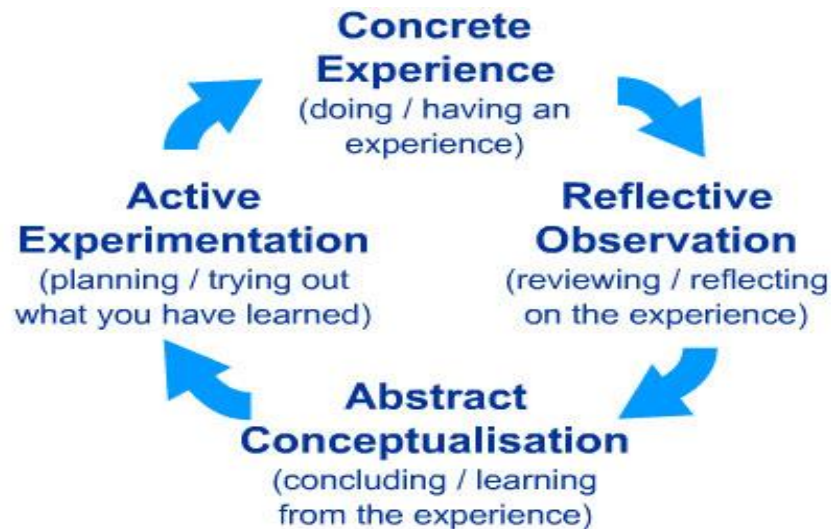
### **1.9 Justification of the Study**

Education stakeholders according to Uwezo Kenya (2013) are concerned with the poor management and poor educational quality being provided in Public primary schools in Kenya. Successful and efficient administration of learning institutions is of enormous importance to the community as it influences the performances of the learners. The justification for the choice of KEMI capacity building programme for this study will be an eye opener as far as the adoption of the programme and its success in practice. Some head teachers assume the leadership responsibilities without adequate designed managerial programme and training and hence need to investigate the competency of the head teachers.

The free primary education requires head teachers to be financially competent in order to manage the books of accounts appropriately. Therefore this study is justified in the sense that head teachers who are not equipped with financial and other managerial competencies will benefit from the recommendation that will be made.

### **1.10 Theoretical Framework**

This research was underpinned in the Experiential learning Cycle theory by Kolb (1984). According to Kolb (1984) knowledge is the procedure whereby information is produced in the course of the alteration of practice. Kolb created the experiential learning theory anticipating attesting how learners need to experience things in order to learn. In Kolb's theory, the momentum for the growth of latest ideas is presented by fresh practices. Kolb speculates two contrasting conducts of grasping or taking in information (tangible experience against theoretical conceptualization) and two contrasting conducts of changing or dealing out with that information (reflective observation versus active experimentation). Kolb affirms that effectual education is noticed when an individual advances in a series of four phases; of encompassing a solid experience trailed by reflection of that familiarity which hints to the development of no concrete ideas (investigation) and generalities (conclusions) which are then utilized to test assumption in potential circumstances, leading to fresh incidents (Figure 1.1 in the next page).



**Figure 1.1. Kolb's stages of experimental learning.**

**Source: Mcleord S. (2010)**

### **1.10.1 Concrete Experiences**

The head teachers encounter a new experience in the learning process. The head teacher is not an inactive vessel but an active member and there is physical movement, not just sitting. This is based on the philosophy that individuals learn best through active engagement in significant actions. In the KEMI head teachers' capacity building programme therefore, the facilitators of the programme should begin by guiding the head teachers through concrete and personalized experiences.

### **1.10.2 Reflective Observation**

Reflection incorporates those procedures in which learners connect to summon up, become aware of and reconsider their experiences, to work with their understanding, to turn it into learning (Shum, Sándor, Goldsmith, Wang, Bass & McWilliams, 2016). In order for learning to take place reflection on an action must occur. The head teachers in the KEMI training require thinking in relation to an action that has transpired or the activity they have just carried out to assimilate the meaning of the activity. There is need for the head teachers in the training to process the information; they have to relate it to their earlier understanding, and they need to test their

understanding of what transpired (Nicholls, 2018; Sharp, Green & Lewis, 2017; Kurniawati, De Boer, Minnaert & Mangunsong, 2017).

Reflection should be involved all over the activity, as the head teacher needs to consider what will happen and tackle the feelings that occur in the interest of experience. The KEMI programme facilitators should not presently take for granted the fact that the learner understands the matter; rather he/she should seek feedback from them (Murithi, 2016; Okoth, 2018; Ngina, 2017 & Cheruiyot, 2015). The facilitator should also set aside time following the practice to think about and record what has transpired (Brookfield, 2017). He/she should solicit the learner's meaning of the activity. This can be done by allowing the head teachers during the training to compare notes in groups, having panel discussions, carrying out a critique of the activity or individually thinking quietly about the events, or making sense of experiences he/she has had, and then allow them to review or reflect by collecting data on that experience.

### **1.10.3 Abstract Conceptualization**

The head teachers in the KEMI training will then analyze and interpret the data and use it to make their own conclusions from what they have observed and more often than not relate it to real life situations. From the data and observations, they will develop new skills that will help them draw some lessons from the experiences and learn from them. This in turn makes them adjust their attitudes and they adapt new ways of thinking.

### **1.10.4 Active Experimentation**

Trying out a practice presents lush opportunity for reflection even if the trials fail. As the head teachers in KEMI training look for new ways to do things, they are likely to

find that the search itself will re-energize their learning and finally modify their behavior through the new knowledge and by choice of new experiences. The head teachers must put in practice the knowledge they have gained from KEMI training by applying it on new circumstances to work out a problem or deal with a situation. They should be exposed to several opportunities to put the new information into practice (Nicholls, 2018; Sharp, Green & Lewis, 2017 & Kurniawati, De Boer, Minnaert & Mangunsong, 2017).

This theory applies to this study because the capability to increase management competency skills is an integral part to the sustainable efficiency of schools. The theory gives the learning competencies needed to develop an effective school management practice. Kolb's Experiential Learning Theory presents a predominantly helpful outline for teaching managers (the head teachers) in developing the management competency skills necessary to most effectively manage situations such as teacher management, curriculum management, infrastructural management and financial management. Through the KEMI capacity building the Head teachers will chart reflections on previous positive experiences in school management to develop a management competency. Experimental Learning Theory gives a sound theoretical agenda to assist head teachers in the growth of the organization's results that are products of a supervisory, curriculum, financial and infrastructural competent management competencies of the head teacher (Nicholls, 2018; Sharp, Green & Lewis, 2017; Kurniawati, De Boer, Minnaert & Mangunsong, 2017)..

The use of the detailed experience, contemplative observation, abstract conceptualization and vigorous experimentation leads to a precise way of approaching, understanding and acting on problems related to financial matters,

management of teachers and infrastructural management. Through this theory KEMI is able to provide the opportunity for head teachers to gain competency so that, head teachers may individualize the way they effectively manage.

The head teachers during the KEMI capacity building training are taught different management skills. Their level of understanding and internalization of the skills depends on how well they have negotiated all the four Kolb's learning stages. This way, ideas are formed and re-formed through experience. This is when they can now put into practice what they have learnt. This theory was used to examine the influence of KEMI's capacity building programme on head teachers' competencies in teacher management, curriculum management, infrastructure management and financial administration in public primary schools in Uasin Gishu County.

### **1.11 Conceptual Framework**

The function of the conceptual model as noted by Friedland, Folt and Mercer (2018), is to assist the person who reads to speedily observe the projected association. The conceptual framework is a visual illustration of the major variables of a study and how they interrelate (Ngulube, Patrick & Mathipa, Elias, 2015). A conceptual framework is a dispute concerning why the subject one needs to study is important and the reason why the study planned is suitable and meticulous (Ravitch & Riggan, 2016). The conceptual framework for this study is indicated in Figure 1.2. Based on the theory that was discussed.



competence in school management. It is argued in this framework that through the process of KEMI in-service training, school heads are able to obtain appropriate expertise in school management in a competent manner.

The capacity building programmes by KEMI in this conceptual framework is the independent variable which influences head teachers' management competency. The success of KEMI's capacity building programme is likely to be influenced by the intervening variables, which include; Head teacher's personal characteristics and government policy. For example, if the government makes the program obligatory all the principals are expected to be present at the program. If it's not compulsory, some head teachers may not be enthusiastic in attending the program. Personal characteristics of the principals may hamper them from applying the skills learnt during the training course.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction to Literature**

The chapter assesses the writing associated to the influence of capacity building by KEMI on Head teacher's competencies. Literature discussed the concept of in-service training, head teacher management practices in schools, role of education management institute in training, KEMI's capacity building programme on head teachers' competencies in teacher management, curriculum supervision, infrastructure management, financial management and head teachers' perceptions towards KEMI's capacity building programme in relation to their management competencies. It also reviews researches conducted previously by other investigators on the issues of in-service programmes and summary of literature review.

#### **2.2 KEMI Capacity Building Programme**

Kenya Education Management Institute is mandated to carry out in-service training and support services to all cadres of teachers. It was established in April 1981 in order to construct the ability of educational employees and facilitate administrators with educational practices and services efficiently and effectively. With reference to Kenya's Education Act of 2013, educational leadership is bestowed to a Head teacher who is accountable for the management and organization of an education establishment.

##### **2.2.1 Role of Education Management Institutes in Training**

Specialized growth as emphasized by European Union (2010), entails expansive preparation of principals that involves organizing actions related to teachers, among them training, commencement of lessons and uninterrupted teacher support. In-

service training is obligatory in European countries. In Finland, teachers dedicate three days in a year to in-service training. In New Zealand, in-service teacher education is tasked to of the Board of trustees. The school boards have a procedure scholarship, which comprises of the professional development of their teachers; training furnishes principals with competencies essential to administer both human and financial resources effectively. Internationally, there is the federal Canadian Institute of Management (CIM), which was temporarily licensed to operate in 1942. It educates managers and leaders on skills in administrative and managerial development leading to certification in CIM. Therefore, it provides for all public managers who seek to progress their administrative skills, including the principals (Morrant, 2011).

Elsewhere there is The Agency for the Development of Educational Management (ADEM) formerly MANTEP Institute, initiated in 2001 in Tanzania. Its major mandate was to offer itself to training of all the personnel involved in educational administration and management in order to promote quality in education throughout training, research and consultancy in educational management and administration and therefore to generate both effective and efficient professional educational managers and administrators (Njau, 2014). The Ghana Institute of Management and Public Administration (GIMPA) an organization that trains educational and other public servants in leadership management on matters related to public policy, research, innovation and policy purposes to impact on the capabilities of the middle and top level managers in the public and private segments.

Kenya Education Management Institute (KEMI) provides the in-service training and sustenance service which was launched in April 1981 in order to construct the ability

of educational employees and facilitate them with distribute education services professionally and efficiently. It instructs educational supervisors in administration abilities particularly staff management, employees incentive, syllabus/curriculum execution, economic administration, rising topics in education like HIV/AIDS, gender themes, management of change, human and public relations, efficient execution of education strategies among others. In addition, the Ministry of Education directly funds the provision of some professional development and in-service training prospects (Njau, 2014). The other organ, which ought to make available in-service to head teachers in Kenya, is Education Management Institute (KEMI). At present, KEMI put forward in-service education training (INSET) and capacity building courses to head teachers, deputy head teachers and heads of departments in school administration (Asuga & Eacott, 2012) to improve the quality of administration capabilities among administrators in the education sector and the release of educational services to pupils in the most effectual and well-organized way (Chepkole, Koross, & Kiptoo-Tarus, 2017; KESSP, 2005-2010; Jepketer, Kombo & Kyalo, 2015; Indiazzi, 2018; Makori, 2018; Ruga, 2017).

### **2.2.2 The Concept of In-Service Training**

In-service has been defined by Marrant (2011), as a training that is taken to comprise of every actions and courses in which an ongoing head teacher may partake with the aim of expanding his specialized knowledge, interest or expertise planning for a degree, diploma or other qualification succeeding to preliminary training is integrated within this description. According to Jarvis (2010) in-service education is ongoing education given to principals' throughout the cause of their working-lives, which may be in the house. In-service preparation for tutors is the power behind the transformation that happened in place of teaching and learning. It is very important

that teachers are advanced mainly on the present ideas, thoughts and investigate in their field as they encourage specialized development amongst teachers consecutively to encourage outstanding and effectual teaching and learning surroundings for learners. According to Kazmi, Pervez and Mumtaz (2011), in-service training for teachers allows the teachers to be more methodical and reasonable in their teaching method. In-service training is a designed procedure whereby the efficiency of teachers cooperatively or independently is improved in response to innovative information, new ideas and changing conditions in order to advance, directly or indirectly the quality of student's education. In-service training reduces the need for management because the employees get to know latest employment procedures and how to handle equipment and to adjust to alterations (Itegi, 2012). It enhances the staff personnel's worth and that of the organization and organizes them for endorsement. An organization that grows up does not keep their workforce forever. It also enhances the immovability of the organization by creating a collection of trained employees replacing those who leave the institution. In-service training reduces work related problems because the staff employees increase the talents that can be used to manage issues related to school management and classroom teaching (Chepkole, Koross, & Kiptoo-Tarus, 2017; Jepketer, Kombo & Kyalo, 2015; Indiazi, 2018; Makori, 2018; Ruga, 2017).

Employee development is seen as an important constituent of employees' management. A worker should be taught once he or she is employed for him/her to be furnished with pertinent information Flippo (1984, as quoted in Akinyi, 2011) . Similarly, principals are efficiently taught to help them adjust to fresh instructional approaches that come out from current educational investigations. The views of

Ekpoh, Oswald and Victoria (2013) established that, head teachers who were present at in-service preparation execute their duties successfully regarding acquaintance of the topic, classroom management, instruction technique and assessment of learners. In relation to research conducted by Jahangir, Saheen and Kazmi (2012) it as well demonstrates that in-service preparation has an important role to advance the teachers' performance in school.

Sentiments by Frederick and Stephen (2010), indicate that throughout the period of in-service training, instructors will use their schools managerial skills, measurement and evaluation techniques to master a wider and comfortable aspects of their area of specialization. Given this purpose, instructors and other experts in matters related to education should enhance their endeavors in nurturing and executing in-service training in schools so as to advance the effectiveness of growth in schools. For a prearranged teaching and seminar attendance Adeolu (2012), assert that the principal ought to make sure that it is adequately designed and the contestants are adequately knowledgeable of the function and what they have to convey to the seminar. A significant benefit of a seminar is the exchange of information amongst the contestants. It ought to be positive as a way of advancing teachers' expertise, competencies and making them improve their proficient development (Adeolu, 2012; Jahangir, Saheen & Kazmi, 2012; Frederick & Stephen, 2010; Ekpoh, Oswald & Victoria, 2013).

According to Marrant (2011), INSET intends to broaden and expand head teachers' acquaintance both thoughtful and proficiency. This includes skills, practices and supremacy of judgment in respect of their professional work by means of activities designed to attain this purpose. Successful management of a school moreover needs good utilization of school finances for learning reasons. As government clamors to

control financial resources directed to education, it is important that these resources are well managed by the school. This entails utilization of a well-organized administration and appropriate bookkeeping practices.

The importance of in-service to the head teachers' should not be overstated. Undoubtedly, the National Policy on Education (2014) prearranged NCE as the least teaching prerequisite in Nigeria and as a result, teachers at the present connect in one form of in-service training or the other to provide for their insufficiency and broaden their proficient capabilities. According to Okolo (2013), education is the important element to human capital progress and the classification must be topic to improvement and changing the position, as a stagnant education system does not change societies. In-service training augments the employees' personnel's output by assisting them to get better the eminence and amount of their occupation in relation to Itegi (2012). This helps expand their output and therefore, improves capabilities and their work fulfillment. In-service preparation encourages effectiveness and efficiency in their employment thus reducing the management problems connected with non-attendance, earnings and profession limitations amongst the teachers. Iravo (2012) pointed out that in-service course for teachers should be completed at three levels. They include: pre-service, in-service and on the job.

### **2.3 Head Teachers' Management Competencies**

Head teachers' management competencies were discussed based on varied sub variables as highlighted in the following sub sections.

### **2.3.1 Head Teacher Management Practices in Schools**

Management of schools is becoming more multifaceted because of the vibrant surroundings in which they function (Bouchamma, Basque & Marcotte, 2014). Schools need competent heads and administrators if they are to present quality education to pupils. Head teachers as heads of these institutes are essential to flourishing administration of schools and apprehension of their objectives. The excellence of teaching presented by schools relies on the personality of leadership executed by the head teacher, his/her ability to take charge and guide both the teachers and students (Kiptum, 2016). Management is observed as the method of planning, organizing, directing and scheming the activities of an institute by making use of human and material resources so as to professionally and successfully achieve teaching and learning (Unachuwku & Okorji, 2014). Management is the procedure of functioning with others to achieve the organization's objective goals in altering the surroundings.

Bush (2011) stressed that management is significant since it offers a helpful structure for teaching and learning. High-quality management in education service is the essential goal in endorsement of effectual teaching and learning. The degree to which operative learning is realized develops the principle in contradiction to which the organization is to be adjudged. That is to say good presentation of the individual school is the suggestion of effective management. Nzuve (2010) indicates that management of human resource is an organizational purpose involved with the management of workers. He emphasizes that the administrators ought to have the ability over each of the human resource functions. This is achievable by well-organized and proper established workers policies covering each sections (Bush,

2011; Unachuwku & Okorji, 2014; Chelladurai, & Kerwin, 2018; Berman, Bowman, West, & Van Wart, (2019).

According to Odumodi (2011), assertion, the schools principals and head teachers are by merit and design the directors and the officers to carry out quality services in schools. This role may later on lead to their achievement or let down. Against this backdrop, principals should consequently offer teachers with needed management support to successfully make them function well. Principals ought to offer teachers with desirable management assistance to efficiently perform their roles in their schools (Castler, 2010). In recent times, the head teacher is required to be an expert and key in administration activity sections: educational and strategic planning, educational process, administration of human, material and financial resources among others. As an ultimate manager the head teacher ought to be capable of running all fundamentals of the institute, separating the time well in school administration, both for its individual errands in addition to the school as a whole. Teaching and learning activities can ultimately be conducted proficiently and successfully in an environment that is well supervised by the head teacher (Supriadi & Yusof, 2015).

In light of this managerial function Bitterova, Haškova and PISOŇOVA (2014), state that the value of school managers is among one of the essential features affecting the quality of teaching and the learning progression at every stage of the structure of education as well as every type of a school. Furthermore it has effects on the employee's plan, action, collaboration and public relations of the school establishments. In support of the managerial quality of head teachers Boyatzis (2011) established the capability as a set of related but dissimilar sets of behavior prepared around a fundamental construct called the objective.



Kenya's Education Act of 2013, a manager is any individual or a group of people accountable for the management and organization of an education establishment or school. Heads of schools are indebted to the duty to institute, monitor and preserve superiority and values in education (Esia-Donkoh, 2014). This makes it convenient for heads of schools to be sufficiently equipped ready to carry out their function delicately. Unachuwku and Okorji, (2014) stated that in education, management is seen as the procedure of preparation, systematizing, directing and controlling the activities of an organization by making use of individual and material possessions so as to competently and successfully complete teaching and learning.

According to Peretomode (2012), the main concern of education administrators has been how to inspire, instill work ethics and confidence in their teachers and other subordinates. It is empirically recognized that motivated and contented teachers with high morale tend to be extremely committed to their responsibilities and also are productive in their place of work. Unachukwu and Okorji, (2014) in the road map to formal education and its attendant benefits, school management cannot be overstressed. The success of education depends on the achievements of learning institutions. Therefore, schools must be appropriately managed to bring out the preferred outcome. School management entails administration, management of the curriculum and instruction, pastoral care, discipline, assessment and tests, resource distribution, costing and forward preparation, employees evaluation, association with the society, utilization of the practical expertise essential for instance decision-making, bargaining, negotiation, communication, conflict management among others (Owojori & Asaolu, 2010). These tasks can be summarized to the following: planning, organizing, directing, supervising, and evaluating the school structure. These proceedings are those of the school principal who have to make sure they are

directed towards well-organized and efficient teaching and learning in the school so as to be able to generate positive results (Owojori & Asaolu, 2010; Deming, 2018; Nilson, 2016; Unachukwu & Okorji, 2014).

Varied head teachers roles have been highlighted by Maduabum (2012). They include: planning, directing, controlling, coordinating, organizing, advising and solving problems. The principal is the primary executive and accounting officer mandated with the task of managing the income accumulating from the school and making certain sensible utilization of PTA charge (Chiriswa, 2012).

In order to increase funds to balance the government's efforts, a principal can set up a good relationship with the Parents Teachers Association, Board of management (BoM), Old Students' Association and Non- Governmental Organizations for fund raising actions, Provision and continuance of physical amenities. School head teachers should be well equipped in leading organizational adjustments which address the performance gaps of students as noted by Kilanga (2013).

The growth of the human resources presupposes that the procedure is continuous and there is always room for development. It also believes that situations transform and therefore the need to manage with the transformation (National Policy on Education, 2014). Consequently, the school managers have the errands of making sure that these amenities are in excellent conditions. Even when head teachers have little resources to operate with at their disposal, it's prudent that they provide all their best to ensure that teachers have the right environment to deliver effective teaching (Babayemi, 2008). By being the curriculum and instructional supervisor the principal is tasked with the

mandate of ensuring that the prerequisite requirements are followed so that effective teaching is achieved in schools.

These may include but not limited to dissemination of information to teachers; making classroom observations frequently so as to monitor what is going on in class; taking stock of the lessons notes prepared by teachers, ensuring that teachers have class registers and active diaries in addition to teaching and learning aid. When it comes to efforts to get better the quality of school, the principal is the significant individual in making transformation to occur. Akinsolu (2011) posits that a school is recognized to be a gadget of change and alteration in the community. Principals are anticipated to set out the managerial competencies in adjusting to the modification and implementation in a school structure (Maduabum, 2012; Chiriswa, 2012; Kilanga, 2013; Wanyonyi, 2014; Friday, 2016).

### **2.3.2 KEMI's Training on Head teachers' Competencies in Teacher**

#### **Management**

For learning institutions/establishments to be seen as doing well, they require projections on how well they should advance professionally by meeting the academic standard of teachers for a better administration of the teaching and learning procedure which can be achieved in the course of management (Arong & Ogbadu, 2010). The phrase "management" plainly means to "watch over" or "to manage" (Amannuel, 2009). Management is viewed as "overseeing" and "helping", where overseeing has a suggestion of a mission oriented that entails directing, controlling, coordinating and reporting Wanjohi (2005). In educational sequence, it is more targeted with management of instruction.

According to Ayeni (2012), instructional management is an interior method implemented by principals for self-assessment of schools. It is aimed at assisting teachers and students to progress on their teaching and learning activities in order to attain educational agendas. The reason for conducting management is not to critic the competencies of teachers nor manage them but to enable a working environment that ensures instructions are carried out effectively. Its major purpose is to advance teachers' instructional practices, which may in turn advance student learning. It provides teachers with knowledge relating to their teaching so as to expand their instructional expertise to progress performance. Management of instruction is among the main significant administration actions in schools as it facilitates learning and supports teachers in bringing about effective teaching (Gregory, 2011; Arong & Ogbadu, 2010; Ammanuel, 2009; Wanjohi, 2005; Ayeni, 2012).

In Kenya, the management of teaching and learning is conducted by inspectors from the Ministry of Education (Ministry of Education, 2009). Instructional management provides principals with the opportunity to make observations and evaluate shortcomings in the classroom. Data generated by these observations is used to determine whether a school and its educational offerings are effective or ineffective. Republic of Kenya, (2005) Sessional Paper No. 1).

In support to this, Macharia, Thunguri and Kiongo (2014) assert that instructional management ensures that schools goals are well articulated and the learning environment is safe; teachers' efforts are on teaching and improving their professional skills; and classroom teaching. Studies have shown that several critical features affect management. According to Sergiovani (2009), they include three basic skill domains; technical, human and conceptual are key to management of instruction. Additionally,

Kimondo (2013) recognized that management can center in each of the teaching procedure and programmes, teaching and learning materials, infrastructure, book keeping administrative, health and environmental strategies and practice, school neighborhood partnership, pupil wellbeing, enrolment, retention and transition rates.

While agreeing to the principles of management Wawira (2011) observed that the principals' job and teaching experiences influence teachers' opinion towards the school heads instructional management practices. Research conducted in Kenya by Nyandiko (2008) and Kirui (2012) found that principals' understanding has a positive effect on accomplishment of curriculum modification and instructional management practices. In a study conducted by Makokha (2015) principals' management competencies contribute considerably towards the management of instructions. Babayemi (2006) is of the view that a school principal must not only be trained in the act of management but must be well-acquainted with the principles that direct and manage administrative procedures.

Management of instruction is significant because it is a way of recommending and exciting attention in teachers and pupils in order to develop teaching and learning conditions in educational institutions (Oyewole & Alonge, 2013). Regardless of its significance, management of instruction is not effectual in majority of the schools (Kieleko, 2015). Supervisory actions can be well thought-out as policies employed by any organization to understand teachers' professional capability. The school head engages in numerous supervisory actions which comprise: classroom visits, inspection of teachers' professional reports, planning, organizing and coordination of administration activities (Ngunjiri, 2012). According to the Education Act (2013) a school head is accountable for general administration and continuance of principles in

the learning institution and is answerable for all that occurs in a school. He/she is seen as the first supervisor because they have to participate as the leaders in inspecting the teachers' classroom work and reviewing their general performance of students based on students' achievements (Republic of Kenya, 2013). McNamara (2010) emphasizes that supervisory role of school heads includes allocation of tasks to departmental heads and other subordinate teachers with comprehensible description of responsibilities and with particular predictable results. An empirical study carried out by Khalid, Komuji, and Veloo (2013) employing 33 secondary school teachers (11 females and 22 males) to ascertain the competency of management established that management assists teachers in teaching establishments to discover the weaknesses and advantages of their teaching performances. Moreover, the results indicated that management helps teachers advance their teaching and makes learning more successful.

According to Onyango (2011) one of the most significant resource components in school is the human resource. He further states that teachers include the most important personnel in the institution. It's the principal's responsibility to manage the human resource that comprise of leading and motivating employees, delegating responsibility effectively and conflict administration. Similar sentiments by Wanga (2014) indicate that management is consequently concerned with the inspiration of expert development and growth of teachers, the collection and revision of educational programmes, material for instruction and techniques of teaching in addition to the assessment of training. The principal is accountable for all school programmes and endorsement of teachers' growth and efficiency. The principal's helpfulness in management practices forever influences the teachers' attitude towards the profession practices therefore improving employment satisfaction amongst the teacher. When

schools solely focus on management it becomes inevitable to carry out teaching and learning (Chiemela, 2010). The theory of human resource management Ngala and Odebero (2010), asserts that appropriate management of employees consistently interprets into improved efficiency and effectiveness in performance.

School head teachers are effective in their human resource management duties only when they carry out the Human Resource Management (HRM) practices in a way that produces the desired results amongst the teaching and non-teaching workers. HRM is a significant factor that is vital in any company for its achievement without which; the vision and opportunities of the business will be squandered, there can be wastage of business assets and the full potential will not be exploited. Acquiring employees with the right talents is important in building a company leadership pool. Preferred workers should be introduced in order to publicize themselves with the institute procedures. To improve workers' skills, directors should render them to training and development plans. Motivation is vital in maintaining a stable workforce with minimal turn over (Khan & Khan, 2012). People are the most important resource in any organization. They present the understanding, expertise and the energies, which are a fundamental constituent of organizational achievement. Further, the goals of Human Resource Management (HRM) in learning establishment is to get utmost personal growth, attractive functioning relationships between teachers, inferior employees and pupils and influence the molding of human resources as compared to physical capital (Samstad & Pipkin, 2011; Kamau, 2013; Khan & Khan, 2012).

The goal of Human Resource Management in school is to get greatest personnel growth, advantageous working associations between teachers, subordinate employees and pupils and to impact the molding of human resources as distinguished by the

physical resources, Samstad and Pipkin (2011). Training of managers in government or school education assists them to increase relevant information, expertise and administrative knowledge essential for Human Resource Management (Garcia, 2012; Iravo, 2012; Koskei, 2014; Bryson, 2018).

KEMI training definitely affects the school heads administration of human resource in parts. For example; employees' incentive, dealing with employees' wellbeing and staff appraisal (Wekhuyi, 2014). Majority of education managers and supervisors lack adequate competence to utilize accessible information for management intentions. In spite of KEMI training school principals, many head teachers are short of capacities to manage and account for the use of human resource under them (Republic of Kenya, Sessional paper No. 14 of 2012). This study therefore seeks to establish influence of KEMI training on head teachers' competence in management.

### **2.3.3 KEMI's Training on Head teachers' Competencies in Curriculum**

#### **Supervision**

Curriculum is what is restricted, prepared, programmed, consistent and controllable, mainly behaviorist in product as defined by Cohen, Manion and Morrison (2011). A curriculum comprises of key and non-compulsory lessons. It is generally an arrangement for classes that puts emphasis on detailed proficiency and information (Topi, Valacich, Wright, Kaiser, Nunamaker, Sipior & De Vreede, 2010). Curriculum is merely the substance or information that communicates by particular school subjects (Kirk, 2014). Curriculum can be identified through the use of examination grading of various subjects, the Kenya Institute of Curriculum Development and Kenya National Examination Council syllabuses and other school practices. Sigilai and Bett (2013) affirm this by stating that a curriculum consists of outlines to be



taught in various subjects, instructional procedures and evaluation processes. All this will provide a system that includes what is taught and learnt in school. Literature further shows that curriculum can be managed and administered through various subjects implementation (Sigilai & Bett, 2013; Kirk, 2014).

It is important for the school managers to be privy of the school enrolment for both the staff and the learners in order to map out a plan to sustain a budget to cater for the curriculum. Additionally, the school managers have a duty to coordinate the curriculum by ensuring that it is in line with the national goals and specific objectives of the course to be undertaken. All this will lead to an optimal continuity of achieving in the other levels (Lyons, 2010).

On the same caveat Fardoun, Cipres and Jambi (2014) posited that school managers have the responsibility of overseeing supervision of curriculum so as to manage any issues that will arise from it. This can be achieved through considering the literacy and dropouts of learners in schools. The researchers further noted that in order for the school head teachers to better and sharpen their curriculum management skills they need to incorporate other stakeholders and collaborative skills so as to meet the needs and demands of all students in the schools. School principals should supervise the curriculum in order to enhance the quality of instruction in the entire system. Literature further indicates that the head teachers should specifically ensure that the curriculum is aligned to the requirements of the national and regional contexts (Department of Education, 2010). Literature demonstrates that the school principal should ensure the school curriculum is well implemented and that teaching and learning in classrooms is supervised (Dempster, 2012; Fardoun, Cipres & Jambi 2014; Lyons, 2010; Hogue, 2010).

According to the teacher handbook (2010), the Principals who is also the internal supervisor as far as curriculum is concerned ought to give directions to the school. Working in line with the higher education offices either regionally or nationally the head teachers should provide and ensure that an approved and diversified curriculum has been circularized according to the guidelines of the MoE.

In order to put this in practice the head teachers will mastermind the planning and preparation of the schemes of work and instructional materials especially teaching aid. They occasionally confirm pupils' exercise books, assignments and continuous assessment drafts to make sure regular marking and systematic utilization of guiding learning. They visit, observe and keep a record of learning sessions in classrooms. (Dorothy & Syomwene, 2016; Fafunwa, 2018; Romiszowski, 2016; Goad, 2017; Muijs & Reynolds, 2017).

According to the Ministry of Education, Science and Technology (2003) principals' management function encompass supervisory curriculum delivery. Curriculum contains every subjects trained and every activity given by the institution and consists of the time dedicated to each subject and activity. It is supposed to be vibrant and overwhelm on the educational purposes of both the school and the nation. Other thoughtfulness in the supervision of the curriculum include: providing learning and practical experience, considering people's culture, customs and traditions of the local residents, the ability of the students to learn, and the gender issues arising in the surrounding community or school environment (MOE & HR, 1999). Curriculum delivery involves guidance in the expert training of lessons and the efficiency of the mode that is used in management. An aspect that is very critical in the implementation and delivery of the curriculum is timetabling. Other than the timetable other resources

are needed for effective curriculum delivery. They include: the instructional resources, allocation of time, teaching areas and the financial investment. The head teachers employ the timetable to organize resources in order to make available the utmost probable learning prospects for pupils in the most cost-effective way.

Usdan (2001), points that the duty of the principal is of a manager. It is their responsibility to run the budget and direct personnel among other operational issues. The principal is the TSC agent in the school and should oversee the implementation of the curriculum as stipulated by MOE. The management practices of the school head teacher guarantee the effectiveness of the school. It is significant for the school head to administer the curriculum and give helpful recommendation on programs that advance both teaching and learning in schools. Recognizing exact curriculum needs and preparation of a decision-making plan that would endorse teacher/pupil achievement can do this. The head teacher is accountable for the syllabus that is covered and should establish and maintain a performance and standards indicator. These include performance not only the national examinations (KCPE) but also the local examinations.

Given the varied interplay of positions which the head teachers should perform as curriculum managers, it is meaningful for them to receive pertinent in-service in order to discharge their purposes appropriately. In Uganda Pfau (1996) observed that features of handling curriculum such as material development and curricular consideration were important components of the training programmes of head teachers. Uganda's Odubaker (2007), researched on the relationship between head teachers management training programme and curriculum management in primary schools in Uganda and the findings revealed a statistically positive and significant

relationship between training in curriculum management and the head teachers' competencies in management. The literature studied shows that there is no study in Kenya that sought to find the influence of head teachers' diploma training course on curriculum management practices. Based on this literature, it is important to investigate if there is any influence of diploma in education course on management of curriculum in schools by the head teachers.

In South Africa the Post-apartheid curriculum management took a central stage in which school managers had to play an active role. The school head teachers were not supposed to be reactive but rather proactive by learning and having a deeper know how of the curriculum management activities rather than perform already made tasks to be followed rigidly (Marianne, Graham-Jolly & Middlewood, 2003). The various activities to be performed by the school head were to include though not limited to curriculum leadership styles, understanding the meaning of curriculum management and being aware of the roles in curriculum management and functions of principals as stipulated by the Department of Education. The key participants in curriculum decision-making were teachers. They planned the curriculum in order to accommodate contextual factors like learner experiences and the relevance of learning content to suit those being taught. These practices require teamwork, sharing of power and collaborative decision making so as to enable a joint decision-making in curriculum management and delivery in the classroom (Dorothy & Syomwene, 2016; Fafunwa, 2018; Romiszowski, 2016; Goad, 2017; Muijs, & Reynolds, 2017).

As seen, authors have documented the significance of head teacher in curriculum implementation, management and sustenance in the academic performance although they do not state whether an effective head teacher should go for INSET in order to

effectively address academic performance of the school hence the need to carry out this study.

### **2.3.4 KEMI's Training on Head teachers' Competencies in Infrastructure**

#### **Management**

According to Abraham (2013), schools are all physical facilities and equipment within the school that are used by the school community. Every physical structures in the school falls within this group. It is alleged that a school plant that is well designed will spur and provide results that are predictable thereby ensuring that there is a good political, economic and social emancipation that is effective in the teaching and learning process. Mark (2012) and Ajayi (2012) uphold that high performance among students in examination and other curricular activities may not be a guarantee in circumstances where classrooms are inadequate, libraries are nonexistent, technical workshops and laboratories are of substandard quality.

Majority of the programmes of instructions and of students' service need some physical facilities which are; school buildings and grounds, equipment needed in and incidental to instruction. In this assignment area, the head teacher has the position of supervising the operation and preservation of amenities, provided that support services and resources. This includes transport, food, health, and playground (Castetter, 2012). A head teacher should have core capabilities to manage schools. Core capabilities are those competencies that are important to a school achieving competitive compensation (Prahalad & Hamel, 2010; Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn, & Hutchins, 2018; Dryfoos & Maguire, 2019; Miller, 2016).

According to Brooks and Atkin (2013) the stages in management of facilities by a competent head teacher are as follows: the analysis stage entails putting together all

pertinent realities about the schools purposes, needs, and plans, evaluation of school facilities, together with their qualities in terms of space; the solution stage which involves assembling criterion for judging alternatives, evaluating these alongside the objectives of the school and expands the management of services plan; and the implementation stage which completes the strategy development process through the organization of an implementable plan that integrates the procurement, training and communication (Brooks & Atkin, 2013).

In Africa change issues are not documented and more so the actual implementation of pedagogical knowledge and skills attained by teachers during in-service training. Research on innovation shows we have head teachers who do not use innovation for months or years after a school adopts it. Everyone does not adopt innovation at the same time. According to Wekhuyi (2014) the KEMI courses and programmes are effective in addressing school plant management tasks and especially on school resource, resource mobilization and the general running of the school. In addition to the KEMI programmes, Silverthorne (2014) further notes that competence is critical in influencing organization performance and service delivery. Training has the prospective to change work outcomes such as attainment of ambitions (Prahalad & Hamel, 2010; Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn, & Hutchins, 2018; Dryfoos & Maguire, 2019; Miller, 2016; Wekhuyi, 2014).

The KEMI programme was planned to permit the contestants to study in a flexible way from side to side distance and work based learning to accommodate head teachers' needs. The central purpose of the programme is to ensure that head teachers acquire the skills required to carry out various administrative tasks (Wekhuyi, 2014).

While commenting on educational resources Akisanya (2010), points that they are significant because the aim of any school relies upon the sufficient supply of physical and material resources among others as they enhance proper teaching and learning thus the importance of this study. According to Owoeye and Yara (2010), sometimes textbooks are the only source of information for students as well as the subject's course of study. It is important to note that though textbook selection is important it is unfortunate that the existence of relevant books is still a cause of worry to teaching and learning activities.

According to Uyanga (2008), a library should be up to the minute and at the same time allow access to older materials. The laboratory is very important when it comes to the teaching of sciences. The success of any science course depends on the provision of a laboratory made for it. Akisanya (2010), there is a universal agreement among science teachers that the laboratory is the central point in science. On the other hand, majority of the research studies have acknowledged the insufficient material resources in secondary schools all over the globe. For instance, World Bank (2008) in a research on textbooks and school library provision in secondary education in Sub-Saharan Africa discovered that textbooks and libraries were merely sufficient and unequally dispersed in both rural and urban schools in their research region (Uyanga, 2008; Adeogun & Osifila, 2008; Akisanya, 2010; World Bank, 2008).

In his research on a well-organized management of learning institutions in Nigeria Asiabaka (2008) stated that the government's breakdown to set up strategy instruction on minimum principles in relation to schools amenities has led to differences in achievement. It is for the main reason why while a number of schools have well-equipped laboratories, and other facilities including libraries which are effective for

teaching and learning, others did not have any of them and in places where they existed the facilities were inadequately equipped. Olaniyan and Ojo (2008) also agreed that among other disputes Nigerian secondary schools were facing were the insufficient textbooks and training handbooks.

Subsequently, Akinsanya (2010) concluded that the disparity allocation and consumption of human resources on students' performance in condition owned and national schools exposed that both material and human resources were nearly insufficient and in places where they were sufficient they were not well utilized in learning institutions thus affecting the principals' performance of administrative responsibilities. These studies show that facilities such as laboratories and libraries were not sufficient which affected students' performance (Akinsanya, 2010; Chiriswa, 2012; Olaniyan & Ojo, 2008; Asiabaka, 2008).

In relation to Kinuthia (2009), Kiveu and Maiyo (2009), *The Kenya Institute for Public Policy Research and Analysis KIPPRA* (2003) among other studies, convenience of instructive possessions in Kenya has been intangible since independence. The cost sharing policy formally launched in 1988 saw the problem given that both physical and material possessions passed on to parents and guardians. The United States Agency for International Development (2004) noted that financial development depends regularly more on an educated work force that is poised to take improvement of chances the reason why accessibility of educational resources cannot be over emphasized because of their responsibility in the accomplishment of educational goals and aims. Akinsolu (2011) asserted that lack of funding has unfavorable result on the quality of educational resources in secondary schools.



The accessibility of the teaching and learning incomes make a big difference to the students' achievement. This is according to Kimutai (2011). Instructional materials mainly textbooks and library activity are both contribute to the achievement. Majority of the schools that perform poorly use less cash to acquire teaching resources. He additionally observes that when the textbooks are adequate, teaching becomes simpler.

A well-organized scheme for the distribution of teaching and learning resources leads to victorious national curriculum. It is the responsibility of the school principal to make sure that there is a proper method followed by the subject teachers when procuring instructional materials. The teaching and learning relationship is determined by what the teacher teaches and how they teach. Also, by how the learners learn and what they actually learn. The principal is held accountable for the requirement of sustainable equipment for curriculum and instructional events.

### **2.3.5 KEMI's Training on Head teachers' Competencies in Financial Management**

Financial management is the scheme by which the assets of an organization's company are aimed at and restricted to sustain the organization's objectives (United Kingdom, 2009). Good financial management is a necessary component of well-built business authority and outlines element of the basics of an organization, underpinning service feature and development, and is the foundation of responsibility to stakeholders for the stewardship and utilization of assets this is in relation to the UK report (2009). The information additionally sees that successful financial management facilitates an organization to run its finances, give out resources and construct

assessments maintained by an appreciative relationship connecting costs and performance and bring its services economically.

Additionally, in the present environment of heightened potentials, head teachers are in a very precarious position to advance teaching and learning in their schools. Head teachers of public primary schools play a very important and comprehensive position in formulating mission statement for their schools thus enabling schools to be geared towards positive results and creating a productive environment for teachers, non-teaching staff and children. In Iringa Tanzania a study conducted by Norman (2010) on the importance of Financial Education in Making Informed Decision on Spending recognized the importance of the school administrative machinery led by the school head teachers and their deputies to be visionary leaders in educational matters, masters of the instructional teaching and syllabus, evaluation experts, authoritarian, communal builders, public relations specialists, budgetary and financial experts, facility and plant managers, exceptional programs administrators, and specialist supervisor of lawful, contractual, and strategy authorization and programs. The Government of Kenyan has lately transacted business with other likeminded government that has ended up in financial borrowing. This has in essence demanded that schools and even states department are strengthened in term of Human resource development and financial management (Mutua, 2012; Grindle, 2017; Paul, 2019; Kamoche, 2019).

Financial management is an important function of schools head teachers. It denotes to a formation that involves planning of financial outcomes, organizing and controlling of financial assets to attain educational goals. The Kenya Education Management Institute (KEMI) was mainly established to frequently advance the core capabilities,

knowledge and skills of education executives (Republic of Kenya, 2011). The government and the Ministry of Education have put a lot of emphasis on sensible utilization of funds. Financial regulations including procurement must be adhered to, and are mandatory. Failure to hold on to the laid down set of laws comprise of serious offence (Republic of Kenya, 2012). Anybody who disobeys the laid down rules can be subjected to corrective action under the requirements of the Constitution, the Penal Code, and the Code of Regulations for Civil Servants and the Teachers Service Commission Act. According to Republic of Kenya (2011) financial management related to the process of funds and the essential principles and techniques of budgeting and accounting and information collection. Primary School head teachers ought to familiarize themselves with an expeditious management of school funds that entails budgeting, auditing and accounting.

The principal's major financial management tasks are making of school financial plan, procurement of goods and services, controlling incomes and expenditures, keeping up to date accounting records and preparation of last financial statements and deal with amenities. Despite the fact that the government has offered sufficient funds to run the public schools, buildings in the schools are not preserved well (Sigilai, 2013). Consequently as Sigilai examines, head teachers require to be trained in arrange to advance their financial capability hence prioritizing physical facilities for they are the most significant in a school. In Kenya the accountability for collecting and accounting for school finances lies with the school board of management (BOM). However, the BOM through the head teacher must seek the endorsement of the County Education Board (CEB) in order to assemble and make utilization of the finances (Sigilai, 2013). According to Epstein (2014) for appropriate finance record keeping the head teacher should be acquainted with the most significant book of

accounts similar to cash book, final balance, income and expenditure accounts and the balance sheet. Consequently head teachers should be acquainted with all this for appropriate management of physical resources. According to Financial Management Programmes for Principals (2013) the head teachers should report unaccountable cash shortages, unlawful expenditures, damage or any action, which may result in finance deficit to avoid any blame in case the physical facilities happen to collapse in a school. Training or even having a working knowledge of financial management is not considered a precondition for selection to position of principal (Kotele, 2011). It is very significant consequently that head teachers be acquainted with the principles governing sound administration of funds such as suitable recording of all funds in terms of receipts and expenditure for the advantage of students and the learning institution neighborhood (Sigilai, 2013; Kotele, 2011; Epstein, 2014).

According to Brigham (2011), financial management focuses on decisions linking to how much and what kinds of possessions to obtain, how to raise the capital needed to purchase assets and how to run the firm so as to exploit its worth. This also applies to schools.

In a study in Tanzania on perceptions of parents on head teachers' financial management skills in public primary, Mwinjuma and Baki (2012), established that head teachers did not have adequate financial management abilities to carry out their responsibilities. One of the recommendations made by the study was that all head teachers be trained on proper financial management principles to improve appropriate utilization of school finances. This according to the study recommendations may be done through regular attendance of seminars and workshops. All this enriches head teachers' financial competence and as a result physical facilities are well maintained.

Successful management of a school necessitates appropriate use of school finances for educational reasons. Given that state government apportions funds to education (for instance free primary education and free secondary day education) it becomes imperative for schools to envisage prudent management of these financial resources and many other more. In light of this it is important that appropriate training and sensitization is carried out for the financial officers in the schools. It is in view of such training that Wekhuyi (2014) pinpointed that the KEMI programme for principals should be encouraged because of the positive influence it has on the principals' management skills on funds in schools especially on budget control, auditing and in carrying out budgetary process. Benefits of the head teachers management training are that it helps build confidence and wisdom as well as empowers them to be successful in carrying out their tasks.

In relation to the importance of successful financial management, the Government of Kenya, through The Kenya Education Management Institute (KEMI), opened a number of training enterprises intended at improving the financial management competences of secondary school principals (KESI, 2011). On the other hand, training prospects given have been inadequate (Ngwacho, 2012) and many principals assumed their positions missing essential financial management expertise (Kasoa, 2012). A few researches have been conducted to facilitate principals with alterations in the present policy situation concerning administration of monetary possessions in public organizations (MoE, 2012).

School heads are anticipated to have proper financial management practices that sustain the financial objectives to institute sound financial management arrangements and accounting actions, uphold a dependable arrangements and internal control as

well as protect against fraud, ensure the funds are used for the purpose intended and fulfill the requirements of public finance accountability in relation to National College for School leadership (2011). The Kenya Education Management Institute (KEMI) was primarily established to frequently advance the core proficiencies, understanding and skills of education managers (Republic of Kenya, 2011). Primary School head teachers need familiarize themselves with sound management of funds. This involves budgeting, accounting and auditing (MoE, 2012; Norman, 2010; Mutua, 2012; Wekhuyi, 2014; Kotele, 2011; Sigilai, 2013; Epstein, 2014).

A cross sectional study conducted by Mwinjuma and Baki (2012) on perceptions of parents on head teachers' financial management skills in public primary schools in Tanzania revealed that head teachers did not have sufficient financial management skills to perform their roles. This research was conducted using structured interview on 60 parents' representatives to the PTA in public primary schools. Identifying themes that emerged from the interview responses did the analysis. With regards to the study findings, the researchers suggested that all head teachers be trained on appropriate financial management principles to improve suitable exploitation of school finances.

### **2.3.6 Perceptions of KEMI's Training in Relation to Head Teachers**

#### **Management Competencies**

Kenya Education Management Institute (KEMI) undertakes in-service training and support services for teachers. As stated earlier, KEMI was established in April 1981 to create a platform on which the education personnel would be able to facilitate quality educational services. The introduction preparation will provide the necessary

knowledge and skills for efficient implementation of public procurement regulations in schools.

Majority of organizations in the world according to Mutua (2012) have encompassed the concept of in-service training in their strategic plan as a key approach in attaining organizational goal in schools. A research by Chetambe and Sakwa (2013), on the efficiency of in-service training of principals on financial performance in Trans-nzoia secondary schools in Kenya concluded that it had little impact on public secondary schools. More recently Inganga (2014), established that in order to accomplish compulsory expertise for financial management, in-service training was essential for principals'.

Several studies have been done in Kenya to establish how KEMI training influences the efficiency of managerial performance implemented by school managers (Njenga, 2012; Akinyi, 2016; Musembi, 2016). A study carried out by Njenga (2012) associated KEMI exercise to curriculum implementation and exposed that the content of curriculum management training was insufficient. Elsewhere Akinyi (2016) determined that the sufficiency of KEMI training on financial management in primary schools not dealing with additional important managerial responsibilities connected to human resources management similar to teacher incentive. In another study done by Musembi (2016) concentrated merely administration practices of public secondary schools together with financial management, human resources, curriculum implementation practices of principals and project planning leaving out KEMI's capacity building programme on head teachers' management competencies. In a nutshell, no local study has been done on the influence of Kenya Education Management Institute capacity building programme on head teachers' management

competencies in public primary schools consequently this study is required to fill this gap.

Recently Bouchmma, Basque and Marcotte (2014), concluded in their study on how reforms have impacted on the training and appointment of future school principals, citing that school head who had undergone professional development and training on management and leadership have a sense of confidence amongst themselves when it comes to the management of school finances; this consequently implies that such trainings are significant when it comes to financial management in schools. In Kenya, the secondary school principals are assisted by the P.A and BOM practice to allocate funds appropriately according to the approved school budget. These funds are prepared by the principal and approved by the BOM. The principal is the accounting officer of the institutions by the authority delegated to him by the cabinet secretary. This accountability given to the principal thus necessitates abilities that can increase the principal's competency in such matters as finance administration (Teachers Service Commission, 2015). Head teachers' transfers to a school of senior group in position require in-service training as training for the new work (Morrant, 2011). Principals' in school with advanced ranking recognize the in-service training on school management as of great importance to their responsibilities as this will support them in school management as well as attaining better outcomes in their school (Rebore, 2012; Prahalad & Hamel, 2010; Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn, & Hutchins, 2018; Dryfoos & Maguire, 2019; Miller, 2016; Wekhuyi, 2014). Principals have to be trained previous to and following selection to school management. They can only turn out to be principals if they possess a Certificate in Education Management from KESI (National Policy on Appointment, Deployment and Training of school Administrators and Managers, 1999). The Ministry of



Education in the month of September the 4th, 2011 commenced a new diploma programme on education management which is at present being delivered during Open and Distance Flexible learning (ODFL). This programme aims at all principals and head teachers of secondary and primary schools. The lesson is being accessible at Kenya Education Management Institute (KEMI) previously KESI headquarters in Nairobi's Parklands area and regional Centres.

The ODFL programme is practical and not theoretical and free of charge because the Government has supported it. It takes a period of one year to complete and involves first, second, third and fourth tutorial programmes, a project work before one sits for the final examinations. It is expected that this programme will furnish all principals and head teachers of secondary and primary schools with appropriate management skills to manage the learning institutions efficiently (Iravo, 2012; Chepkole, Koross, & Kiptoo-Tarus, 2017; Jepketer, Kombo & Kyalo, 2015; Indiazzi, 2018; Makori, 2018; Ruga, 2017).

#### **2.4 Summary of Literature Review and the Gap**

A research done in Mbeere District Kenya in public primary schools by Marondo (2013) recognized the features that influence head teachers' capability in financial administration. This study utilized a descriptive survey research design. The target population was 95 public primary school head teachers and 5 Zonal Quality Assurance and Standard Officers in the District. The effects led to the summary that most (60%) of the head teacher had not attended even a particular course in financial management. This reveals that most of the school heads are running the public finances/assets on trial and error confusions through and this is extremely precarious

as it may lead to wastage of resources and legal propositions on the part of head teacher who may involuntarily mishandle the finances.

In another related study, Eduwen (2016) researched on the challenges of in-service education of teachers in Nigeria. He established that in-service education programme was capital exhaustive and majority of the respondents were self-sponsored. Consequently, most of them could not deal with excessive school fees and other minor operating expenses for the course books and individual upkeep. As if that was not enough, there were a lot of inconsistencies in the approaches and procedures that were implemented by the different organizations involved in-service education programmes. This implies lack of uniformity in the course content and methodology. Poor planning and organization was also an issue as the available activities for participants were impersonal and unrelated to their job setting in classrooms.

A research done by Auma (2014) aimed to seek the degree to which exposure to management training by KEMI, attendance of annual conferences and search of higher education affects principal's effectiveness in management of finances and human resources. The method used to conduct the research was descriptive survey research. The participants in this research were 100 secondary schools in the whole county. The findings were that some principals face challenges in the day-to-day school operation. Some of these challenges include: fraud in their accounts department, high BOG drawings, and salary delays for personnel, lack of accounting skill, increased food prices, delays in disbursement and inadequate funding.

A study was conducted using the descriptive survey design to examine the administrative challenges that head teachers face. These challenges in return affect the

academic performance in day secondary schools in Igoji East Division. Nkanata (2013). The study targeted all the 17 head teachers, 325 teachers and 1700 students in the 17 day secondary schools in Igoji East Division.

Students' indiscipline, administration of school funds, physical amenities and insufficient teaching and learning resources were the most significant managerial disputes that influenced students' academic performance as found out by the study. This destabilized the success of school managers in making sure there is a smooth teaching and learning procedure in schools, which led to poor academic performance amongst the learners.

On disputes encountered by school heads in the administration of human resources in schools and the influence these challenges have on both teaching and learning institutions, Mutuva (2012) used a descriptive survey. The target population for the study was all the forty-five head teachers in Nzaui Sub – County Makueni County. The sampling design used was purposive and all the head teachers took part in the research. 93.3% of the head teachers were of the opinion that when introduction took place for beginning teachers in their schools, the major difficulty was insufficient time due to work burden. The disputes affecting in-servicing and developing teachers were resistance to change and lack of dedication towards learning and training.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

The chapter provides the methodology, actions and modalities of data collection. It also outlines the research design, purpose and recognition of the population sample size, sampling procedure, the instruments of data collection, data collection procedures, validity and reliability of instruments, data analysis, presentation techniques and ethical considerations.

#### **3.2 Philosophical Paradigm**

Burrell, and Morgan (2017) define Research Paradigm as a way of investigating social occurrence from which a particular perceptive of these phenomena can be achieved and clarification attempted. It is a viewpoint concerning a study conducted by investigators based on a set of common postulation, ideas, principles and practices (Burr, 2018). Creswell (2013) in his view sees methodology as the plan or a strategy of acts that connects techniques to conclusions and manages the choice and utilization of methods. Therefore, a research methodology forms an overall paradigm that shapes research approach.

The study adopted the pragmatic worldview, which is a mixed method strategy that incorporates quantitative and qualitative approaches to test diverse techniques of investigation for efficiency in attaining the proposed objective. Pragmatism when considered as an option paradigm, avoids the controversial concerns of fact and realism, recognizes philosophically that there are singular and multiple actualities that are open to an observed question and positions itself towards resolving realistic issues in the actual world. Pragmatism permits the investigator to the liberty of

psychological and realistic restrictions forced by positivists and interpretivists and the selection of a research method or techniques (Feilzer, 2010).

The philosophical foundations for mixed methods studies propose its significance for focus interest on the research dilemma in social science research and subsequently using mixed methodologies to draw information concerning the issue (Scotland 2012). A mixed method uses a technique and thinking that endeavor to organize the approaches presented by quantitative and qualitative study into realistic mix (Johnson & Onwuegbuzie, 2014). Pragmatism assist in identifying the way study techniques can be mixed effectively to offer the best expectations for answering fundamental research question (Creswell & Creswell, 2017; Lindlof & Taylor, 2017; Klenke, 2016; Harding, 2018; Gibbs, 2018; Rahi, 2017).

Mixing together quantitative and qualitative methods will produce the “best of both worlds”. Pragmatism has achieved extensive support as a perspective for mixed methods researchers (Johnson & Onwuegbuzie, 2014; Feilzer, 2010) and it is involved in dealing with practical issues in the real world rather than on assumptions about the nature of information (Feilzer, 2010). A mixed methods research studies an incidence that has several layers through the use of quantitative methods to measure some features of the occurrence in question and qualitative techniques for others (Creswell & Creswell, 2017). It integrates the different research methodologies utilized and eventually developing a strategy to achieve reliable integration. This provides an enriched grasp of the phenomenon (Feilzer, 2010; Coolican, 2017; Robson & McCartan, 2016; Friese, 2019; Creamer, 2017).

In this study, pragmatic philosophy was used to guide the philosophical assumptions of the study. The usage of quantitative methods allowed for collection of facts, data

realities and evidences concerning the independent and dependent variables. This technique will also allow for simple descriptive analysis. The qualitative approach will allow for collection of comprehensive narrative explanation, analysis and explanation of data principally in form of words rather than figures. The interpretive assumption represents the world as having been socially created, multifaceted and always shifting with no single reality apart from our perceptions. Therefore qualitative research views things in their ordinary situation while trying to make them seem sensible and to understand happening in terms of the meaning inhabitants convey.

### **3.3 Research Design**

Research design is the sketch that is used by an investigator to state the basis and kinds of information pertinent to the study issue (Briggs, Coleman & Morrison, 2012). It is a plan that specifies the approach to be employed for collecting and analyzing information (Mertens, 2014). It indicates the techniques and procedures to be utilized for collecting information and methods used in data analysis (Creswell, 2013). Research design, Kothari (2012) is an arrangement of circumstances for compilation and investigation of data in a way that aspires to merge significance to the research aim with market in practice.

Quantitative, qualitative and mixed methods are the three main frameworks for designing any study as stated by Creswell (2013). The three research approaches structure procedures and techniques in a different way and their philosophical foundation have an extensive research policy and technique that can be executed predominantly in dissimilar ways (Creswell, 2013). A framework is desirable when it mixes the elements of philosophical ideas, strategies and methods using the three approaches to research. Given the three techniques, the selection of one approach over

another for the design of the study is defined by the research problem, the involvement of the researcher and the audience for whom the report will be written (Creswell, 2013). Therefore mixed methods comprise of the planned compilation of both quantitative and qualitative data and the mixture of the advantages of each to answer research questions. In mixed approach studies, researchers purposely integrate quantitative and qualitative data rather than keeping them separate so as to maximize the strengths and minimize the weakness of each type of data (Creswell & Plano, 2011; Kumar, 2019; Creswell & Creswell, 2017; Creswell & Clark, 2017; Johnson, 2014).

A mixed method design engages the compilation and analysis of both quantitative and qualitative data in a sole research in which data is gathered at the same time as or successively, given the main concern and engages incorporation of the data at one or more phases in the course of the study (Onwuegbuzie & Collins, 2007). This research employed a simultaneous triangulation procedure where both quantitative and qualitative figures were gathered simultaneously and making use of the same respondents. It mixed both quantitative and qualitative research instruments for purposes of triangulation.

In assembling data at the same time Creswell, Plano, Gutmann and Hanson (2003), and Johnson (2014) outline that the investigator gets to distinguish both ranges of data to look for well-matched results. One evaluates the topics identified in the qualitative data with the numerical outcomes in the quantitative analysis (Green, Duan, Gibbons, Hoagwood, Palinkas & Wisdom, 2015). The study adopted the concurrent triangulation design where both quantitative and qualitative approaches were employed to collect information and do the analysis at the same time. The survey

design was used for the rationale of studying a huge population of public primary schools in Uasin Gishu County and therefore identifies the individual characteristic components in the population. The study observed how head teachers manage aspects of the schools such as curriculum implementation, infrastructure, and financial management. Lastly, the survey resulted in the formulation of significant philosophies of knowledge and answers to important issues relating to school management.

### **3.4 Study Area**

This study was conducted in Uasin Gishu County of North Rift region which lies within latitude: 0° 31' 0.00" N and longitude: 35° 16' 59.88" E. This is a moderately populated county. Its population comprises different tribes from various parts of the country most of which migrated to this county after purchasing land. Majority of the people who live in the county are low-income earners who own small pieces of land and others live in trading centers' and the outskirts of Eldoret town. Agriculture is the main economic activity in this area as most farmers grow maize for subsistence purposes. A few of the people who own bigger farms grow maize, wheat and keep dairy cows for commercial purposes.

Uasin Gishu County was chosen because of the little research that exists in relation to the head teachers' competency. Also, a number of school infrastructure is still poor thus the need to investigate further.

### **3.5 Target Population**

A population is the whole collection of persons, actions or things having similar visible uniqueness (Gioia, Corley & Hamilton, 2013). A target population is that populace to which an investigator desires to put together the consequences of a research (Kothari, 2008). According to Bryman (2016) population refers to the whole



collection of persons, actions or things having similar obvious features. Population is the cumulative of every case that conform to same designated case of specifications (Ritchie, Lewis, Nicholls & Ormston, 2013). Target population is the accessible populace within the area of research and which the researcher intends to study. It consists of the whole amount of themes or total environment targeted in conducting the study (Eriksson & Kovalainen, 2015). The target populations for the study were the head teachers of public primary schools in Uasin Gishu County and sub-county directors of education. There are 471 public primary schools in Uasin Gishu County (Office of Director of Education, Uasin Gishu County, 2018). This implies that the study targeted 471 head teachers and 5 sub-county directors of education.

### **3.6 Sample Size and Sampling Procedures**

A sample design is an exact procedure for attaining a sample from a known population (Bell, 2014). A sample structure will be drawn from the target population. A sampling outline is a list of cases or individuals from whom a sample can be chosen to outline the components of observation in a research study (Eriksson & Kovalainen, 2015). Sampling is meant for each member of the population that is being studied to have the same probability possibility of inclusion in the sample. Sampling is the procedure of choosing a division of cases in order to illustrate the conclusions concerning the whole set. A sample is a tiny fraction of big populace, which is well thought-out to be characterizing the entire population. Any statements made about the sample should be true for the entire population. Cohen (2016) stated that issues for instance expenses, time and ease of access repeatedly restrain investigators from acquiring information from the entire population.

In this study, 30% (141) of the 471 public primary schools in the county were chosen proportionately from each of the six sub-counties (Turbo, Kesses, Kapsaret, Moiben, Soy and Anabkoi). The sample size signifies 30% of the population that is sufficient to make generalization of the whole populace as observed by Smyth (2004). This implies that 141 head teachers were purposively selected from the selected schools. After identifying the number of public primary schools where the study was carried out, simple random sampling was employed to choose the actual primary schools from the five sub-counties. This was appropriate because it predetermined from where or from whom the information is to be obtained before commencing data collection in order to avoid biasness (Ritchie, Lewis, Nicholls & Ormston, 2013). Data was also collected from all the five (5) sub county directors of education from Turbo, Wareng, Moiben, Soy and Ainabkoi Sub Counties. A total of 146 respondents took part in this research.

### **3.7 Data Collection Tools**

Research instruments are procedures of data compilation. i.e.) quantitative standardized tools (Creswell, 2003; Fink, 2019; Rahi, 2017; Bryman, 2017; Ponto, 2016). The study instruments for this research were questionnaires and interview schedules. The deciding on these instruments was directed by the nature of information to be assembled, the time available and the objectives of the study (Cohen, Manion & Morrison, 2011). Each of the research instruments used in this study is explained in the following sub-sections:

#### **3.7.1 Questionnaire**

A questionnaire is a group of inquiries submitted to a cluster of persons being surveyed (Moser & Kalton, 2017; Dikko, 2016; Rahi, 2017; Bryman, 2017; Sutton & Austin, 2015). The self-administered questionnaires were utilized to collect

information from Head teachers in this study. They were chosen because of their ability to reach a wide population such as those normally encountered in descriptive studies easily and conveniently. Nemoto and Beglar (2014) points that the questionnaires were also preferred due to their ability to significantly reduce interviewer bias. The questionnaire for head teachers had both open and closed ended questions. According to Williamson (2013) while open-ended type of questions give the informal freedom of answer, a closed ended type facilitates steadiness of a particular data across in formals. Section A of the questionnaires dealt with general overview of the academic and professional qualifications of the respondents while section B solicited data on the objectives of the study such as competence in financial management, teacher management, curriculum management, infrastructure management and head teachers attitude towards KEMI's capacity building programme.

### **3.7.2 Interview Guide**

A semi structured interview guide was used in this study. In this type of interview, the themes and questions are precise but they can be rephrased in any series based on the state of affairs (Moser & Kalton, 2017; Dikko, 2016; Rahi, 2017; Bryman, 2017; Sutton & Austin, 2015; Zohrabi, 2013). The study utilized interview schedules for the Sub County Directors of Education. As a research tool the interview schedule is exceptional in that the collection of data through direct verbal interaction between individuals and permits the interviewer to ask questions on each research question while observing the interviewee (Kothari, 2004; Moser & Kalton, 2017; Dikko, 2016; Rahi, 2017; Bryman, 2017; Sutton & Austin, 2015; Zohrabi, 2013).). The interview with each of the Sub County director of education was anticipated to take at least 40 minutes in order to allow for questioning and clearness of inquiries and reactions from

both the researcher and the respondent. The semi structured interview guide was preferable since the investigator has an opportunity to establish rapport with the respondent, explaining meaning of items that may be unclear and is a means of quickly gathering comparable information from small sample of population (Nichols & Childs, 2009; Moser & Kalton, 2017; Dikko, 2016; Rahi, 2017; Bryman, 2017; Sutton & Austin, 2015; Zohrabi, 2013).

The study found it necessary to utilize two instruments for purposes of triangulation in order to gather the most reliable information. Brewer and Hunter (2006, p. 4) stated, “The multi-method approach allows investigators to attack a research problem with an arsenal of methods that have no overlapping weaknesses in addition to their complementary strengths”. Triangulation was expected to enhance the researcher’s ability and effort to assess the accuracy of the findings and thus assure the reader that they are reliable (Mertler, 2009). In this study, the questionnaires and interview guide added value to this research, because the researcher was able to measure competency.

### **3.8 Validity and Reliability of Instruments**

This segment explains how the validity and reliability of the research instruments were tested prior to being used in the concrete data collection.

#### **3.8.1 Validity of Instruments**

Validity refers to the level to which dissimilarities established with a measuring instrument reflects factual disparities amongst those being tested (Kothari, 2008; Koo & Li, 2016; Taber, 2018; Denzin, 2017; Noble & Smith, 2015; Dikko, 2016). Validity is also dependent on the measurement measuring what it was designed to measure and not something else. This study sought to ascertain content validity to measure the exactness, importance, request and manifestation of the instruments for data

gathering. According to Streiner, Norman and Cairney (2015), the achievement of a scale in calculating what it is set out to measure so that the differences in individual attainments can be taken as demonstrating true differences on the nature under study is referred to as face validity of an instrument; while content validity denotes to the prejudiced conformity among professionals that a scale rationally emerge to replicate correctness in what it claims to measure (Kothari, 2005; Kothari, 2008; Koo & Li, 2016; Taber, 2018; Denzin, 2017; Noble & Smith, 2015; Dikko, 2016). To establish content validity of the instrument items, the researcher's supervisors assisted in making sure that the instruments are in relation to the set objectives and content area under study. The supervisor's proposals and explanations were used as a foundation to adjust the research items and to make them adaptable to the study. Content validity was determined by developing the instruments basing on the study objectives. The phrasing of the items in the instruments was customized suitably since the researcher has no control over variables on the foundation on the comments from the specialists.

Researchers will often establish construct validity when they relate a measure to a general theoretical framework in order to determine whether the instrument is tied to concepts and theoretical assumptions that they are employing (McCall, Jiao & Harris, 2013). Again this was established by the assistance of the supervisors.

### **3.8.2 Reliability of Instruments**

Reliability is a gauge of the extent to which a study instrument gives out dependable outcomes after frequent tests (Orodho, 2009; Kothari, 2008; Koo & Li, 2016; Taber, 2018; Denzin, 2017; Noble & Smith, 2015; Dikko, 2016). This study utilized test-rest technique which was concerned with administering the similar scale or measure to the similar group of respondents at two different periods. A pilot study was done in two

schools in Nandi County. Test re-test technique was utilized to test for reliability of the instruments before they were given to the respondents and re-administered to the same respondents after two weeks. This is in agreement with Bolarinwa (2015) who states that the instruments should be administered at two different times and then the correlation between the two sets of scores calculated. From the responses obtained, the Cronbach's alpha formula was used to calculate coefficient of the correlation ( $r$ ) in order to ascertain the degree to which the items in the questionnaire were reliable to bring out the same answers every time they were used. In this study, the correlation coefficient of 0.72 was obtained.

### **3.9 Data Collection Procedures**

A letter of introduction from the University of Eldoret was obtained to aid in getting a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) to conduct the research. After the issuance of the permit by NACOSTI the researcher reported to the Uasin Gishu County Commissioner then proceeded to the County Director of Education. The researcher thereafter was given an introduction letter, which was presented to the head teachers of the target schools. Thereafter, the target head teachers introduced the researcher to the teachers who assisted in the data collection. Respondents were advised not to write their names or contacts in the questionnaires for confidentiality purposes and were requested to fill out the questionnaire and hand them back on the same day. This ensured a high return rate as opposed to when the respondents are left with the questionnaires (Borgatti, Everett & Johnson, 2018).

### **3.10 Data Analysis Procedures**

Data analysis is the procedure of conveying order, structure and meaning to the mass of information gathered. The method of analysis chosen depends on the type of

research and the objectives. Qualitative data was presented thematically. Open-ended questions were analysed through coding themes and quotas. The themes emerging from secondary data were recognized to augment primary data. Qualitative data was written down and structured into themes in order to make sure their frequencies are based on the research objectives. Quantitative data was analysed using descriptive statistical methods that comprised of frequencies and percentages. A hypothesis in this study was tested at 0.05 level of significance testing. Pearson product moment correlation and simple linear regression statistical tests were used to test the hypotheses. Data was presented by means of frequency tables, pie charts and bar graphs.

### **3.11 Ethical Considerations**

Ethical consideration is rather essential in research as it looks for the permission of the respondents to avoid individuals being forced to take part in the research study (Bell, Bryman, & Harley, 2018). The study was designed to meet ethical standards of educational research. This study borrowed heavily on Terrel (2012) ethical considerations while carrying out mixed methods research. Such included: voluntary participation of the participants (Gajjar, 2013). Participants also understood the possible significance of the research and that their confidentiality will be upheld. Researchers must recognize the impact of their existence at research areas and make sure that these areas are left uninterrupted at the conclusion of the research (Roberts, 2015). Anonymity was upheld throughout data analysis and data kept for a reasonable period of time. Kahn, Mastroianni and Sugarman (2018) stressed that during research, study information should remain anonymous throughout the research period. No harm should be done to others as a result of the research. Consideration ensured that writing was free of prejudice towards any group (such included, age, ethnicity, sexual

orientation, race and gender). The particulars of the research were given details within the definite report so as to permit readers the chance to judge the ethical excellence of the research for themselves. Ethical issues such as respondent confidentiality, honesty and informed consent were taken into consideration. The rights of respondents and all those who participated in the study were taken into consideration and the privacy of the respondents was assured through the non-disclosure of their identities and vigilance on the part of the researcher to ensure that none of them writes their name or disclose their identity in the research instrument that were used (Perera & Emmerich, 2018; Greenwood, 2016; Abed, 2015; Goodrich & Luke, 2017; Roberts, 2015).

Information collected from participants was treated as private and confidential as much as possible. The aim of the study was described to participants prior to data collection (KEMI manual module 3). This enabled the respondent to make a conversant choice on whether to take part in the research or not.

(Kumar, 2019), A research should contribute to knowledge and human understanding where by concrete recommendations are meant to improve public policy or influence community action for change. The study was conducted at the convenience of the respondents to avoid inconveniencing their schedule (Perera & Emmerich, 2018; Greenwood, 2016; Abed, 2015; Goodrich & Luke, 2017; Roberts, 2015).

### **3.12 Chapter Summary**

This chapter expounded on the procedures utilized to gather and analyze data. It has explored intensively on the research design, study and target population sampling techniques, reliability and validity, data collection and data analysis procedure and finally the presentation and ethical considerations.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter includes presentation, analysis and interpretation of data on the influence of capacity building by KEMI on Head teacher's competencies with a focus on public primary schools in Uasin Gishu County. The study was directed by the subsequent objectives:

- i. To examine the influence of KEMI's capacity building programme on head teachers' competency in teacher management in public primary schools in Uasin Gishu County.
- ii. To establish how KEMI's capacity building programmes influence head teachers' competency in curriculum supervision in public primary schools in Uasin Gishu County.
- iii. To determine the influence of KEMI's capacity building programme on head teachers' competency in infrastructure management in public primary schools in Uasin Gishu County.
- iv. To investigate the influence of KEMI's capacity building programme on head teachers' competency in financial management in public primary schools in Uasin Gishu County.
- v. To assess the head teachers' perception towards KEMI's capacity building programme in relation to their management.

In the first section, a description of the background information of the head teachers who took part in this study is presented followed by a section that provides a

descriptive analysis of the study variables in conjunction with the results of thematic analyses of the interviews. Data was collected from the head teachers and education officers using questionnaire and interview schedule respectively.

#### **4.2 Questionnaire Return Rate**

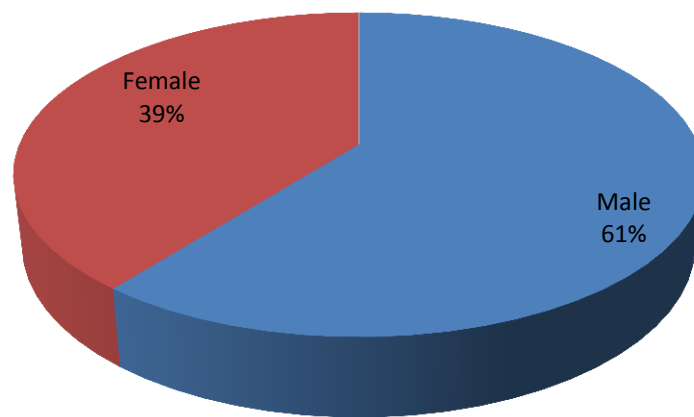
In this study, 141 questionnaires were given to head teacher respondents while 5 interview schedules were conducted to the Sub County Directors of Education that were sampled through various methods as enunciated in chapter three. The respondents were given a period of two weeks to fill the questionnaires and at the end of the two week period, the researcher collected them through the research assistants. Of the 141 questionnaires issued, only 132 questionnaires were returned from head teachers and 5 from the Sub County Directors of Education representing a return rate of 94% and 100 % respectively. This return rate is satisfactory because in relation to Best and Khan, (2011), a response rate of 50% is believed to be sufficient, 60% good and above 70% very good. Consequently, the response rate from the teacher and principals were considered above these thresholds to allow continuation of analysis.

#### **4.3 Background Information of the Respondents**

The study wanted to ascertain the demographic information of the respondents in terms of gender, age qualification, experience, attendance of Kiswahili diploma course and the degree to which KEMI helped to obtain skills for management. The responses are summarized in the subsequent sub-sections.

##### **4.3.1 Gender of the Respondents**

The items in this part of the respondents' questionnaires (Appendix I) were meant to determine the respondent's gender. The data obtained is as shown in Figure 4.1



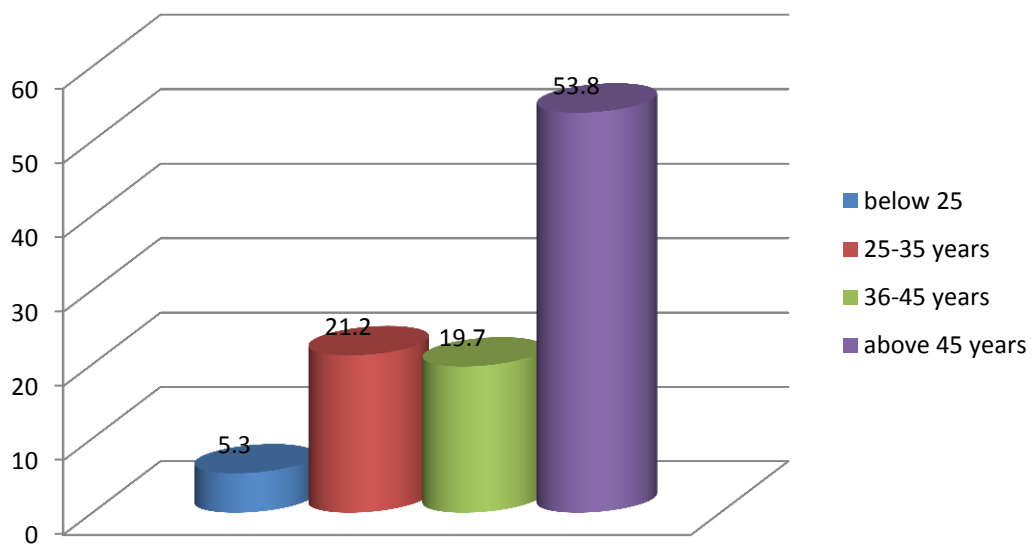
**Figure 4.1: Gender of Respondents**

As indicated shown in Figure 4.1, 61% of the respondents were male whereas 39% were female. The result establishes that, male respondents were the majority in relation to and administration of schools. It is not clear whether this disparity is caused by the small number of female teachers who submit an application for the position of principals or unfairness in enrollment of teachers.

Additionally, it means that most of the female teachers are not employed like their male counter parts the principals. The finding further reveals that the one-third gender rule has not been achieved in the area since there are less than 30% female teachers and principals in the area (Republic of Kenya, 2010). The strategy also gives details on the administration of primary and secondary schools as well as a selection of head of institutions demonstrates a tendency of male domination. There is need to improve gender equity and equality in governance and management of education. The article on gender policy in teaching additionally put forward that confirmatory action be used to improve gender equity and equality in employment mainly in selection of head teachers and deputy head teachers in the learning institutions.

### 4.3.2 Age of the Respondents

Age of respondents in the research was significant to show its influence on KEMI capacity building training on head teachers competency as shown in Figure 4.2. Age of the sampled respondents amplified the trustworthiness of data collected because the age carries in the development and thoughtfulness of the topic of discussion in the area of study. The respondents were requested to state their age group and the results summarized in Figure 4.2.



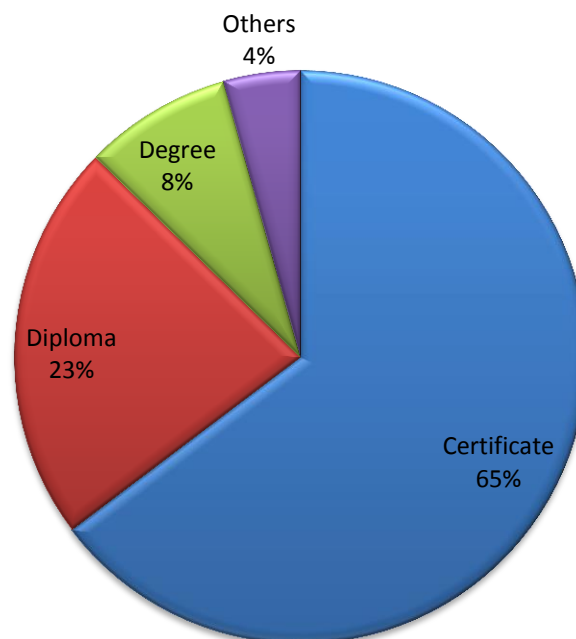
**Figure 4.2: Age of the Respondents**

As shown in Figure 4.2, 53.8% of the respondents were above 45 years old, 21% were between 25-35 years old, 19.7% were 36-45 years old and 5.3% were below 25 years. A critical observation on the findings shows that nearly 71% of the principals were aged above 45 years while only 5.3% had an age range of below 25 years. This study demonstrates that those who are selected as principals are teachers who are grown-up and have had a long understanding as teachers and developed leadership through being heads of departments and deputy head teachers as required by the Associations of Heads Manual (2003). Most of the

head teachers are in their middle age denoting they have had some years to develop their prerequisite skills for management. The insinuation of the maturity of the head teachers brings in the thought of the diverse approaches of instructional management that is direct collegial and non-directional management. The age of the head teachers makes possible for motivation, stimulation and consultation with teachers of dissimilar ages since they themselves have experience in those positions. Training and experiences puts them in a place to manage the teachers under their administration

#### 4.3.3 Professional Qualification

Good education comes from professional trained teachers. According to Abiero (2009), a school handled by trained teachers is likely to have a higher enrolment as opposed to the one handled by untrained teachers. The respondents were requested to state their professional qualification. Their responses are presented in Figure 4.3.



**Figure 4.3 Professional Qualification**

Findings in Figure 4.3 revealed that 8 % of the respondents were degree holders while 23% were diploma holders. Another 65% were certificate holders while 4% were others. This finding indicates that head teachers are drawn from a pool of trained professionals (diploma, certificate and degree). Therefore, they are capable of taking up a course in capacity building given their current training credentials. This was in agreement with what a variety of commissions suggested that instructional supervisors particularly the head teachers be proficiently capable. Similar findings by Glickman (2010) indicated that principals must have requirement of theoretical ability in order to direct the teachers in their schemes of work, record of work and illustration of lesson plans. The result shows that only some head teachers have proficiently developed themselves obtaining Masters Degree to help the teachers be more answerable in their teaching.

#### 4.3.4 Work Experience

There was need to determine the work experience of the head teachers who participated in this research study. The responses are revealed in Table 4.1.

**Table 4.1 Work Experience**

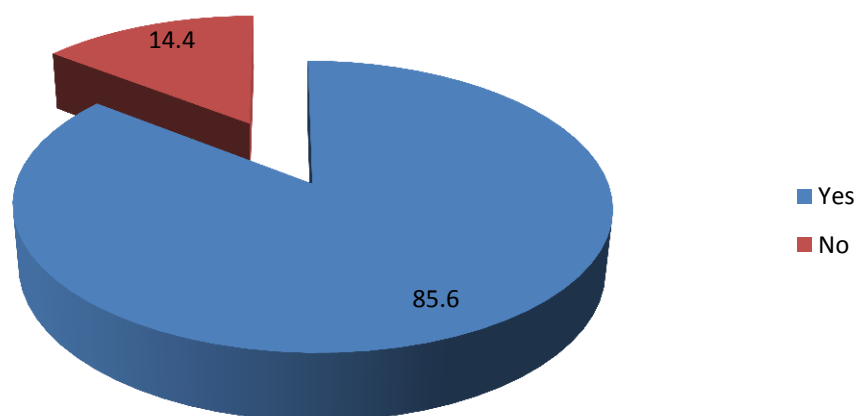
<b>Work experience</b>	<b>Frequency</b>	<b>Percent</b>
Below 1 year	6	4.5
6-10 years	7	5.3
11-15 years	35	26.5
Above 15 years	84	63.6
<b>Total</b>	<b>132</b>	<b>100.0</b>

The findings shown in Table 4.1 indicates that over half 84 (63.6%) of the respondents had a work experience of above 15 years while 35 (26.5%) had 11-15

years. Another 7 (5.3%) had 6-10 years and 6 (4.5%) had an experience of less than 1 year. This indicates that most of the teachers who took part in this research had long experience in teaching profession. This has a bearing on the way they use KEMI skills in management and the attitude towards the same. The results also show that most of the head teachers had above 15 years of teaching experience. Majority of the school heads had enough understanding of teaching to offer management to maintain the teachers in their class teaching.

#### 4.3.5 Attendance of KEMI Diploma Course

The respondents were requested to indicate whether they had been present at the KEMI diploma course and the findings are summarized in Figure 4.4.



**Figure 4.4 Attendance of KEMI course**

The findings in Figure 4.4 revealed that 113 (85.6%) of the respondents had attended KEMI course whereas 19 (14.4%) had not attended the KEMI diploma course. This is in agreement with responses provided by the education officers who were interviewed. The county director of education stated “there were head teachers in public primary schools within his area of jurisdiction who had not attended KEMI’s capacity building programme.” It can clearly be noticed that most of the principals in

the research area have been present at the KEMI diploma course in line with the requirements set by the Ministry of Education and TSC to induct school head for effective execution of their respective mandates.

#### **4.3.6 Extent to which KEMI helped to acquire skills**

The study sought the opinion of the respondents concerning the degree to which KEMI had helped obtain the expertise of management. The result are as indicated in Table 4.2.

**Table 4.2 Extent to which KEMI helped to Acquire Skills for Management**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
To large extent	13	9.8
Average	87	65.9
To a small extent	13	9.8
not at all	19	14.4
<b>Total</b>	<b>132</b>	<b>100.0</b>

As shown in Table 4.2, most of the respondents 87 (65.9%) stated that to a moderate extent, KEMI diploma course had assisted them to obtain essential proficiency for successful school administration. However, 13 (9.8%) of the respondents stated that KEMI course had helped them to a small extent to acquire essential talents for effective school management. They further confirmed that the training had actually influenced the way they conducted the said management practices in their schools.



## **4.4 Influence of KEMI's Training on Head teachers' Competencies in Teacher Management**

### **4.4.1 Descriptive Statistics for Objective One**

The first objective of the research sought to scrutinize the influence of KEMI's capacity building programme on head teachers' competency in teacher management in public primary schools in Uasin Gishu County. To attain this objective, the questionnaire sought the principals' affirmation on monitoring, teamwork, appraisal, professional growth delegation and mobility in regards to management of teacher management. A summary of the findings as to how the aspect of teachers' management was influenced by KEMI training is presented in Table 4.3.

**Table 4.3 Influence of KEMI's Training on Head teachers' Competencies in Teacher Management**

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
KEMI capacity building programme has enhanced my competence in monitoring teachers' performance in class and outside class with an aim of providing guidance.	8	6.1	7	5.3	0	0.0	89	67.4	27	20.5
KEMI capacity building programme has helped me in cultivating good relationship with the teachers.	0	0.0	14	10.6	0	0.0	97	73.5	21	15.9
KEMI capacity building programme has helped me in building motivating climate to enhance teamwork among teachers.	6	4.5	7	5.3	14	10.6	66	50	39	29.5
KEMI capacity building programme has helped me in appraising teachers' performance objectively.	0	0.0	14	10.6	13	9.8	58	43.9	47	35.6
KEMI capacity building programme has helped me in providing teachers opportunity for professional growth.	10	5.3	13	9.8	6	4.5	69	54.5	34	25.8
KEMI capacity building programme has helped me in proper delegation of duties.	7	5.3	0	0.0	6	4.5	65	49.2	54	40.9
KEMI capacity building programme has enhanced the recommendation of teachers for upward mobility.	7	5.3	0	0.0	0	0.0	92	69.7	33	25

The results revealed in Table 4.3 expose that 8 (6.1%) of the respondents strongly disagreed that KEMI capacity building programme had enhanced competence in monitoring teachers' performance in class and outside class with an aim of providing guidance, 7 (5.3%) disagreed, 89 (67.4 %) agreed while 27 (20.5%) strongly agreed. The result demonstrate that majority of the Head teacher were able to monitor teachers' performance. It can also be argued that a few teachers were not able to apply KEMI capacity building to improve their competency in monitoring teachers.

The interview results by the Sub County director of education on Head teachers competencies related to monitoring indicates that KEMI capacity building programmes has enhanced the head teachers' ability to monitor and evaluate teachers' progress in class and outside class. This is contained in the following excerpt;

*The Head teachers whom I have interacted with and who happen to have attended the KEMI capacity building programme showed capabilities of monitoring teachers inside and outside the classrooms. They had monitoring tools that they used adequately (Sub County Director of Education).*

This finding is consistent with Ficsher (2011) finding in which he states that record keeping is a significant constituent in the academic performance in a learning institutions; teachers are expected to create and keep records that is schemes of work, lesson plan, records of work, mark book, progress record book and attendant register. This implies that head teachers play an important responsibility in making sure that effective management is done.

In a study on exploring instructional responsibility of the school heads in the academic attainment in KCSE by Musungu and Nasongo (2008) 8% of the school principals in high achieving schools inspected lesson books, schemes of work, class

registers and attendance schools in Vihiga District, Western part of Kenya. They established that 8% of the school heads in high performing learning institutions inspected the lesson books, schemes of work and school registers and attendance in learning institutions.

In relation to the Inspectors' Manual (2001), the school heads are supposed to:

*Visit teachers in their classes frequently and talk about their comments with them. Assist both fresh and knowledgeable teachers, with preparation of their schemes of work and lessons and advise them regularly. Have authority, and use it with the teachers, to set school level objectives, and to decide the school's actions to attain those goals. Bring together teachers' lesson plan frequently and make remarks on them. School heads should be easy to get to both teachers and pupils and pay attention to their problems and interrelate casually with them. Have faith with their teachers and hand over power to them, and verify on a regular basis on the security and wellbeing of teachers and pupils and take care of concerns as they happen. (p. 10).*

Further results in Table 4.3 demonstrated that 21 (15.9%) of the respondents strongly agreed that KEMI had helped them in cultivating good relationship with the teachers, 97 (73.5%) agreed whereas 10.6% (14) disagreed. Result points out that majority of the heads were capable of nurturing a good rapport with teachers demonstrating that they were supervised accordingly. The result shows that a good number of the school heads have been capable to cultivate good relationship through KEMI training. It can also be seen that very few Head teachers disagreed that KEMI capacity building programme has helped them in cultivating good relationship with the teachers. Findings by Samstad and Pipkin (2011) shows that the goal of Human Resource Management in learning institutions is to attain utmost individual growth, attractive working relations among the teachers, minor employees and pupils and to influence the moulding of human resources as contrasted with physical resources.

Further outcomes in Table 4.3 revealed that 6 (4.5%) of the respondents strongly disagreed that KEMI capacity building program had helped them in building motivating climate to enhance teamwork among teachers, 7 (5.3%) disagreed, 66 (50%) agreed while 39 (29.5%) strongly agreed. Findings indicate that most of the school heads were able to build a motivating climate that enhances team work among teachers. Through building such a climate head teachers can be capable of supervising activities in school with ease. It is significant to mention that a few Head teachers were not able to create a motivating climate that could enable them to supervise effectively. This results are in line with Aseltine (2006) who stated that, the procedure of management for knowledge offers both teachers and their supervisors the opportunity to work together to improve student learning.

The interview results by the Sub County director of education on Head teachers' competencies related to teamwork indicates that KEMI capacity building programmes has enhanced the head teachers' ability to develop teams and create conducive environment. This is contained in the subsequent excerpt;

*The head teachers who were present at the KEMI capacity building programme are enhanced team builders and are capable to interact with the teachers. The Headteachers were able to come up with effective groups, teams and associations that were aimed at building cohesive teaching force (Sub County Director of Education).*

Another Sub County Director of Education had this to say about enhancement of teamwork

*Teamwork has been enhanced in schools whose Head teachers have undergone the KEMI capacity building. In several visits to such schools you are able to see several teaching whether on duty or not being able to marshal students to adhere to the school programme. Besides they do updated records of work witness enhanced teamwork among department?*

On the contrary though the Sub County Directors of Education were also quick to point that it is not always that KEMI capacity building translates to team work as indicated in the following excerpt;

*Poor team organization is always detectable in schools whose Head teachers have not undergone KEMI capacity building or possibly Head teachers who don't apply whatever learnt at KEMI. In such schools teachers are unwilling to work in coherence. Such schools tend to have quite a number of problems ranging from absenteeism, poor team teaching among teachers, among other issues.*

Data from the interview indeed shows that KEMI capacity building has enhanced teamwork. This finding compares to Aboho and Aboho (2005) who have given certain ideas that should serve as a guide to school management. Such ideas include; one School management must through the head, endeavor to produce a society of teachers who are physically healthy, efficient, responsible and whose behavior is suitable to the community. Two, the school must be managed in a manner that all members of staff function as a team. Three, good school management demands that both staff and pupils have a large part to play in decision making that determines the school rules and programmes. Four, good school management must support and make available for the specialized development of teachers.

Findings in Table 4.3 further shows that 14 (10.6%) of the respondents disagreed that KEMI capacity building program had helped them in appraising teacher's performance objectively, 58 (43.9%) agreed while 47 (35.6%) strongly agreed. This verdicts indicates that most of the head teachers were able to apply their supervisory competencies in appraising teachers objectively. Teacher appraisal is a key element in the teacher professional development aimed at making teachers and schools efficient. The head teacher's role in appraisal is therefore important in ensuring that teachers work objectively in realizing the goals of education. This finding agrees with studies done by Crowther, Kaagan, Ferguson and Hann (2002), who describes extensively a picture of teacher leadership as complete involvement by teachers in coming up with a shared vision, preparation and putting into practice instructional enhancements, dealing with the community and taking part in professional growth in work-embedded, uncompetitive conduct, in addition to involvement in administration.

Findings further showed that 10 (7.6%) of the respondents strongly disagreed that KEMI capacity building program had helped them in providing teacher's opportunity for professional growth, 13 (9.8%) disagreed, 69 (52.3%) agreed while 34 (25.8%) strongly agreed. The findings revealed that most of the schools heads had the competencies to supervise their teachers on professional growth. This finding is in line with Wanga (2004) who says that management is consequently concerned with the inspiration of expert development and growth of teachers, the collection and review of educational programmes, material for instruction and techniques of teaching in addition to the assessment of teaching. The principal is accountable for all school programmes and endorsement of teachers' growth and efficiency.

These findings corroborate findings from the interviews that stated the following;

*Head teachers and teachers have sought for permission to be away from schools during the holidays when the courses are undertaken. This implies that KEMI has given opportunity for teachers to enhance professional growth.*

Table 4.3 further demonstrated that 7 (5.3%) of the respondents strongly disagreed that KEMI capacity building program had helped them in proper delegation of duties, 65 (49.5%) agreed while 54 (40.9%) strongly agreed. Findings demonstrate that while most of the head teachers had built competencies in regards to proper delegation a few of the head teachers were not capable to delegate. Finally, outcomes in Table 4.3 revealed that 7 (5.3%) of the respondents strongly disagreed that KEMI capacity building had enhanced the commendation of teachers for growing mobility, 92 (69.7%) agreed while 33 (25%) strongly agreed. These findings show that a good number of the school heads were capable of recommending teachers for upward mobility.

Qualitative data from the Sub County Director of Education interview demonstrated that a number head teacher still require to be retrained in parts for example management of teachers. Concerning the necessity for additional training, one of SCDE expressed thus:

*Head teachers revealed to me that they would like to undertake supplementary preparation to be prepared with ICT expertise because for instance ICT expertise will assist them to be efficient manager in reacting to growing technological development in instruction; Head teachers revealed that they have a desire to be qualified in the evaluation of professional reports of teachers given that it will assist them to assign fewer tasks to other teachers.*

Result agrees with the findings of Kalai (2007) who found out that schools heads ought to be granted with regular in-service education so that they will be able to obtain professional information in their managerial responsibilities. This to a certain



degree will make possible principals' efficiency in their supervisory functions. On the other hand, the obvious lack of decision-making skills by a number of school heads endangers the management activity and slows down teachers' professional growth. It is consequently significant for principals to make certain that they make use of each chance to obtain pertinent expertise that will improve their efficiency in management of teachers.

#### 4.4.2 Inferential Statistics for $H_{01}$

##### 4.4.2.1 Pearson's Product-moment Correlation for $H_{01}$

The study attempted to establish the relationship between KEMI capacity building programme and head teachers' competency in teacher management. The findings are indicated in Table 4.4.

**Table 4.4 Correlation Analysis between KEMI Capacity Building Programme and Head Teachers Competency in Teacher Management**

		<b>Correlations</b>	
		KEMI capacity building Management	
KEMI capacity building	Pearson Correlation	1	.555**
	Sig. (2-tailed)		.000
	N	132	132
Management	Pearson Correlation	.555**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

Pearson's product-moment correlation was carried out to assess the association between KEMI capacity building programme and head teachers' competency in teacher management among 132 head teachers. Finding in Table 4.4 demonstrates that there was a strong positive association between KEMI capacity building programme and head teachers proficiency and head teachers competency in teacher management,  $r(132) = .555, p < .0005$ , with KEMI capacity building programme explaining 30% of the variation in head teacher competency.

Test of hypothesis on the linear association between the two variables was accepted out. The null hypothesis was to be rejected at a  $p < 0.05$  significance level using the Pearson product-moment correlation. The first hypothesis ( $H_{01}$ ) affirmed that there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and teachers management in public primary schools in Uasin Gishu County. However, results in Table 4.4 showed that KEMI capacity building programme on head teachers competencies has a positive and significant influence on teachers management ( $r(132) = .555, p < .0005$ ). The level of statistical significance ( $p$ -value) of the correlation coefficient in this example is .0001, which means that there is a statistically important relationship linking the two variables. Consequently, the hypothesis ( $H_{01}$ ) was rejected and this can be made clear further by stating that there exists a relationship.

#### **4.4.2.2 Simple Linear Regression for $H_{01}$**

In addition to the Pearson's product – moment correlation, linear regression model between KEMI capacity building programme on Head teachers competencies on teachers management in public primary schools in Uasin Gishu County was carried out to examine the null hypothesis stating that, there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and teachers management in public primary schools in Uasin Gishu County. The findings are revealed in Table 4.5.

**Table 4.5 Model Summary of KEMI Capacity Building Programme on Head teachers' Competencies in Teachers Management**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.555 <sup>a</sup>	.308	.303	3.76049

a. Predictors: (Constant), KEMI capacity

Table 4.5 indicates that the r-value was 0.555. r is a gauge of association between the experiential value and the forecasted value of the dependent variable. Accordingly, 0.555 is the correlation coefficient among the KEMI capacity building on Head teacher's competence in teachers' management as accounted by the respondents and the ranks as would be forecasted by the forecasted variable. It is stated in this model  $r^2 \times 100 = .308 \times 100\% = 30.8\%$  demonstrating that 30.8 % of the discrepancy in the dependent variable is made clear by the independent variable in the research study. The r - square value specifies that this model succeed in forecasting up to 30.8% of the variable on head teachers competence in teachers management. Up to 30.8 % of the variation established in the area under research is accounted for by KEMI capacity building. Table 4.6 indicates the ANOVA output analysis.

**Table 4.6 Anova Output Analysis for H<sub>01</sub>**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	819.721	1	819.721	57.967	.000 <sup>b</sup>
Residual	1838.362	130	14.141		
Total	2658.083	131			

a. Dependent Variable: teacher management

b. Predictors: (Constant), KEMI Capacity building

The ANOVA analysis is extremely significant (0.000) showing that the relationship among the independent variable and dependent variable is extremely strong. Table 4.7

evaluates the overall implication of the model and given that  $p < 0.05$ ; the linear regression model used in this study is applicable for the analysis. The ANOVA outcomes of the Linear Regression Analysis indicate that the regression equation is statistically suitable to scrutinize the association ( $F = 57.967$ ;  $df = 1$ ;  $p = 0.05$ ) at 0.05 level of significance. The model summary demonstrates that the model can give details that 30.8 % difference in head teacher's competence in teacher management that was occasioned by any changes in KEMI capacity building programme. Table 4.7 provides the model coefficient.

**Table 4.7 The Coefficient for  $H_{01}$**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	16.907	.977		17.302	.000
KEMI capacity building	1.965	.258	.555	7.614	.000

a. Dependent Variable: teacher management

The linear regression examination was carried out so as to establish the connection between KEMI capacity building programme and head teachers' competence in teacher management. Table 4.7 provides the coefficients essential for the linear regression equation. The linear regression equation  $Y = \alpha + \beta X$  therefore become:

$$Y = 16.907 + 1.965X$$

Where Y is the dependent variable (head teachers competence in teacher management) and X influence KEMI capacity building programme.

In relation to the linear regression equation ascertained, taking all additional factors into account (KEMI capacity building programme) constant at zero, head teachers' competence in teacher management on will be 16.907 (16.907%). Influence of KEMI

capacity building programme will lead to a 16.907 (16.907%) increase in head teachers' competence in teacher management

The hypothesis ( $H_{01}$ ) stated that there is no statistically significant relationship between KEMI capacity building programme on school heads competencies and teachers management in public primary schools in Uasin Gishu County. However outcomes in Table 4.7 revealed that KEMI capacity building programme has a positive and significant consequence on head teachers' competence in teacher management ( $\beta = .555$ ,  $P < 0.05$ ). As a result the hypothesis ( $H_{01}$ ) was rejected and this would be clarified further by reviewing the value of the t – test which specifies that head teachers competencies and teachers management in public primary schools in Uasin Gishu County would be ascribed to the regression model 7 times more compared to the effect of the standard error associated with the estimated coefficient ( $t = 7.614$ ). Results from the ANOVA illustrated that the sum of squares for the linear regression model was 2658.083, this shows that the linear regression model accounted for more than 2658.083 times the variation of learners behavior contrasted to the residuals,  $F = 57.967$ ,  $P \text{ value} = 0.001$

#### **4.5 Influence of KEMI's Training on Head teachers' Competencies in Curriculum Supervision**

##### **4.5.1 Descriptive Statistics for Objective Two**

The second study objective of the research wanted to ascertain how KEMI's capacity building programmes influence school heads competencies in curriculum supervision in public primary schools in Uasin Gishu County. In order to achieve this, the questionnaire items around this parameter solicited views from principals regarding

the perceptions they held about the influence of the training in view of curriculum supervision. As demonstrated in Table 4.8

**Table 4.8 Influence of KEMI’s Training on Headteachers’ Competencies on Curriculum Supervision**

<b>Statement</b>	<b>SD</b>		<b>D</b>		<b>N</b>		<b>A</b>		<b>SA</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
KEMI capacity building programme has helped me in monitoring of teachers’ professional records.	0	0.0	14	10.6	6	4.5	60	45.5	52	39.4
KEMI capacity building programme has helped me in time tabling.	11	8.3	7	5.3	26	19.7	73	55.3	16	12.1
KEMI capacity building programme has enhanced my competence in exposing teachers to seminars and workshops.	0	0.0	7	5.3	0	0.0	54	40.9	65	49.2
KEMI capacity building programme has improved my competence in monitoring syllabus coverage.	9	6.8	0	0.0	34	25.8	58	43.9	31	23.5
KEMI capacity building programme has helped me to acknowledge the importance of availing teaching and learning materials.	0	0.0	0	0.0	7	5.3	119	90.2	6	4.5
KEMI capacity building programme has helped me to enhance benchmarking with other schools.	7	5.3	7	5.3	0	0.0	92	69.7	26	19.7
KEMI capacity building programme has improved my competence in career guidance.	0	0.0	14	10.6	20	15.2	50	37.9	48	36.4

The results in Table 4.8 demonstrates that 14 (10.6%) of the respondents disagreed that KEMI capacity building programme has helped them in monitoring of teachers' professional records, 60 (45.5%) agreed while 52 (39.4%) strongly agreed. This result clearly shows that majority of the teachers monitored teachers professional records while a few were not capable of monitoring teachers' professional records. Competency in monitoring professional reports for instance lessons plans, schemes of work and lesson notes is critical in curriculum management thus the importance of head teachers acquiring the relevant competencies to manage. While it can be argued that most of the school head are capable of monitoring professional records a few of them were not capable. IIEP (2000) conducted a research and established that there exists a strong relationship among the quality of the management given by the school head and the competence of a learning institution to advance teaching and learning.

A number of researchers have documented the significance of school head in curriculum execution, management and sustainability of academic achievement. Particularly is the effort of Shiundu and Omulando (1992) who examined that school head are the habitual administrators who have the accountability to make certain that the teacher put into practice the set curriculum and that education is essentially taking place. The school principal's task in supporting academic achievement comprises of scrutinizing lesson plans, schemes of work, lesson notes, setting academic achievement targets and making sure that the course outline are completed on time. While the previous research of Bulach (1999) and Omulando and Shiundu (1992) was concerned with efficiency of school head in curriculum growth, it does not categorically show whether an successful school head should attend INSET in order is efficiently deal with academic performance of the learning institution, therefore the head to undertake this research.



These findings are further supported by data from the SCDE interview. One of the SCDE pointed the following in regards to monitoring of professional records;

*During our visits in the schools to carry out normal inspections we do encounter problems in some schools. The head teachers relate such problems to poor management. Lack of weekly records, unmarked class registers and absence of lesson plans have been witnessed in some schools. Notwithstanding, is that even those schools with records to show had issues of irregular checks by the head teachers.*

This finding shows that head teachers may be lacking competencies to effectively monitor teachers' professional records. It can therefore be said that Head teachers scrutinize pupil's academic improvement. They manage the regular testing of students through the departmental heads. They as well verify the spreadsheet to check each student's achievement and talk about them with the appropriate teachers. At the release of the KCPE outcome principals argue with the teachers the examined results and subsequently utilize it as a tool for potential academic enhancement. Head teachers make available instructional learning resources for instance teachers guide books and reference books. This is concurrent with the research findings of Moraa (2010) that Head teachers participated in instructional supervisory tasks by managing the execution of the set of courses which is concerned with assisting teachers in their instructional practices.

Information in Table 4.8 further indicated 11 (8.3%) of the respondents strongly disagreed that KEMI capacity building programme had helped them in time tabling, 7 (5.3%) disagreed, 73 (55.3%) agreed while 16 (12.1%) strongly agreed. Findings indicate that the Head teachers manage curriculum schedule to make sure that every the subjects are scheduled and accurate number of lessons is observed as a requisite by the education strategy. Although most of the Head teachers managed curriculum

timetabling to make sure that they were no conflicts in teaching where one teacher is anticipated to be at two different lessons in one time occurred finding indicated that were not able to do so.

These findings are further supported by data from the SCDE interview. One of the SCDE pointed the following in regards to timetabling;

*Many schools that the sub county office has visited at least had master timetable in the head teacher office. A few schools did not have the master timetable implying that the head teachers were not akin of the importance of timetables. Some of the timetables were not effectively constructed in terms of the actual number of lessons required (Sub County Director of Education).*

It can be argued that timetabling is a very important component in curriculum management thus the great importance of having it done rightly. This finding are in line with Pfau (1996) who points that amongst the features of the curriculum that the head teacher directs comprise of training of school timetable, making sure that guidance counseling services are offered to pupils, starting/design school-based set of courses, including activities pertinent to local conditions, assisting the teacher expand continuous assessment procedures, organizing and coordinating assessments (Internal & external), organizing co-curricular activities such as drama, scouting and assisting teachers to expand learning objectives for themselves and their pupils.

Literature further indicates that the head teachers employ the timetable to organize funds to make available the most likely educational prospects for pupils in the most cost-effective manner. The timetable ought to be pupil-centered. Stipend has to be created to cover every activity within the school specifically school assemblies, registration, pupil guidance and welfare, staff development (Ministry of Education & Human Resource, 1999). Further information in Table 4.8 indicated hat 7 (5.3%) of

the respondents disagreed that KEMI had enhanced their competence in exposing teachers to seminars and workshops, 54 (40.9%) agreed while 65 (49.2%) strongly agreed. This finding indicates that most of the head teachers had benefited from KEMI in terms of ensuring head teachers exposes teachers to seminars and workshops.

Information from the interviews indicated that indeed the SCDE did preside in some of the workshops either in person or through other educational officials. This is indicated in the following excerpt;

*I have participated in seminars and workshops at the county, sub county and zonal levels. When preoccupied I do sent other officials such as the quality assurance officers to assist. Teachers have in turn been educated well and sensitized on emergent aspects of education. This is a suggestion that the school heads are cognizant of the need to expose their staff so as to be able to implement the curriculum effectively (Sub County Director of Education).*

Table 4.8 further revealed that 9 (6.8%) of the respondents strongly disagreed that KEMI had assisted them to improve in monitoring syllabus coverage, 58 (43.9%) agreed while 31 (23.5%) strongly agreed. Results specify that majority of the school heads were in a position to monitor syllabus coverage, which is an important component in managing the curriculum. Literature indicates that the head teacher is accountable for making certain that syllabus coverage is met by establishing and maintaining learning attainment by the agreed performance indicator. These comprise of achievement rates in Kenya Certificate of Primary Education (KCPE) and/ local examinations; and low repetition and dropout rates, among others (MOE & HR, 1999).

Table 4.8 further indicated that 119 (90.2%) of the respondents agreed that KEMI capacity building program had facilitated them to acknowledge the importance of availing teaching and learning materials while 6 (4.5%) strongly agreed. It is significant to state that all the head teachers were in support of availing teaching and learning materials. With this compendium of positions that the school heads are believed to play as curriculum administrators, it is meaningful for them to obtain pertinent training in organize to discharge their purposes efficiently. Pfau (1996) observed that features of managing curriculum such as material development and curricular consideration were important components of the training programmes of head teachers in Uganda. Odubuker (2007) looked at the relationship among the head teachers management training programme and curriculum management in primary schools in Uganda and recognized a positive significant association linking preparation in curriculum supervision and the head teachers' competencies in management.

Information in Table 4.8 further showed that 7 (5.3%) of the respondents strongly disagreed that KEMI had helped them to enhance bench marking within other schools, 7 (5.3%) disagreed, 92 (69.7%) agreed while 26 (19.7%) strongly agreed. It is instructive to note that bench marking is important in terms of borrowing best practices in other schools that can enable head teachers to apply in their school in a bid to ensure that curriculum is management effectively.

Finally, information in Table 4.8 showed that 14 (10.6%) of the respondents disagreed that KEMI had helped them to improve their competence in career guidance, 50 (37.9%) agreed while 48 (36.4%) strongly agreed.

These findings are similar to the responses provided by the sub-county directors of education who were interviewed. They all agreed that through KEMI capacity building programmes, the school heads are now competent in providing career guidance and counseling to the students and even provide orientation to the newly employed teachers.

#### 4.5.2 Inferential Statistics for $H_{02}$

##### 4.5.2.1 Pearson's Product Moment Correlation for $H_{02}$

An attempt was made to establish the relationship between KEMI capacity building programme and head teachers' competency in curriculum supervision. The findings indicated in Table 4.9.

**Table 4.9 Correlation Analysis between KEMI Capacity Building Programme and Head Teachers Competency in Curriculum Supervision**

		<b>Correlations</b>	
		KEMI capacity building	Curriculum supervision
KEMI capacity building	Pearson Correlation	1	.272**
	Sig. (2-tailed)		.002
	N	132	132
Curriculum management	Pearson Correlation	.272**	1
	Sig. (2-tailed)	.002	
	N	132	132

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

Pearson's product-moment correlation was conducted to assess the relationship between KEMI capacity building programme and head teachers' competency in curriculum supervision among 132 head teachers. Finding in Table 4.9 indicates that there was a weak positive correlation between KEMI capacity building

programme and head teachers competency and head teachers competency in curriculum supervision,  $r(132) = .272, p < .0005$ , with KEMI capacity building programme explaining 7% of the variation in head teacher competency.

Test of hypothesis on the linear relationship between the two variables was conducted. The null hypothesis was to be rejected at a  $p < 0.05$  significance level using the Pearson product-moment correlation. The second hypothesis ( $H_{02}$ ) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competency and curriculum supervision in public primary schools in Uasin Gishu County. However findings in Table 4.7 showed that KEMI capacity building programme on head teachers' competency has a positive and significant influence on teachers' supervision ( $r(132) = .272, p < .0005$ ). The level of statistical significance ( $p$ -value) of the correlation coefficient in this example is .0001, which means that there is a statistically significant relationship between the two variables. As a result the hypothesis ( $H_{02}$ ) was rejected and stating that there exists a relationship can enlighten this further.

#### **4.5.2.2 Simple Linear Regression for $H_{02}$**

In addition to the Pearson's product – moment correlation, linear regression model between KEMI capacity building programme on Head teachers competencies on curriculum supervision in public primary schools in Uasin Gishu County was carried out to test the null hypothesis stating that, there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and curriculum supervision in public primary schools in Uasin Gishu County. The results are presented in Table 4.10.

**Table 4.10 Model Summary of KEMI Capacity Building Programme on Head teachers' Competencies on Curriculum Supervision**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.272 <sup>a</sup>	.074	.067	4.26884

a. Predictors: (Constant), KEMI capacity

As summarized in Table 4.10 the r-value was 0.272. r is a measure of correlation between the observed value and the predicted value of the dependent variable. Hence, 0.272 is the correlation coefficient between the KEMI capacity building on Head teacher's competence in curriculum supervision as accounted by the participants and the levels as would be predicted by the predictor variable. In the model  $r^2 \times 100 = .074 \times 100\% = 7.4\%$  indicating that 7.4 % of the variance in the dependent variable is explained by the independent variable in the study. The r - square value shows that this model succeeds in predicting up to 7.4 % of the variable on head teachers competence in curriculum supervision. Up to 7.4 % of the variation perceives in the area under study is accounted for by KEMI capacity building. Table 4.11 demonstrates the ANOVA output analysis.

**Table 4.11 Anova Output Analysis for H<sub>02</sub>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	189.193	1	189.193	10.382	.002 <sup>b</sup>
	Residual	2368.989	130	18.223		
	Total	2558.182	131			

a. Dependent Variable: curriculum supervision

b. Predictors: (Constant), KEMI capacity building

The ANOVA investigation is extremely significant (0.000) representing that the relationship between the independent variable and dependent variable is extremely

strong. The Table evaluates the general significance of the model and given that  $p < 0.05$ ; the linear regression model implemented in this study is pertinent for the analysis. The ANOVA results of the Linear Regression Analysis reveals that the regression equation is statistically suitable to look at the relationship ( $F = 10.382$ ;  $df = 1$ ;  $p = 0.05$ ) at 0.05 level of significance. The model summary demonstrates that the model can explicate 7.4 % variation in head teachers' competence in curriculum supervision that was occasioned by any alteration in KEMI capacity building programme. Table 4.12 provides the model coefficient.

**Table 4.12 The Coefficient for  $H_{02}$**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	24.360	1.109		21.960	.000
KEMI capacity building	.944	.293	.272	3.222	.002

a. Dependent Variable: curriculum supervision

The linear regression analysis was done so as to establish the relationship linking KEMI capacity building programme and head teachers' competence in curriculum supervision. Table 4.12 provides the coefficients essential for the linear regression equation. The linear regression equation  $Y = \alpha + \beta X$  as a result become:

$$Y = 24.360 + 0.944 X$$

Where Y is the dependent variable (head teachers competence in curriculum supervision) and X influence KEMI capacity building programme.

In relation to the linear regression equation ascertained, taking every additional issue into account (KEMI capacity building programme) constant at zero, head teachers' competence in teacher supervision will be 24.360 (24.360%). Influence of KEMI



capacity building programme will lead to a 24.360 (24.360%) increase in head teachers' proficiency in curriculum supervision.

The hypothesis ( $H_{02}$ ) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competency and curriculum supervision in public primary schools in Uasin Gishu County. However findings in Table 4.12 showed that KEMI capacity building programme has a positive and significant influence on head teachers' competence in curriculum supervision ( $\beta = .272$ ,  $P < 0.05$ ). Consequently the hypothesis ( $H_{02}$ ) was rejected and this can be explained further by assessing the value of the t-test which specified that head teachers competencies and curriculum supervision in public primary schools in Uasin Gishu County would be ascribed to the regression model 3 times more compared to the effect of the standard error associated with the estimated coefficient ( $t = 3.222$ ). Result established from the ANOVA indicated that the sum of squares for the linear regression model was 2558.083, this reveals that the linear regression model accounted for more than 2558.083 times the variation of learners behavior compared to the residuals,  $F = 10.382$ ,  $P \text{ value} = 0.001$

#### **4.6 Influence of KEMI's capacity Building Programme on Head teachers' Competencies in Infrastructure Management**

##### **4.6.1 Descriptive Statistics for Objective Three**

The other concern for this study was to determine the influence of KEMI's capacity building programme on head teachers' competencies in infrastructure management in public primary schools in Uasin Gishu County. The results are presented in Table 4.13.

**Table 4.13 KEMI's Capacity Building Programme on Headteachers' Competencies in Infrastructure Management**

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
KEMI capacity building programme improved my competencies in resource mobilization.	12	9.1	21	15.9	19	14.4	39	29.5	41	31.1
KEMI capacity building programme has helped me to improve in maintenance of facilities and school resources.	7	5.3	14	10.6	13	9.8	91	68.9	7	5.3
KEMI capacity building programme has helped me in implementing the health and safety standards.	0	0.0	28	21.2	6	4.5	73	55.3	25	18.9
KEMI capacity building programme has enhanced my skills in waste management.	9	6.8	14	10.6	27	20.5	72	54.5	10	7.6
KEMI capacity building programme has enhanced my ability in renovation and development.	10	7.6	0	0.0	14	10.6	96	72.7	12	9.1
KEMI capacity building programme has helped me in identifying the most appropriate facility for particular function.	8	6.1	0	0.0	7	5.3	87	65.9	30	23.5
KEMI capacity building programme has helped me to understand the different uses of school facilities.	0	0.0	7	5.3	6	4.5	57	43.2	62	47.0

The findings shown in Table 4.13 reveals that 12 (9.1%) of the respondents strongly disagreed that KEMI had improved their competence in resource mobilization, 21 (15.9%) disagreed, 39 (29.5%) agreed while 41 (31.1%) strongly agreed. Findings indicate that majority of the head teachers were able to mobilize resources while a few were not able. These findings are in line with Wekhuyi (2014) who stated that KEMI courses are effective in addressing school plant management tasks and especially on school resource, resource mobilization and the general running of the school. These sentiments were further supported by Akisanya (2010) comments on educational resources that resources are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important.

Findings from the interview schedule shows that from the education officers who were interviewed, they were of the opinion that KEMI capacity building programme has enabled the head teachers keep proper records of inventories available in their schools. This to them is an indication of a resource mobilization management.

The findings shown in Table 4.13 further reveals that 7 (5.3%) of the respondents strongly disagreed that KEMI capacity building programme has helped them to improve in maintenance of facilities and school resources, 14 (10.6%) disagreed, 91 (68.9%) agreed while 7 (5.3%) strongly agreed. The findings showed that majority of the head teachers were able to maintain facilities arising from the capacity building they undertook. These findings compares to those of Kelechukwu (2011) study which concluded that a school principal is charged with the responsibility of managing school physical facilities, staff personnel, school finance, the curriculum, students and school community relations. Since the principal is seen as a project manager, who is

expected to plan, implement, manage, maintain and evaluate the entire education system such as; physical facilities, human resource, students, financial inputs and the curriculum then there is need for adequate preparation of school heads in project management. Yet as noted by Odhiambo (2005), most teachers are promoted to head schools without initial training in school management. Writing about school principals in Kenya, Onderi and Makori (2013) argued that the lack of effective preparation of school heads leaves them feeling like they are “balancing at the top of the grease pole” and as if they are “left to swim or sink.” These findings reflect the small number of heads that is represented in Table 4.13.

The study also shows in Table 4.13 that 28 (21.2%) of the respondents disagreed that KEMI has helped them to implementing the health and safety standards, 73 (55.3%) agreed while 25 (18.9%) strongly agreed. The finding shows that majority of the head teachers were in a position to provide health and safety standards for their students. These standards may include a conducive classroom, playgrounds, and provision of secure environment. It is important to note that a few head teachers who had undergone KEMI capacity were not able to provide a healthy and safety environment. Similar results were highlighted by Mark (2012) and Ajayi (2012) who maintained that high levels of students’ academic performance may not be guaranteed where instructional room such as classrooms, libraries, technical workshops and laboratories are structurally substandard. They also highlighted that structural effectiveness; correct ventilation and well sited instructional space lead to successful teaching and learning process in Nigeria secondary schools.

The study also shows in Table 4.13 that 9 (6.8%) of the respondents strongly disagreed that KEMI capacity building programme has enhanced their skills in waste

management, 14 (10.6%) disagreed, 72 (54.5%) agreed while 10 (7.6%) strongly agreed. Waste management requires head teachers to dispose, recycle and manage waste effectively thus the need to manage the waste. Though majority of the head teachers were able to undertake this task a few were not able to manage waste as per the required standards.

It is also shown in Table 4.13 that 10 (7.6%) of the respondents strongly disagreed that KEMI had enhanced their ability in renovation and development, 96 (72.7%) agreed while 12 (9.1%) strongly agreed. This finding shows that majority of the respondents were able to renovate and develop the available infrastructure.

The findings in Table 4.13 also show that 8 (6.1%) of the head teachers who participated in this study strongly disagreed that KEMI had helped them in identifying the most appropriate facility for particular function, 87 (65.9%) agreed while 30 (22.7%) strongly agreed. Finding indicate that majority of the respondents were able to identify appropriate facility that will function for the purposes that it was set. This finding is in line with Dipaola and Waither (2003) who pointed that leaders should further ensure that staffs have adequate resources to perform their work effectively.

Lastly, Table 4.13 shows that 7 (5.3%) of the respondents disagreed that KEMI had helped them to understand the different use of school facilities, 57 (43.2%) agreed while 62 (47%) strongly agreed. Responses indicated a common position in which all head teachers selected for the study agreed the KEMI had helped them to understand the different purposes and function of the school facilities. According to Abraham (2013), school plant means all physical facilities and equipment within the school, which are used by members of the school community. It is alleged that a well-planned school plant will gear up expected outcomes of education that will facilitate good

social, political and economic emancipation, effective teaching and learning process and academic performance of the students.

#### 4.6.2 Inferential Statistics for H<sub>03</sub>

##### 4.6.2.1 Pearson's Product Moment Correlation for H<sub>03</sub>

An attempt was made to establish the relationship between KEMI capacity building programme and head teachers' competency in infrastructure management. The findings are presented in Table 4.14.

**Table 4.14 Correlation Analysis between KEMI Capacity Building Programme and Head Teachers Competency in Infrastructure Management**

		Correlations	
		KEMI capacity building	infrastructure
KEMI capacity building	Pearson Correlation	1	.285**
	Sig. (2-tailed)		.001
	N	132	132
Infrastructure	Pearson Correlation	.285**	1
	Sig. (2-tailed)	.001	
	N	132	132

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

Pearson's Product-Moment Correlation was run to assess the relationship between KEMI capacity building programme and head teachers' competency in infrastructure management among 132 head teachers. Finding in Table 4.14 indicates that there was a weak positive correlation between KEMI capacity building programme and head teachers competency and infrastructure management,  $r(132) = .285$ ,  $p < .0005$ , with KEMI capacity building programme explaining 8% of the variation in head teacher competency.

Test of hypothesis on the linear relationship between the two variables was carried out. The null hypothesis was to be rejected at a  $p < 0.05$  significance level using the Pearson product-moment correlation. The third hypothesis ( $H_{03}$ ) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competency and infrastructure management in public primary schools in Uasin Gishu County. However findings in Table 4.14 showed that KEMI capacity building programme on head teachers' competency has a positive and significant influence on infrastructure management ( $r(132) = .285, p < .0005$ ). The level of statistical significance ( $p$ -value) of the correlation coefficient in this example is .0001, which means that there is a statistically significant relationship between the two variables. Thus the hypothesis ( $H_{03}$ ) was rejected and this can be explained further by stating that there exists a relationship.

#### 4.6.2.2 Simple Linear Regression for $H_{03}$

In addition to the Pearson's product – moment correlation, linear regression model between KEMI capacity building programme on Head teachers competencies on curriculum management in public primary schools in Uasin Gishu County was carried out to test the null hypothesis stating that, there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and infrastructure management in public primary schools in Uasin Gishu County. The findings are presented in Table 4.15.

**Table 4.15 Model Summary of KEMI Capacity Building Programme on Infrastructure management**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.285 <sup>a</sup>	.081	.074	4.67530

a. Predictors KEMI capacity building

As shown in Table 4.15 the r-value was 0.285. This r is a measure of correlation between the observed value and the predicted value of the dependent variable. Thus, 0.285 is the correlation coefficient between the KEMI capacity building on Head teacher's competence in infrastructure management as reported by the respondents and the levels as would be predicted by the predictor variable. In the model  $r^2 \times 100 = .081 \times 100\% = 8.1\%$  indicating that 8.1 % of the variance in the dependent variable is explained by the independent variable in the study. The r - square value indicates that this model succeeds in predicting up to 8.1% of the variable on head teachers competence in infrastructure management. Up to 8.1 % of the variation seen in the area under study is accounted for by KEMI capacity building. Table 4.16 presents the ANOVA output analysis.

**Table 4.16 Anova Output Analysis for H<sub>03</sub>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	251.393	1	251.393	11.501	.001 <sup>b</sup>
Residual	2841.599	130	21.858		
Total	3092.992	131			

- a. Dependent Variable: infrastructure
- b. Predictors: (Constant), KEMI capacity building

The ANOVA analysis is highly significant (0.000) indicating that the relationship between the independent variable and dependent variable is very strong. The Table assesses the overall significance of the model and since  $p < 0.05$ ; the linear regression model adopted in this study is relevant for the analysis. The ANOVA results of the Linear Regression Analysis show that the regression equation is statistically appropriate to examine the relationship ( $F = 11.501$ ;  $df = 1$ ;  $p = 0.05$ ) at 0.05 level of significance. The model summary showed that the model could explain 8.1 % variation in head teachers' competence in infrastructure management that was



occasioned by any changes in KEMI capacity building programme. Table 4.17 provides the model coefficient.

**Table 4.17 The Coefficient for H<sub>03</sub>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	23.944	1.215		19.709	.000
Attended KEMI	1.088	.321	.285	3.391	.001

a. Dependent Variable: infrastructure management

The linear regression analysis was conducted so as to determine the relationship between KEMI capacity building programme and head teachers' competence in infrastructure management. Table 4.17 provides the coefficients essential for the linear regression equation. The linear regression equation  $Y = \alpha + \beta X$  therefore become:

$$Y = 23.944 + 1.088 X$$

Where Y is the dependent variable (head teachers competence in infrastructure management) and X influence KEMI capacity building programme.

According to the linear regression equation established, taking all other factors into account (KEMI capacity building programme) constant at zero, head teachers' competence in teacher management will be 23.944 (23.944%). Influence of KEMI capacity building programme will lead to a 23.944 (23.944%) increase in head teachers' competence in infrastructure management.

The hypothesis (H<sub>03</sub>) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competency and infrastructural management in public primary schools in Uasin Gishu County.

However findings in Table 4.17 showed that KEMI capacity building programme has a positive and significant influence on head teachers' competence in infrastructure management ( $\beta = .285, P < 0.05$ ). Thus the hypothesis ( $H_{03}$ ) was rejected and this can be explained further by assessing the value of the t – test which indicated that head teachers competencies and curriculum management in public primary schools in Uasin Gishu County would be attributed to the regression model 3 times more compared to the effect of the standard error associated with the estimated coefficient ( $t = 3.391$ ). Findings from the ANOVA showed that the sum of squares for the linear regression model was 2558.083, this means that the linear regression model accounted for more than 3092.992 times the variation of learners behavior compared to the residuals,  $F = 11.501, P \text{ value} = 0.001$

#### **4.7 Influence of KEMI's Capacity Building Programme on Head teachers' Competencies in Financial Management**

##### **4.7.1 Descriptive Statistics for Objective Four**

The study sought to determine the Influence of KEMI's capacity building programme on head teachers' competencies in financial management in public primary schools in Uasin Gishu County. This objective was guided by the fact that head teachers have the responsibility of ensuring that financial roles are done. Financial management training furnish school head teachers with knowledge and skills to manage the school finances professionally and successfully. The responses were as shown in Table 4.18. Abdulalishoev (2000) posits that the head teacher in school has the responsibility of allocating, utilizing and monitoring financial resources that are delegated to him/her by the school boards of management. These delegated functions empower the head teacher to match the financial resource with the education needs of the school. To achieve this objective, the questionnaire sought the principals' affirmation as to

whether they were taught on aspects of financial management of which all of them responded in the affirmative.

Next, the questionnaire items sought to determine the attitude levels of the principal regarding how they felt the training had influenced them on key matters of financial management in schools. Key among the financial aspects of which the attitude of the principals was determined included auditing skills, accountability and transparency of finances, adherence to school budget, financial records, sourcing of funds, accountability, school budget, tendering committee and participatory budget preparation. A summary of the findings as to how the aspect of financial management was influenced by KEMI training is presented in Table 4.18

**Table 4.18 Influence of KEMI's Capacity Building Programme on Headteachers' Competencies in Financial Management**

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	f	%
KEMI capacity building programme has helped me in undertaking the budgetary process.	70	53.0%	20	15.2	13	9.8	25	18.9	4	3.0%
KEMI capacity building programme enhanced my skills in auditing of the books of accounts.	38	28.8	54	40.9	20	15.2	12	9.1	8	6.1
KEMI capacity building programme has helped me in management of income generating activities.	27	20.5	66	50	0	0.0	39	29.5	0	0
KEMI capacity building programme has improved accountability and transparency of finances.	0	0.0	13	9.8	0	0.0	57	43.2	62	47.0
KEMI capacity building programme has helped me in keeping up to date inventories.	8	6.1	7	5.3	12	9.1	38	28.8	67	50.8
KEMI capacity building programme has enhanced my adherence to school budget.	50	37.9	20	15.2	0	0.0	57	43.2	5	3.8
KEMI capacity building programme has enabled me to appreciate the need for constituting of tendering committee.	10	7.6	7	5.3	0	0.0	58	43.9	57	43.1

Findings in Table 4.18 indicates that 70 (53.0%) of the respondents strongly disagreed that KEMI had helped them in understanding the budgetary process, 20 (15.2%) disagreed, 25 (18.9%) agreed while 4 (3%) strongly agreed. This finding shows that even after undergoing KEMI capacity building major of head teachers felt that they don't understand the budgetary process well while a few agreed that they do. Matters related to budget are complex and requires in depth financial knowledge. Similar finding by Usdan (2001) while writing on the American set up noted that the role of the principal is that of manager where it is the duty of the principal to manage the budget, manage personnel and carry out other operational issues. Tooley and Gurthie (2007) studied aspects of financial management devolution responsibility that have been operationalized and managed in secondary schools in New Zealand. The result was that, although formal responsibility for the budget and budgetary control lay with boards of trustees, in practice, principals controlled the budgetary process.

Further findings in Table 4.18 indicated that 38 (28.8%) of the respondents strongly disagreed that KEMI had enhanced their skills in auditing of the books of accounts, 54 (40%) disagreed, 12 (9.1%) agreed while 8 (6.1%) strongly agreed. This finding shows that majority of the head teachers were still unskillful in the auditing of books of account. This finding agrees with Frazis and Spetlizer (2005) who pointed that those employees who enhance skills are more likely to engage fully in their work because they derive satisfaction from competence in mastering new skills and then enhance commitment to organization. Kotele (2011) further pointed that lack of training in financial management negatively impacts on budgetary, monitoring of funds, implementation of projects and auditing leading to lack of accountability and transparency in financial expenditure. In addition Kioko (2004) pointed that

efficiency in handling schools funds requires proper records to avoid misappropriation.

Information from the interviews indicated that majority of the head teachers had audit queries during financial auditing of the books. One of the SCDE had this to present.

*Many head teachers may be having financial challenges when it comes to auditing of the books of accounts. Many have queries arising from over spending in one vote head as compared to the other. Of major concern is the unaccounted imprest issued to teachers (Sub County Director of Education).*

Studies done by Mwinjuma and Baki (2012) recommended that all head teachers be trained on sound financial management principles to enhance proper utilization of school funds. It is therefore imperative that head teachers are trained well in financial management of the school resources. In Kenya the responsibility for collecting and accounting for school funds lies with the school Board of Management (BOM). However, the BOM through the head teacher must seek the endorsement of the County Education Board (CEB) in order to assemble and make use of the finances (Sigilai, 2013). The head teacher as the secretary to this committee is the principal Accounting Officer of the school (Ministry of Education, Science and Technology, (2003). It is very important therefore that head teachers be acquitted with the principles governing sound administration of funds such as suitable recording of all funds in terms of receipts and expenditure for the advantage of students and the school neighborhood (Sigilai, 2013).

Information in Table 4.18 further indicated that 27 (20.5%) of the respondents strongly disagreed that KEMI had helped them in management of income generating activities, 66 (50%) disagreed, 39 (29.5%) agreed. Findings show that majority of the

head teachers were not in a position to apply what they learnt in KEMI to manage income generating activities. One reason to explain this scenario could be the fact that many of the schools are located in urban areas that have many trading activities thus stiff competition.

Further information in Table 4.18 indicated that 13 (9.8%) of the respondents disagreed that KEMI had improved accountability and transparency of finances, 57 (43.2%) agreed while 62 (47%) strongly agreed. This finding shows that majority of the head teachers who had attended KEMI had knowledge in improved accountability and transparency. This result are in line with that of Odubaker (2007) who investigated the relationship between head teachers' management training programme and enhancement of financial management competencies, and found out that there was a positive significant relationship between training in financial management and the head teachers' competencies in management.

Further finding in Table 4.18 indicate that 8 (6.1%) of the respondents strongly disagreed that KEMI had helped them in keeping up to date inventories, 7 (5.3%), disagreed, 38 (28.8%) agreed while 67 (50.8%) strongly agreed. Finding show that majority of the head teachers had gained from KEMI capacity building and is able to keep up to date inventories. Similar findings were found by Sigilai (2013) who pointed that it is imperative therefore that head teachers be acquitted with the principles governing sound management of funds such as proper recording of all finances in terms of receipts and expenditure for the benefit of learners and the school community.

Further information in Table 4.18 indicated that 50 (37.9%) of the respondents strongly disagreed that KEMI had enhanced adherence to the school budget, 20

(15.2%) disagreed, 57 (43.2%) agreed and 5 (3.8%) strongly agreed. The finding indicates that majority of the head teachers who had attended KEMI capacity building did not have the capabilities of adhering to the school budget. This may imply two things; one the head teachers may be spending more than the estimated budget or probably the school finance cannot be able to finance the budget. This finding agrees with Abdulalishoev (2000) finding that the head teacher in school has the accountability of allocating, utilizing and monitoring financial resources, which are delegated to him/her by the school boards of management. These delegated functions authorize the head teacher to match the financial resource with the education needs of the school.

Lastly, information in Table 4.18 indicated that 10 (7%) of the respondents strongly disagreed that KEMI had helped them to appreciate the need for constituting of tendering committee, 7 (5.3%) disagreed 58 (43.9%) agreed while 57 (43%) strongly agreed. The finding shows that majority of the head teachers had gained in terms of constituting the tendering committee. The procurement process in both public and private institutions has undergone changes that require the head teachers to be knowledgeable in all spheres of procurement. The findings of this study are consistent with the suggestion by Pfau (1996) who observed that head teachers needed preparation on budget preparation, preparation of financial statements and resource mobilization among other financial aspects.



## 4.7.2 Inferential Statistics

### 4.7.2.1 Pearson's Product Moment Correlation for H<sub>04</sub>

An attempt was made to establish the relationship between KEMI capacity building programme and head teachers' competency in financial management. The findings are presented in Table 4.19.

**Table 4.19: Correlation Analysis between KEMI Capacity Building Programme and Head Teachers Competency in Financial Management**

		Correlations	
		KEMI capacity building	Financial Management
KEMI capacity building	Pearson Correlation	1	.309**
	Sig. (2-tailed)		.000
	N	132	132
Financial	Pearson Correlation	.309**	1
	Sig. (2-tailed)	.000	
	N	132	132

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

Pearson's product-moment correlation was run to assess the relationship between KEMI capacity building programme and head teachers' competency in financial management among 132 head teachers. Finding in Table 4.19 indicates that there was a moderate positive correlation between KEMI capacity building programme and head teachers competency and financial management,  $r(132) = .309$ ,  $p < .0005$ , with KEMI capacity building programme explaining 9% of the variation in head teacher competency.

Test of hypothesis on the linear relationship between the two variables was carried out. The null hypothesis was to be rejected at a  $p < 0.05$  significant levels using the Pearson product-moment correlation. The fourth hypothesis (H<sub>04</sub>) stated that there is no statistically significant relationship between KEMI capacity building programme

on head teachers' competency and financial management in public primary schools in Uasin Gishu County. However findings in Table 4.19 showed that KEMI capacity building programme on head teachers' competency has a positive and significant influence on financial management ( $r(132) = .309, p < .0005$ ). The level of statistical significance ( $p$ -value) of the correlation coefficient in this example is .0001, which means that there is a statistically significant relationship between the two variables. Thus the hypothesis ( $H_{04}$ ) was rejected and this can be explained further by stating that there exists a relationship.

#### 4.7.2.2 Simple Linear Regression for $H_{04}$

In addition to the Pearson's product – moment correlation, linear regression model between KEMI capacity building programme on Head teachers competencies on financial management in public primary schools in Uasin Gishu County was carried out to test the null hypothesis stating that, there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and financial management in public primary schools in Uasin Gishu County. The findings are presented in Table 4.20.

**Table 4.20 Model Summary of KEMI Capacity Building Programme on Financial Management**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.309 <sup>a</sup>	.095	.088	4.03908

a. Predictors: (Constant), KEMI capacity building

As shown in Table 4.20 the r-value was 0.309. R is a measure of correlation between the observed value and the predicted value of the dependent variable. Thus, 0.309 is the correlation coefficient between the KEMI capacity building on Head teacher's

competence in financial management as reported by the respondents and the levels as would be predicted by the predictor variable. In the model  $r^2 \times 100 = .095 \times 100\% = 9.5\%$  indicating that 9.5 % of the variance in the dependent variable is explained by the independent variable in the study. The r - square value indicates that this model succeeds in predicting up to 9.5% of the variable on head teachers competence in financial management. Up to 9.5 % of the variation seen in the area under study is accounted for by KEMI capacity building. Table 4.21 presents the ANOVA output analysis.

**Table 4.21 Anova Output Analysis for H<sub>04</sub>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	223.669	1	223.669	13.710	.000 <sup>b</sup>
Residual	2120.846	130	16.314		
Total	2344.515	131			

a. Dependent Variable: Finance

b. Predictors: (Constant), KEMI capacity building

The ANOVA analysis is highly significant (0.000) indicating that the relationship between the independent variable and dependent variable is very strong. The Table assesses the overall significance of the model and since  $p < 0.05$ ; the linear regression model adopted in this study is relevant for the analysis. The ANOVA results of the Linear Regression Analysis show that the regression equation is statistically appropriate to examine the relationship ( $F = 13.710$ ;  $df = 1$ ;  $p = 0.05$ ) at 0.05 level of significance. The model summary showed that the model could explain 9.5% variation in head teachers' competence in finance management that was occasioned by any changes in KEMI capacity building programme. Table 4.22 provides the model coefficient.

**Table 4.22 The Coefficient for H<sub>04</sub>**

Model	Unstandardized		Standardized		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	14.232	1.050		13.560	.000
KEMI capacity building	1.026	.277	.309	3.703	.000

a. Dependent Variable: Finance Management

The linear regression analysis was conducted so as to determine the relationship between KEMI capacity building programme and head teachers' competence in financial management. Table 4.22 provides the coefficients essential for the linear regression equation. The linear regression equation  $Y = \alpha + \beta X$  therefore become:

$$Y = 14.232 + 1.026 X$$

Where Y is the dependent variable (head teachers competence in financial management) and X influence KEMI capacity building programme.

According to the linear regression equation established, taking all other factors into account (KEMI capacity building programme) constant at zero, head teachers' competence in finance management will be 14.232 (14.232%). Influence of KEMI capacity building programme will lead to a 14.232 (14.232%) increase in head teachers' competence in financial management.

The hypothesis (H<sub>04</sub>) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competency and financial management in public primary schools in Uasin Gishu County. However findings in Table 4.22 showed that KEMI capacity building programme has a positive and significant influence on head teachers' competence in financial management ( $\beta = .309$ ,  $P < 0.05$ ). Thus the hypothesis (H<sub>04</sub>) was rejected and this can be explained

further by assessing the value of the t – test which indicated that head teachers competencies and financial management in public primary schools in Uasin Gishu County would be attributed to the regression model 3 times more compared to the effect of the standard error associated with the estimated coefficient ( $t = 3.703$ ). Findings from the ANOVA showed that the sum of squares for the linear regression model was 2344.515, this means that the linear regression model accounted for more than 2344.515 times the variation of head teachers competence compared to the residuals,  $F = 13.560$ ,  $P \text{ value} = 0.001$

#### **4.8 Head teachers' Perceptions towards KEMI's Capacity Building Programme**

The other objective was to investigate the Head teachers' Perceptions towards KEMI's Capacity Building Programme in public primary schools in Uasin Gishu County. Head teachers' responses on this variable are presented in Table 4.23.

**Table 4.23 Head teachers' Perceptions towards KEMI's Capacity Building Programme**

Statement	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
I knew the content of KEMI capacity building programme prior to attending the program.	14	10.6	0	0.0	7	5.3	59	44.7	52	39.4
I joined the KEMI capacity building programme to get promotion and salary increase.	13	9.8	7	5.3	6	4.5	65	49.2	41	31.1
I joined the KEMI capacity building programme to enhance my knowledge, skills and competencies.	0	0.0	7	5.3	13	9.8	60	45.5	52	39.4
I undertook the diploma training for self-satisfaction	20	15.2	0	0.0	7	5.3	72	54.5	33	25.0
The KEMI capacity building programme met my personal expectations and enhanced my work productivity.	5	3.8	0	0	7	5.3	99	75.0	21	15.9
At the end of the KEMI capacity building programme, I felt motivated to transfer learning to the workplace.	10	7.6	7	5.3	6	4.5	86	65.2	23	17.4
KEMI capacity building curriculum was well planned and organized.	9	6.8	7	5.3	6	4.5	81	61.4	29	21.9
KEMI capacity building programme had practical applicability to my work.	7	5.3	6	4.5	6	4.5	72	54.5	41	31.1
There is a clear link between the KEMI capacity building programme and career progression of school head teachers.	14	10.6	0	0.0	6	4.5	79	59.8	33	25
Knowledge, skills and competencies learned in the KEMI capacity building programme have increased my management competencies.	0	0.0	14	10.6	21	15.9	58	43.9	39	29.5

Information in Table 4.23 indicated that 14 (10.6%) of the respondents strongly disagreed that they knew the content of KEMI capacity building programme prior to attending the program, 59 (44.7%) agreed and 52 (39.4%) strongly agreed. This finding shows that majority of the head teachers knew about KEMI capacity building prior to attending KEMI. This implies that KEMI may have marketed them widely. Literature indicate that in a study conducted by Muthini's (2004) with regards to principal's perception of KESI programmes in Nairobi province, Kenya, established that they should be sought advice from them on courses they wish to be trained. When principal are asked on the topics they should be trained on they were in a better position to identify areas they need to be updated on during their in-service training for school leadership. This also shows the significance of situation in preparation and development of principals because they were to use that information to bring about development of their schools. There is thus the requirement for continuous preparation and development of principals before and after selection.

Further information in Table 4.23 indicated that 13 (9.8%) of the respondents strongly disagreed that they joined the KEMI capacity building programme to get promotion and salary increase, 7 (5.3%) disagreed, 65 (49.2%) agreed while 41 (31.1%) strongly agreed. Majority of the head teachers showed that they joined KEMI for purposes of getting promotion and salary increment. Implication of these findings is that head teachers may get discouraged if they don't get the promotion or salary increment. They may end up not implementing whatever they had learnt at KEMI.

Table 4.23 further indicated that 7 (5.3%) of the respondents disagreed that they joined KEMI to enhance their knowledge, skills and competence a further 60 (45.5%) agreed while 52 (39.4%) strongly agreed. The findings showed that majority of the

head teachers were concerned with enhancing knowledge, skills and competence. Implication of this is that the skills they gained would be beneficial in the management of the various school functions such as curriculum, teacher and financial management. This finding agrees with Iravo (2012) study, which shows that training of managers in government or school education; help them increase pertinent information, skills and administrative knowledge necessary for Human Resource Management.

Further information in Table 4.23 indicated that 20 (15.2%) strongly disagreed that they undertook the course for self-satisfaction, 72 (54.5%) agreed while 33 (25%) strongly agreed. The finding shows that majority of the head teachers undertook KEMI course for purposes of self-satisfaction.

Table 4.23 further indicated that 5 (3.8%) of the respondents strongly disagreed that KEMI capacity building programme met their personal expectations and enhanced their work productivity, 99 (45%) agreed while 21 (15.9%) strongly agreed. This finding shows that majority of the head teachers had met their personal expectation and enhanced their work productivity. Implication of this finding is that head teachers are bound to apply whatever they learnt for the benefit of their schools and their owner endeavors. These findings are comparable to those of Kalai (1998) who proposed that, continuous professional training is a prerequisite in order to maintain educational administrators in conjunction with each other with up-and-coming transformation and trend in education coupled with induction courses and constant refresher mandatory courses in order to improve the professional proficiency of head teachers in public secondary schools.



Information in Table 4.23 indicate that 10 (7.6%) of the respondents strongly disagreed that at the end of the KEMI capacity building programme, they felt motivated to transfer learning to the workplace, 7 (5.3%) disagreed, 86 (65.2%) agreed while a further 23 (17.4%) strongly agreed. The finding indicates that majority of the head teacher felt motivated and transferred learning to the work place.

Table 4.23 further showed that 9 (6.8%) of the respondents strongly disagreed that KEMI capacity building curriculum was well planned and organized, 7 (5.3%) disagreed, 81 (61.4 %) agreed while 29 (21.9%) strongly agreed. Finding indicate that majority of the head teacher were aware that the KEMI curriculum was well planned. This implies that the head teachers will be able to learn knowing very well that they are doing the right thing.

Table 4.23 further showed that 7 (5.3%) of the respondents strongly disagreed that KEMI capacity building programme had practical applicability to their work, 6 (4.5%) disagreed, 72 (54.5%) agreed while 41 (31.1%) strongly agreed. This finding show shows that majority of the head teachers felt that KEMI had practical applicability to their work. Indeed this caveat is true because most of the course application is more of a practical than theoretical approach.

Table 4.23 further indicated that 14 (10.6%) of the respondents strongly disagreed that there is a clear link between the KEMI capacity building programme and career progression of school head teachers, 79 (59.8%) agreed while 33 (25%) strongly disagreed. The finding indicates that majority of the head teachers felt strongly that KEMI has expanded their career pathway.

Lastly, Table 4.23 indicated that 14 (10.6%) of the respondents strongly disagreed that knowledge, skills and competence learned in the KEMI training had increased their management competence, 58 (43.9%) agreed while 39 (29.5%) strongly agreed. This finding shows that majority of the head teachers felt that their management competence had been enhanced. This implies that schools were likely to be managed well.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of the study was to assess the influence of capacity building by KEMI on Head teacher's competency with a focus of public primary schools in Uasin Gishu County. To this end, the study investigated the influence of KEMI's capacity building programme on head teachers' competency in teacher management; how KEMI's capacity building programmes influence head teachers' competencies in curriculum supervision; the influence of KEMI's capacity building programme on head teachers' competencies in infrastructure management; the influence of KEMI's capacity building programme on head teachers' competency in financial management; head teachers' perceptions towards KEMI's capacity building programme in relation to their management competencies in public primary schools in Uasin Gishu County. In this chapter, the results of the research are summarized and conclusions drawn. In addition the practical contributions of the study are discussed. Finally, potential areas of future research are outlined.

#### 5.2 Summary of the Findings

The summary of findings focuses on the following sub-headings that formed the study objectives:

##### 5.2.1 Background Information of the Respondents

The study found out that majority of the respondents was male. Majority of the head teachers who participated in this study were degree holders who had worked for more than 15 years. The study showed that 85.6% of the respondents were present in KEMI course. Over half (65.9%) of the respondents stated that to a moderate extent, KEMI

diploma course they attended had assisted them to attain essential expertise for successful school administration.

### **5.2.2 Influence of KEMI's Capacity Building Programme on Head teachers'**

#### **Competency in Teacher Management**

The first objective of the study was to scrutinize the influence of KEMI's capacity building programme on head teachers' competency in teacher management in public primary schools in Uasin Gishu County. Descriptive statistics as indicated in Table 4.4 revealed that majority of the Head teacher 89 (67.4 %) agreed while 27 (20.5%) strongly agreed that KEMI capacity building programme had enhanced competence in monitoring teachers' performance in class and outside class with an aim of providing guidance. A few teachers were not able to apply KEMI capacity building to improve their competency in monitoring teachers. The interview results by the Sub County director of education on school heads competencies related to monitoring indicates that KEMI capacity building programmes enhanced the head teachers' ability to monitor and evaluate teachers' progress in class and outside class. Findings revealed that most of the school heads were able to cultivate a good relationship with teachers implying that they were to supervise accordingly. Literature indicated that the objective of Human Resource Management in school is to get maximum personal advancement, attractive working relationships among teachers, subordinate staff and pupils and to influence the molding of human resources as compared with physical resources.

Findings indicated that, majority of the head teachers were able to build a motivating climate that enhance teamwork among teachers. Through building such a climate head teachers were able to supervise activities in schools with ease. It is important to

mention that a few Head teachers were not able to create a motivating climate that could enable them to supervise effectively. These findings are in line with Aseltine (2006) who reported that, the procedure of management for knowledge offers both teachers and their supervisors the opportunity to work together to improve student learning. The interview results by the Sub County director of education on Head teachers' competency related to teamwork indicates that KEMI capacity building programmes has enhanced the head teachers' ability to develop teams and create conducive environment. Information further indicated that majority of the respondents disagreed that KEMI capacity building program had helped them in appraising teacher's performance objectively. These findings showed that majority of the head teachers were able to apply their supervisory competencies in appraising teachers objectively. The head teacher's role in appraisal is therefore important in ensuring that teachers work objectively in realizing the goals of education.

Additionally, respondents strongly agreed that KEMI capacity building program had helped them in providing teacher's opportunity for professional growth. The findings shows that majority of the head teachers had the competency to supervise their teachers on professional growth. Wanga (2004) who said that management is consequently concerned with the inspiration of expert development and growth of teachers, the selection and revision of educational programmes, material for instruction and methods of teaching in addition to the evaluation of instruction. The principal is accountable for all school programmes and endorsement of teachers' growth and efficiency.

Respondents strongly agreed that KEMI capacity building program had helped them in proper delegation of duties. Lastly, findings in Table 4.4 indicated that respondents

strongly agreed that KEMI capacity building had enhanced the recommendation of teachers for upward mobility.

Qualitative data from the Sub County Director of Education interview revealed that some head teachers still need to be retrained in areas such as management of teachers.

Pearson's product-moment correlation indicated that there was a strong positive correlation between KEMI capacity building programme and head teachers competency and head teachers competency in teacher management,  $r(132) = .555, p < .0005$ , with KEMI capacity building programme explaining 30% of the variation in head teacher competency. The null hypothesis was rejected at a  $p < 0.05$  significant levels using the Pearson product-moment correlation. Therefore the first hypothesis ( $H_{01}$ ) that stated there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and teachers management in public primary schools in Uasin Gishu County was rejected. Findings showed that KEMI capacity building programme on head teachers' competency has a positive and significant influence on teachers' management ( $r(132) = .555, p < .0005$ ). The linear regression analysis was conducted so as to determine the relationship between KEMI capacity building programme and head teachers' competence in teacher management. Table 4.7 provided the coefficients essential for the linear regression equation. The linear regression equation  $Y = \alpha + \beta X$  therefore became:

$$Y = 16.907 + 1.965X$$

According to the linear regression equation established, taking all other factors into account (KEMI capacity building programme) constant at zero, head teachers' competence in teacher management will be 16.907 (16.907%). Influence of KEMI

capacity building programme will lead to a 16.907 (16.907%) increase in head teachers' competence in teacher management.

### **5.2.3 Influence Head teachers' Competencies in Curriculum Supervision**

The second research objective of the study sought to establish how KEMI's capacity building programmes influence head teachers' competencies in curriculum supervision in public primary schools in Uasin Gishu County. The findings further showed that majority of the respondents 60 (45.5%) agreed while 52 (39.4%) strongly agreed that KEMI capacity building programme has helped them in monitoring of teachers' professional records. The finding showed that majority of the teachers monitored teachers professional records while a few were not capable of monitoring teachers' professional records. Competency in monitoring professional records such as lessons plans, schemes of work and lesson notes is critical in curriculum management thus the importance of head teachers acquiring the relevant competencies to manage. While it can be argued that majority of the head teachers are capable of monitoring professional records a few of them were not capable.

Documented literature particularly the work of Shiundu and Omulando (1992) showed that head teachers are the habitual managers who have the accountability to make certain that the teacher put into practice the set curriculum and that learning is actually taking place. The head teachers' role in sustaining academic performance includes inspecting lesson plans, schemes of work, lesson notes, setting academic achievement targets and ensuring that the syllabuses are covered on time.

Data from the SCDE pointed that, "during visits in schools to carry out normal inspections they encountered problems in some schools. The head teachers related such problems to poor management. Lack of weekly records, unmarked class registers

and absence of lesson plans have been witnessed in some schools. Notwithstanding, is that even those schools with records to show had issues of irregular checks by the head teachers. This finding agreed with the findings of Moraa (2010) that Head teachers played instructional supervisory roles by supervising the implementation of the curriculum, which involved supporting teachers in their instructional practices.

Additionally information indicated that majority of the respondents 73 (55.3%) agreed while 16 (12.1%) strongly agreed that KEMI capacity building programme had helped them in timetabling. Findings indicated that the Head teachers supervise curriculum timetabling to ensure that all the subjects are timetabled and correct number of lessons is observed as required by the education policy. SCDE interview data indicated that many schools that the sub county office visited at least had master timetable in the head teacher office. A few schools did not have the master timetable implying that the head teachers were not taking of the importance of timetables. Some of the timetables were not effectively constructed in terms of the actual number of lessons required. This finding are in line with Pfau (1996) who points that among the features of the curriculum that the head teacher manages comprise of preparation of school timetable, ensuring that guidance counseling services are provided to pupils, initiating/design school-based curriculum, including activities pertinent to local conditions, assisting the teacher expand continuous assessment procedures, organizing and coordinating examinations (Internal & external), arranging co-curricular activities such as drama, scouting and assisting teachers to expand learning objectives for themselves and their pupils.

Further information showed that majority of the respondents agreed that KEMI had enhanced their competence in exposing teachers to seminars and workshops. SCDE



presided in some of the workshops either in person or through other educational officials and said that teachers have been educated well and sensitized on emergent aspects of education. Furthermore majority of the respondents agreed that KEMI had helped them to improve in monitoring syllabus coverage. Majority of the respondents agreed that KEMI capacity building program had helped them to acknowledge the importance of availing teaching and learning materials. With this compendium of positions that the head teachers are supposed to play as curriculum managers, it is meaningful for them to receive pertinent training in organization to discharge their purposes effectively. Pfau (1996) observed that features of managing curriculum such as material development and curricular consideration were important components of the training programmes of head teachers in Uganda. Odubuker (2007) on the other hand, investigated the relationship between head teachers' management training programme and curriculum management in primary schools in Uganda and found a positive significant relationship between training in curriculum supervision and the head teachers' competencies in management.

Majority of the respondents agreed that bench marking is important in terms of borrowing best practices in other schools that can enable head teachers to apply in their school in a bid to ensure that curriculum is supervised effectively. In addition majority of the respondents agreed that KEMI had helped them to improve their competence in career guidance. Sub-county directors of education who were interviewed agreed that through KEMI capacity building programmes, the head teachers are now competent in providing career guidance and counseling to the students and even provide orientation to the newly employed teachers.

Pearson's Product-Moment Correlation indicated that there was a weak positive correlation between KEMI capacity building programme and head teachers competency in curriculum supervision,  $r(132) = .272, p < .0005$ , with KEMI capacity building programme explaining 7% of the variation in head teacher competency. The test of hypothesis on the linear relationship between the two variables was carried out and the null hypothesis was to be rejected at a  $p < 0.05$  significance level using the Pearson Product - Moment correlation. The second hypothesis ( $H_{02}$ ), which stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers competencies and curriculum supervision in public primary schools in Uasin Gishu County. However findings showed that KEMI capacity building programme on head teachers' competency had a positive and significant influence on teachers' management ( $r(132) = .272, p < .0005$ ). The level of statistical significance ( $p$ -value) of the correlation coefficient in this example is .0001, which means that there is a statistically significant relationship between the two variables. Thus the hypothesis ( $H_{02}$ ) was rejected and this can be explained further by stating that there exists a relationship.

The linear regression analysis was conducted so as to determine the relationship between KEMI capacity building programme and head teachers' competence in curriculum supervision. Coefficients essential for the linear regression equation were calculated. The linear regression equation  $Y = \alpha + \beta X$  therefore became:  $Y = 24.360 + 0.944X$  Where Y is the dependent variable (head teachers competence in curriculum supervision) and X influence KEMI capacity building programme.

According to the linear regression equation established, taking all other factors into account (KEMI capacity building programme) constant at zero, head teachers'

competence in teacher management will be 24.360 (24.360%). Influence of KEMI capacity building programme will lead to a 24.360 (24.360%) increase in head teachers' competence in curriculum supervisor.

The hypothesis ( $H_{02}$ ) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competencies and curriculum supervisor in public primary schools in Uasin Gishu County. However findings showed that KEMI capacity building programme had a positive and significant influence on head teachers' competence in curriculum supervisor ( $\beta = .272$ ,  $P < 0.05$ ). Thus the hypothesis ( $H_{02}$ ) was rejected and this can be explained further by assessing the value of the  $t$  – test which indicated that head teachers competencies and curriculum supervisor in public primary schools in Uasin Gishu County would be attributed to the regression model 3 times more compared to the effect of the standard error associated with the estimated coefficient ( $t = 3.222$ ).

Findings from the ANOVA showed that the sum of squares for the linear regression model was 2558.083, this means that the linear regression model accounted for more than 2558.083 times the variation of learners behavior compared to the residuals,  $F = 10.382$ ,  $P \text{ value} = 0.001$

#### **5.2.4 Influence of KEMI's Capacity Building Programme on Head teachers'**

##### **Competencies in Infrastructure Management**

Findings revealed that majority of the respondents agreed that KEMI had improved their competence in resource mobilization. These findings are in line with Wekhuyi (2014) who stated that KEMI courses are effective in addressing school plant management tasks and especially on school resource, resource mobilization and the general running of the school. These sentiments were further supported by Akisanya

(2010) comments on educational resources that resources are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important. Interview schedule showed that KEMI capacity building programme has enabled the head teachers keep proper records of inventories available in their schools. This to them is an indication of a resource mobilization management.

Findings further revealed that majority of the respondents agreed that KEMI capacity building programme had helped them to improve in maintenance of facilities and school resources. Additionally respondents agreed that KEMI has helped them in implementing the health and safety standards. The finding shows that majority of the head teachers were in a position to provide health and safety standards for their students. These standards included a conducive classroom, playgrounds, and provision of secure environment. It is important to note that a few head teachers who had undergone KEMI capacity were not able to provide a healthy and safety environment. Similar results were highlighted by Mark (2012) and Ajayi (2012) who maintained that high levels of students' academic performance may not be guaranteed where instructional room such as classrooms, libraries, technical workshops and laboratories are structurally substandard. They also highlighted that structural effectiveness; correct ventilation and well sited instructional space lead to successful teaching and learning process in Nigeria secondary schools.

Findings showed that majority 2 (54.5%) and 10 (7.6%) of the respondents agreed and strongly agreed respectively that KEMI capacity building programme had enhanced their skills in waste strongly agreed. Waste management requires head teachers to

dispose, recycle and manage waste effectively thus the need to manage the waste. Though majority of the head teachers were able to undertake this task a few were not able to manage waste as per the required standards. Further information showed that majority of the respondents strongly disagreed that KEMI had enhanced their ability in renovation and development. Further information indicated that majority of the respondents agreed that KEMI had helped them in identifying the most appropriate facility for particular function. This finding is in line with Dipaola and Waither (2003) who pointed that leaders should further ensure that staffs have adequate resources to perform their work effectively.

Findings showed that KEMI had helped them to understand the different use of school facilities as presented by 57 (43.2%) respondents who agreed while 62 (47%) strongly agreed. Responses indicated a common position in which all head teachers selected for the study agreed the KEMI had helped them to understand the different purposes and function of the school facilities. According to Abraham (2013), school plant means all physical facilities and equipment within the school, which are used by members of the school community. It is alleged that a well-planned school plant will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students.

Pearson's Product-Moment Correlation was run to assess the relationship between KEMI capacity building programme and head teachers' competency in infrastructure management among 132 head teachers. Finding indicated that there was a weak positive correlation between KEMI capacity building programme and head teachers competency and infrastructure management,  $r(132) = .285, p < .0005$ , with KEMI

capacity building programme explaining 8% of the variation in head teacher competency. The null hypothesis was rejected at a  $p < 0.05$  significance level using the Pearson product-moment correlation. The third hypothesis ( $H_{03}$ ) which stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competency and infrastructure management in public primary schools in Uasin Gishu County was rejected.

The linear regression analysis was conducted so as to determine the relationship between KEMI capacity building programme and head teachers' competence in infrastructure management. Findings provided the coefficients essential for the linear regression equation. The linear regression equation  $Y = \alpha + \beta X$  therefore became:  $Y = 23.944 + 1.088 X$

Where Y is the dependent variable (head teachers competence in infrastructure management) and X influence KEMI capacity building programme.

According to the linear regression equation established, taking all other factors into account (KEMI capacity building programme) constant at zero, head teachers' competence in teacher management will be 23.944 (23.944%). Influence of KEMI capacity building programme will lead to a 23.944 (23.944%) increase in head teachers' competence in infrastructure management.

The hypothesis ( $H_{03}$ ) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competency and infrastructural management in public primary schools in Uasin Gishu County. However findings showed that KEMI capacity building programme has a positive and significant influence on head teachers' competence in infrastructure management ( $\beta = .285, P < 0.05$ ). Thus the hypothesis ( $H_{03}$ ) was rejected and this can be explained

further by assessing the value of the  $t$  – test which indicated that head teachers competencies and curriculum management in public primary schools in Uasin Gishu County would be attributed to the regression model 3 times more compared to the effect of the standard error associated with the estimated coefficient ( $t = 3.391$ ).

Findings from the ANOVA showed that the sum of squares for the linear regression model was 2558.083, this means that the linear regression model accounted for more than 3092.992 times the variation of learners behavior compared to the residuals,  $F = 11.501$ ,  $P$  value = 0.001

### **5.2.5 Influence of KEMI’s Capacity Building Programme on Head teachers’**

#### **Competencies in Financial Management**

Findings indicated that 70 (53.0%) of the respondents strongly disagreed that KEMI had helped them in understanding the budgetary process, 20 (15.2%) disagreed, 25 (18.9%) agreed while 4 (3%) strongly agreed. This finding shows that even after undergoing KEMI capacity building major of head teachers felt that they don’t understand the budgetary process well while a few agreed that they do. Matters related to budget are complex and requires in depth financial knowledge. Similar finding by Usdan (2001) while writing on the American set up noted that the role of the principal is that of manager where it is the duty of the principal to manage the budget, manage personnel and carry out other operational issues. Tooley and Gurthie (2007) studied aspects of financial management devolution responsibility that have been operationalized and managed in secondary schools in New Zealand. The result was that, although formal responsibility for the budget and budgetary control lay with boards of trustees, in practice, principals controlled the budgetary process.

Findings indicated that majority of the respondents disagreed that KEMI had enhanced their skills in auditing of the books of accounts. This implied that majority of the head teachers were still unskillful in the auditing of books of account. This finding agrees with Frazis and Spetlizer (2005) who pointed that those employees who enhance skills are more likely to engage fully in their work because they derive satisfaction from competence in mastering new skills and then enhance commitment to organization. Kotele (2011) further pointed that lack of training in financial management negatively impacts on budgetary, monitoring of funds, implementation of projects and auditing leading to lack of accountability and transparency in financial expenditure. In addition Kioko (2004) pointed that efficiency in handling schools funds requires proper records to avoid misappropriation.

Information from the interviews indicated that majority of the head teachers had audit queries during financial auditing of the books. Studies done by Mwinjuma and Baki (2012) recommended that all head teachers be trained on sound financial management principles to enhance proper utilization of school funds. It is therefore imperative that head teachers are trained well in financial management of the school resources.

Information indicated that majority of the head teachers were not in a position to apply what they learnt in KEMI to manage income-generating activities. One reason to explain this scenario could be the facts that many of the schools are located in urban areas that have many trading activities thus stiff competition. Additionally, majority of the head teachers who had attended KEMI had knowledge in improved accountability and transparency. This result are in line with that of Odubuker (2007) who investigated the relationship between head teachers' management training programme and enhancement of financial management competencies, and found out



that there was a positive significant relationship between training in financial management and the head teachers' competencies in management. Results indicated that 8 (6.1%) of the respondents strongly disagreed that KEMI had helped them in keeping up to date inventories, 7 (5.3%), disagreed, 38 (28.8%) agreed while 67 (50.8%) strongly agreed. Finding show that majority of the head teachers had gained from KEMI capacity building and is able to keep up to date inventories.

Information indicated that majority of the respondent disagreed that KEMI had enhanced adherence to the school budget. This may imply two things; one the head teachers may be spending more than the estimated budget or probably the school finance cannot be able to finance the budget. This finding agrees with Abdulalishoev (2000) finding that the head teacher in school has the accountability of allocating, utilizing and monitoring financial resources which are delegated to him / her by the school boards of management. These delegated functions authorize the head teacher to match the financial resource with the education needs of the school

Lastly, majority of the respondents agreed that KEMI had helped them to appreciate the need for constituting of tendering committee. The finding showed that majority of the head teachers had gained in terms of constituting the tendering committee. The procurement process in both public and private institutions has undergone changes that require the head teachers to be knowledgeable in all spheres of procurement. The findings of this study are consistent with the suggestion by Pfau (1996) who observed that head teachers needed preparation on budget preparation, preparation of financial statements and resource mobilization among other financial aspects.

Pearson's Product-Moment Correlation was run to assess the relationship between KEMI capacity building programme and head teachers' competency in financial

management among 132 head teachers. Finding indicated that there was a moderate positive correlation between KEMI capacity building programme and head teachers competency and financial management,  $r(132) = .309, p < .0005$ , with KEMI capacity building programme explaining 9% of the variation in head teacher competency.

The null hypothesis was rejected at a  $p < 0.05$  significance level using the Pearson product-moment correlation. The fourth hypothesis ( $H_{04}$ ) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competency and financial management in public primary schools in Uasin Gishu County. However findings in Table 4.16 showed that KEMI capacity building programme on head teachers' competency has a positive and significant influence on financial management ( $r(132) = .309, p < .0005$ ). Thus the hypothesis ( $H_{04}$ ) was rejected and this can be explained further by stating that there exists a relationship.

The linear regression analysis was conducted so as to determine the relationship between KEMI capacity building programme and head teachers' competence in financial management. Information provided the coefficients essential for the linear regression equation. The linear regression equation  $Y = \alpha + \beta X$  therefore became:  $Y = 14.232 + 1.026X$ . Where Y is the dependent variable (head teachers competence in financial management) and X influence KEMI capacity building programme.

According to the linear regression equation established, taking all other factors into account (KEMI capacity building programme) constant at zero, head teachers' competence in finance management will be 14.232 (14.232%). Influence of KEMI

capacity building programme will lead to a 14.232 (14.232%) increase in head teachers' competence in financial management.

The hypothesis ( $H_{04}$ ) stated that there is no statistically significant relationship between KEMI capacity building programme on head teachers' competencies and financial management in public primary schools in Uasin Gishu County. However findings showed that KEMI capacity building programme has a positive and significant influence on head teachers' competence in financial management ( $\beta = .309, P < 0.05$ ). Thus the hypothesis ( $H_{04}$ ) was rejected and this can be explained further by assessing the value of the t – test which indicated that head teachers competencies and financial management in public primary schools in Uasin Gishu County would be attributed to the regression model 3 times more compared to the effect of the standard error associated with the estimated coefficient ( $t = 3.703$ ). Findings from the ANOVA showed that the sum of squares for the linear regression model was 2344.515, this means that the linear regression model accounted for more than 2344.515 times the variation of head teachers competence compared to the residuals,  $F = 13.560, P \text{ value} = 0.001$

#### **5.2.6 Head teachers' Perceptions towards KEMI's Capacity Building Programme**

Findings indicated that majority of the respondents agreed that they knew the content of KEMI capacity building programme prior to attending the program. This implied that KEMI may have marketed them widely. Further information indicated that majority of the respondents agreed that they joined KEMI capacity building programme to get promotion and salary increase. Implication of these findings is that

head teachers may get discouraged if they don't get the promotion or salary increment. They may end up not implementing whatever they had learnt at KEMI.

Further information indicated that majority 60 (45.5%) and 52 (39.4%) of the respondents agreed and strongly agreed respectively that they were concerned with enhancing knowledge, skills and competence. Implication of this is that the skills they gained would be beneficial in the management of the various school functions such as curriculum, teacher and financial management. This finding agrees with Iravo (2012) study, which shows that training of managers in government or school education, help them increase pertinent information, skills and administrative knowledge necessary for Human Resource Management.

Further information indicated that majority of the respondents undertook the course for self-satisfaction. Additionally, majority of the respondents strongly agreed that KEMI capacity building programme met their personal expectations and enhanced their work productivity. This finding shows that majority of the head teachers had met their personal expectation and enhanced their work productivity. Implication of this finding is that head teachers are bound to apply whatever they learnt for the benefit of their schools and their owner endeavors.

Further information indicated that majority of the respondents agreed that at the end of the KEMI capacity building programme, they felt motivated to transfer learning to the workplace. Additionally, majority of the respondents agreed that KEMI capacity building curriculum was well planned and organized while a few felt otherwise. Moreover further information showed that majority of the respondents strongly agreed that KEMI capacity building programme had practical applicability to their work

while a few disagreed. This finding shows that majority of the head teachers felt that KEMI had practical applicability to their work. Indeed this caveat is true because most of the course application is more of a practical than theoretical approach.

Majority of the respondents strongly agreed that there is a clear link between the KEMI capacity building programme and career progression of school head teachers while a few disagreed. Lastly, majority of the respondents agreed that knowledge, skills and competence learned in the KEMI training had increased their management competence. This finding shows that majority of the head teachers felt that their management competence had been enhanced. This implies that schools were likely to be managed well.

### **5.3 Conclusion**

Based on the findings of the study, it can be concluded that KEMI capacity building program had enhanced head teachers' competence in monitoring teacher's performance in class and outside class, and helped them in cultivating good relationship with the teachers and building motivating climate to enhance teamwork among teachers. Further, the findings also indicates that KEMI capacity building program had helped them in appraising teacher's performance objectively and helped them in providing teacher's opportunity for professional growth, proper delegation of duties and it had enhanced the recommendation of teachers for upward mobility.

The study concludes that KEMI capacity building program had helped head teachers in monitoring of teacher's professional records, timetabling and enhanced their competence in exposing teachers to seminars and workshops. Further, it can be concluded that KEMI had helped them to improve in monitoring syllabus coverage. Similarly, the study established that KEMI capacity building program had helped

head teachers to acknowledge the importance of availing teaching and learning materials and to enhance bench making within other schools. KEMI had also helped head teachers to improve their competence in career guidance.

Concerning the influence of KEMI's capacity building programme on head teachers' competencies in infrastructure management, the study established that KEMI had improved head teachers' competence in resource mobilization, implementing the health and safety standards, in renovation and development and enhanced their skills in waste management. Further, KEMI had helped head teachers in identifying the most appropriate facility for particular function and understand the different use of school facilities.

The findings also shows that KEMI had helped head teachers in understanding the budgeting, auditing of the books of accounts, management of income generating activities and improved accountability and transparency of finance. KEMI had also helped head teachers in keeping up to date inventories. KEMI had enhanced head teachers' adherence to the school budget and to appreciate the need for constituting of tendering committee.

Concerning the influence of KEMI's capacity building programme on head teachers' Head teachers' perceptions towards KEMI's Capacity Building Programme the study concludes that most head teachers knew the content of KEMI capacity building program prior to attending the program while many joined KEMI to get promotion and salary increase. Most head teachers joined KEMI to enhance their knowledge, skills and competence and for self-satisfaction. There were other head teachers who were motivated to transfer learning to the workplace after KEMI training. Further,

majority of the respondents agreed that KEMI was well planned and organized with practical applicability to their work. The head teachers who participated in this study were in agreement that there was a clear link between KEMI and their career progression and that knowledge, skills and competence learned in the KEMI training had increased their management competence.

#### **5.4 Recommendations of the Study**

Based on the findings and conclusions of this study, the following recommendations are made:

- i. That, all educational stakeholders should pool resources together to ensure that the activities that take place at KEMI, during the diploma capacity building course proceed without any interruption.
- ii. That, KEMI capacity building programme should be made flexible to enables many head teachers to train in order to have the required management skills.
- iii. KEMI capacity building programme should be more of practical than theoretical. Capacity building should be done in specific schools so that the KEMI tutors should be able to oversee the financial, curriculum and infrastructural management practices.
- iv. There is also need to allow teachers who are not head teachers to attend the diploma KEMI capacity building course to assist the head teachers to manage the schools well.
- v. That, head teachers to develop positive attitude towards KEMI capacity building programme. This is because from the findings of this study, KEMI capacity building programme enables head teachers to be good managers of the schools where they are working.

### **5.5 Suggestions for Further Studies**

The following suggestions are made for future research.

- i. In order to improve on external validity, a similar study should be conducted in all public primary schools across the Country.
- ii. Research should be done on the influence of external factors on the application of the skills learnt during KEMI capacity building programme.



## REFERENCES

- Abdulalishoev, K. (2000). *A Study of Headteacher's Role in Managing Financial Resources*. Karachi, Pakistan: (Unpublished master's dissertation). AgaKhan University.
- Abed, M. G. (2015). A Consideration to Two Main Ethical Issues in Educational Research, and How May These Be Addressed. *Journal on Educational Psychology*, 8(3), 1-14.
- Abiero, J. O. (2009). Unpublished Conference Paper Presented to Head Teachers and Deputies of Central Province at Muranga T.T.C, Nairobi, Kenya.
- Aboho, D. A., & Aboho, R. M. (2005). A paper presented at the Annual Conference organized by Curriculum Organization of Nigeria. Benin City 13<sup>th</sup>-16<sup>th</sup> September.
- Abraham, M. (2013). *Educational Administration in Nigeria*. Port Harcourt: Pan Unique Publishing Co, Ltd.
- Abreh, M. K. (2015). Influence of wing schools' complementary basic education programme on provision of educational opportunities in Northern region of Ghana. *Unpublished Doctoral thesis*, University of Nairobi.
- Adeogun, A., & Osifila, M (2008). Relationship Between Educational Resources and Students Academic Performance in Lagos State Nigeria. *International Journal of Educational Management* Vol.5 and 6.
- Adeolu, J. A. (2012). Assessment of principals' supervisory roles for quality assurance in Secondary Schools in Ondo State, Nigeria. *World Journal of Education*, 2 (1), 62-69.
- Adesina, B. (2001). *Basic principles of management*. New York: American Book.
- Adhiambo, M. (2010). *Research on the Influence of Kenya Education Staff Institute Programmes on Head teachers' Management of Public Secondary schools in Rarieda District, Kenya*.
- Ajayi, J. A. (2012). The concept of innovations, Diffusions, Relevance and implementation of ICT in Nigeria schools and colleges. *Ikere Journal. Education* Special Edition on ICT; 40-50.
- Akinsolu, A. D. (2011). "Provision and Management of Facilities in Nigerian Primary Schools" in E.O.
- Akinyi, B. O. (2011). "Effectiveness of KESI Head Teachers" In-Service Programs on Management of Public Secondary Schools in Kisii County, Kenya". Unpublished M.Ed ` Project, Kenyatta University, Nairobi.

- Akinyi, D. A. (2016). Impact of Financial Management in Migori County Public Primary Schools on Pupils' Academic Achievement in Kenya Certificate of Primary Education. *World Journal of Education Research*, Vol. No.8, Nov, 2016, pp1-19 E-ISSN: 2334-3176.
- Akisanya, O. (2010). Differential Distribution and Utilization of Human and Material Resources on Students Academic Performance in Secondary Schools in Ogun State. *African Journal for the Study of Educational Issues*. Vol (3, 4) 2010.
- Altun, T. (2011). INSET (In-Service Education and Training) and Professional Development of Teachers: A Comparison of British and Turkish Cases. *US-China Education Review A*, 6, 846-858.
- Amannuel, M. A. (2009). *Managing Education. A Hand-book for Students, Teachers, Trainers and School Principals*. Nairobi: CUEA, Press.
- Armstrong, M. (2015). *A Handbook of Human Resource Management Practice*, (13<sup>th</sup> Edition), London, Kogan Page Publishers
- Arong, F. E., & Ogbadu, M. A. (2010). *Major Causes of Declining Quality of Education in Nigeria from Administrative Perspective: A case study of Dekina local government area*. *Canadian Social Science*, 6(3): 183-198.
- Aseltine, J. M., Faryniarz, J. O., & Rigazio-DiGilio, A. J. (2006). *Management for learning: A performance-based approach to teacher development and school improvement*. ASCD.
- Asiabaka P. I. (2008). The Need for Effective Facility Management in Schools in Nigeria. Department of Education Foundations and Administrations, Faculty of Education, Imo State University Oweri, Nigeria. *New York Science Journal*; <http://www.sciencepub.org>.ISSN1544 -0200.
- Asiago, D., & Gathii, A. (2014). Teachers' perceptions of performance appraisal practices in Public secondary schools in Limuru district. *International Journal of Education and Research*, 2(4), 1-12.
- Asuga, G. N. & Eacott, S. (2012). The Learning Needs of Secondary School Principals: An Investigation in Nakuru District, Kenya. *International Journal of Educational Administration and Policy Studies*, 4 (5), 133 -140.
- Atkin, B., & Brooks, A. (2013). "Budget 2003: Report – chapter 6: Delivering High Quality Public Services", *Total Facilities Management*, Blackwell Science, Oxford, U.K. British Ministry of Finance, 2003, available at: [www.hm-treasury.gov.uk/budget/bud\\_bud03/budget\\_report/bud\\_bud03\\_repcha\\_p6.cfm](http://www.hm-treasury.gov.uk/budget/bud_bud03/budget_report/bud_bud03_repcha_p6.cfm)
- Auma, S. W. (2014). *Influence of In-Service Training on Public Secondary School Principals' Management of Finances and Human Resources in Busia County, Kenya*. MED Project, University of Nairobi.

- Ayeni, J. A. (2012). *Teachers instructional performance and principals supervisory roles as correlates of quality assurance in secondary schools in Ondo State*. Doctoral Dissertation, Obafemi Owolowo University, Ife-Ife, Nigeria.
- Babayemi, A. (2008). Principalship. In J. B. Babalola, A. O. Ayeni, S. O. Adedeji, A. A. Suleiman and M. O. Arikewuyo (eds) *Educational Management: Thoughts and Practice*. Ibadan: Codat Publications. 242-261. *European Journal of Educational Studies* 2(3), 2010 192.
- Beare, H., Caldwell, B. J., & Millikan, R. H. (2018). *Creating an excellent school: Some new management techniques*. Routledge.
- Beer, M., Finnström, M., & Schrader, D. (2016). Why leadership training fails—and what to do about it. *Harvard Business Review*, 94(10), 50-57.
- Bell, E., Bryman, A., & Harley, B. (2018). *Business research methods*. Oxford university press.
- Bell, J. (2014). *Doing Your Research Project: A guide for first-time researchers*. McGraw-Hill Education (UK).
- Bendikson, L., Robinson, V. & Hattie, J. (2012). Principals instructional leadership and secondary schools performance. *Teaching and Learning, Set I*, 1-8.
- Berman, E. M., Bowman, J. S., West, J. P., & Van Wart, M. R. (2019). *Human resource management in public service: Paradoxes, processes, and problems*. CQ Press.
- Best, J. W., & Kahn, J. V. (2016). *Research in education*. Pearson Education India.
- Bitterova, M., Haškova, A., Pisonova, M. (2014). School Leader's Competences in Management Area. *Procedia-Social and Behavioral Sciences*, 149, 114-118. <http://dx.doi.org/10.1016/j.sbspro.2014.08170>.
- Blasé, J. & Blasé, J. (2000). Effective Instructional Leadership: Teacher perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(11), 130-141.
- Bolarinwa, O. A. (2015). Principles and methods of validity and reliability testing of questionnaires used in social and health science researches. *Nigerian Postgraduate Medical Journal*, 22(4), 195.
- Borgatti, S. P., Everett, M. G., & Johnson, J. C. (2018). *Analyzing social networks*. Sage.
- Bouchamma, Y., Basque, M. & Marcotte, C (2014). School management competencies: perceptions and self-efficacy beliefs of school principals. *Creative Education*, 5, 580-589.

- Boyatzis, R. E. (2011). Managerial and Leadership Competencies: A Behavioral Approach to Emotional, Social and Cognitive Intelligence. *Vision*, 15 (2), 91-100.
- Briggs, A. R., Morrison, M., & Coleman, M. (2012). *Research methods in educational leadership and management*. Thousand Oaks: Sage Publications.
- Brigham, E. (2011). *Fundamentals of Financial Management*. Cengage Learning.
- Brookfield, S. D. (2017). *Becoming a critically reflective teacher*. John Wiley & Sons.
- Brooks, A. & Atkin, B. (2013). Total management of facilities U.K: Blackwell Publishing commonwealth secretariat, (1991). Microcomputer in schools: policy and implementation guidelines. London: Commonwealth Secretariat, Educational Programme.
- Bryman, A. (2016). *Social research methods*. Oxford University Press.
- Bryman, A. (2017). Quantitative and qualitative research: further reflections on their integration. In *Mixing methods: Qualitative and quantitative research* (pp. 57-78). Routledge.
- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement*. John Wiley & Sons.
- Bulach, R. (1999). Analyzing Leadership Behaviour of School Principals”, Educational Research Conference. Florida: Point Everda
- Burr, V. (2018). *Social constructionism* (pp. 1-16). Springer Singapore.
- Burrell, G., & Morgan, G. (2017). *Sociological paradigms and organizational analysis: Elements of the sociology of corporate life*. Routledge.
- Bush, T. (2011) “The national professional Qualification for Headship the key to effective school leadership and management” *Journal of Education and Research* 18(3); 321-334).
- Callan, L. (2013). *A case study examining the inclusion of children with special educational needs in a mainstream primary school* (Doctoral dissertation, Trinity College, Dublin).
- Castetter, B. W. (2012). *Administering the School Personnel Programme*; New York;
- Castler, A. O. (2010). Management support qualification and gender on teachers’ performance at an in-service course. *Nigerian Journal of School Leadership*, 15(1), 12-17.

- Center for Public Education, (2013). Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability. Alexandria: National School Boards Association. (On-line) Available at; [www.centerforpubliceducation.org/main-menu/...../...../pdf](http://www.centerforpubliceducation.org/main-menu/...../...../pdf) Retrieved on; 30.04.2015
- Chelladurai, P., & Kerwin, S. (2018). *Human resource management in sport and recreation*. Human Kinetics.
- Chepkole, C. J., Koross, R., & Kiptoo-Tarus, P. (2017). Provision of In-Service Training Needs for Heads Of Department In Secondary Schools In Kenya: A Study of Marakwet West Sub County. *European Journal of Education Studies*.
- Cheruiyot, T. (2015). *Role of Headteachers in management of Instruction for Curriculum Implementation: A study of Eldoret West District* (Doctoral dissertation, Moi University).
- Chetambe, H. N., & Sakwa, M. (2013). Effects of financial training on financial performance of schools in Kenya: A survey of performance of schools in Kenya: A case of trans-nzoia County. *International Journal of academic research in Business and social science.* , 3(10).
- Chiemela, N. I. (2010). *Instructional Supervisory Practices of Anambara state Secondary School Principals*. A comparison with desired instructional supervisory practices. Unpublished Project. University of Alberta: Canada. Chan, 2004
- Chiriswa, P. (2012): *An Investigation into the Probable Factors Responsible for Poor Performance in Kenya Certificate of Secondary Education (KCSE) in Vihiga District of Western Province, Kenya*. MED Kenyatta University Kenya.
- Cohen, E. H. (2016). Self-assessing the benefits of educational tours. *Journal of Travel Research*, 55(3), 353-361.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (5th ed.). New York: Routledge Falmer.
- Coolican, H. (2017). *Research methods and statistics in psychology*. Psychology Press.
- Creamer, E. G. (2017). *An introduction to fully integrated mixed methods research*. SAGE Publications.
- Creswell, J. W. (2013). *Qualitative, Inquiry and Research Design: Choosing among Five Approaches* (3<sup>rd</sup> ed). Nebraska, Lincoln: Sage Publications.
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and Mixed Methods Approaches*. Sage publications.

- Creswell, J. W., & Plano, V. L. C. (2011). *Designing and conducting mixed methods research (2<sup>nd</sup> ed)*, Thousand Oaks, CA: Sage.
- Creswell, J. W., Plano, C. V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs, in Tashakkori, A., & Teddlie, C (editors). *Handbook of Mixed Methods in Social Science and Behavioral Research (209-240)*. Thousand Oaks, CA: Sage.
- Crowther, F., Kaagan, S. S., Ferguson, M. & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, California; Corwin Press.
- Daresh P., & Playko, R. (1998). "Schools and Skills in Developing Countries: Education Policies and Socioeconomic Outcomes." J. Econ. Lit.
- Darling-Hammond, L. (2015). *The flat world and education: How America's commitment to equity will determine our future*. Teachers College Press.
- David, M. (2007). *Foundation of School Administration*. Nairobi: Oxford University Press.
- Deming, W. E. (2018). *The new economics for industry, government, education*. MIT press.
- Dempster, N. (2012). Principals Leading Learning: Developing and Applying a Leadership Framework. *Education 3 –13*, Vol. 40, No. 1, pp. 49–62.
- Denzin, N. K. (2017). *The research act: A theoretical introduction to sociological methods*. Routledge.
- Dikko, M. (2016). Establishing construct validity and reliability: Pilot testing of a qualitative interview for research in Takaful (Islamic insurance). *The Qualitative Report*, 21(3), 521-528.
- Dipaola, M.F., & Walther, T, C. (2003). Principals and special education: The critical Role of School Leaders (COPSSE Document No. 1B-7E).Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education.
- Doherty, T. L., Horne, T., & Wootton, S. (2014). *Managing Public Services-Implementing Changes: A Thoughtful Approach to the Practice of Management*. Routledge.
- Donnelly, J. (2013). *Universal human rights in theory and practice*. Cornell University Press.
- Dorothy, C., & Syomwene, A. (2016). Internal Curriculum Management Of Life Skills Education In Public Secondary Schools: A Case Of Lugari Sub-County, Kenya. *European Journal of Education Studies*.
- Dryfoos, J., & Maguire, S. (2019). *Inside full-service community schools*. Simon and Schuster.

- Dzamesi, C. K. Y. (2012). *The Effects of Training and Development on Employees' Performance in the Hunger Project-Ghana* (Doctoral dissertation).
- Eduwen, F.O. (2016). In-Service Education of Teachers: Overview, Problems and the Way Forward. *Journal of Education and Practice*, 7(26), 83-87.
- Ekpoh, V.I., Oswald, A., & Victoria (2013). Staff Development Programmes and Secondary School Teachers' Job Performance in Uyo Metropolis, Nigeria, *Journal of Education & Practice*, Vol.14, No.12.
- Epstein, L. (2014). *Book Keeping for Dummies*. New York: John Wiley and Sons
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Hutchins, D. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press.
- Eriksson, P., & Kovalainen, A. (2015). *Qualitative methods in business research: A practical guide to social research*. Sage.
- Esia-Donkoh K. (2014). Attaining School and Educational Goals: Duties of Headteachers of Public Basic Schools in Ghana. International knowledge sharing platform. *Journal of Education and Practice*. Vol. 5 No. 1 (2014).
- European Union (2010). *Teacher Professional Development*. Asoke KG: New Delhi.
- Evans, P., & Heller, P. (2015). Human development, state transformation and the politics of the developmental state. *The Oxford handbook of transformations of the state*, 691-713.
- Fafunwa, A. B. (2018). *History of education in Nigeria*. Routledge.
- Fardoun, H.M., Cipres, A. P. & Jambi, K.M. (2014). Educational curriculum management on rural environment. *Procedia-Social and Behavioural Sciences*, Vol. 1, pp. 421-427.
- Feizler, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the discovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4, 6-16.
- Fink, A. (2009). *The survey kit* (2nd ed.). London: Sage Publications
- Fink, D. (2005). *Developing Leaders for their Future not our Past*. In Coles M. J. & Southworth G, *Developing leadership: Creating the Schools of Tomorrow*. Maidenhead: Open University Press.
- Fischer, C. F. (2011). *Management of Institution*. Retrieved April 12th, 2013, from <http://www.stanswartz.com/adminbook/chap3.htm>.
- Frazis, H. J and Spettzer, J. R. (2005). *Worker Training what we have learned from the NLSY79*, monthly labour renew.128

- Friday E. O (2016). In-Service Education of Teachers: Overview, Problems and the Way Forward *Journal of Education and Practice* ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.26, 2016.
- Friedland A. J., Folt C. Mercer J. L (2018). *Writing Successful Science Proposals*: Yale University Press; Third edition (August 7, 2018), Kindle Edition
- Friese, S. (2019). *Qualitative data analysis with ATLAS. ti*. SAGE Publications Limited.
- Gajjar, D. (2013). Ethical consideration in research. *Education*, 2 (7).
- García, A. (2012). Del paradigma fordista-taylorista al toyotista en la industria automotriz terminal: los casos de General Motors Distrito Federal y Silao, Guanajuato. *Innovación, Universidad e Industria en el Desarrollo Regional*.
- Garland, D. (2012). *The Culture of Control: Crime and Social Order in Contemporary Society*. University of Chicago Press.
- Gibbs, G. R. (2018). *Analyzing qualitative data* (Vol. 6). Sage.
- Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational research methods*, 16(1), 15-31.
- Glatthorn, A. A., Jailall, J. M., & Jailall, J. K. (2016). *The principal as curriculum leader: Shaping what is taught and tested*. Corwin Press.
- Glickman, C.D., Gordon, S.P., & Ross-Gordon J.M. (2010). *Management and instructional leadership: A developmental approach*, (5th ed.). Toronto: Allyn and Bacon.
- Goad, L. H. (Ed.). (2017). *Preparing teachers for lifelong education: the report of a multinational study of some developments in teacher education in the perspective of lifelong education* (Vol. 8). Elsevier.
- Goodrich, K. M., & Luke, M. (2017). Ethical issues in the research of group work. *The Journal for Specialists in Group Work*, 42(1), 108-129.
- Government of Kenya (2013). *The Basic Education Act*, No 13 of 2013 Nairobi: The Government Printer.
- Greenwood, M. (2016). Approving or improving research ethics in management journals. *Journal of Business Ethics*, 137(3), 507-520.
- Gregory, C.F. (2011). *Institutional management: A descriptive study focusing on the observation and evaluation of teachers in cyber schools, Pennsylvania*. (Unpublished PhD thesis,), Indiana University, USA.



- Grindle, M. S. (2017). *Politics and policy implementation in the Third World* (Vol. 4880). Princeton University Press.
- Harding, J. (2018). *Qualitative data analysis: From start to finish*. SAGE Publications Limited.
- Hogue, S.L. 2010. The impact of the Katy Management of Automated Curriculum on planning for learning, delivery of instruction and evaluation of students learning as perceived by educators in the Katy Independent School District in Texas. Texas A & M University.
- Hubbard, L. A., Stein, M. K., & Mehan, H. (2013). *Reform as learning: School reform, organizational culture, and community politics in San Diego*. Routledge.
- Ibukun, W.O., Oyewole, B.K. & Abe, T.O. 2011. Personality characteristics and principal leadership effectiveness in Ekiti state, Nigeria. *International Journal of Leadership Studies*, 6(2):247-262.
- IIEP. (2000). *A Newsletter on improving School Management: A Promise and a Challenge*. Paris: UNESCO.
- Indiazi, P. L. (2018). Challenges Influencing Head Teachers Training In Public Primary Schools in Lugari Sub County, Kenya. *European Journal of Education Studies*.
- Inganga, J. A. (2014). *Evaluation of Effectiveness of Principals' In-service Training in Financial Management of Public Secondary Schools in Butere Sub-County, Kenya*. (Unpublished masters' thesis). Mount Kenya University, Nairobi.
- Iravo, A. M. (2012). *A Study on Preparation of School Principals and Implications on their Administrative Performance in Vihiga District, Kenya*. Unpublished M. Ed, Project, University of Nairobi.
- Itegi, M. (2012). *Teacher Education Administration: In-service Training of Teachers* (Unpublished Lecture Notes). Kenyatta, Nairobi.
- Jahangir, S.F., Saheen, N., & Kazmi, S.F., (2012). In-Service Training : A Contributory Factor Influencing Teachers' Performance, *International Journal of Academic Research in Progressive Education and Development*, Vol.No.1.
- Jarvis, P. (2010). *An International Dictionary of Adults and Continuing Education*. London: Routledge and Kegan Paul.
- Jepketer, A., Kombo, K., & Kyalo, N. (2015). Relationship between teacher capacity building strategy and students' performance in public secondary schools in Nandi County, Kenya. *International Journal of Humanities and Social Science Invention*, 4(10), 37-50.

- Johnson, R. B. (2014). *Mixed Methods Research Design and Analysis with Validity: A Primer*. Department of Professional Studies, University of South Alabama, USA.
- Johnson, R. B., & Onwuegbuzie, A. J. (2014). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.
- Kahn, J. P., Mastroianni, A. C., & Sugarman, J. (Eds.). (2018). *Beyond consent: Seeking justice in research*. Oxford University Press.
- Kalai, J. M. (2006). A study of management practices in secondary schools and their implications for in-service training of head teachers. A survey of Kitui and Machaakos district, Kenya.
- Kamau, K. W. (2013). *Financial Management Practices in Kenya Secondary Schools Problems and Issues*. Kenyatta University, M.Ed Thesis Nairobi.
- Kamoche, K. N. (2019). *Sociological paradigms and human resources: An African context*. Routledge.
- Kasoa, B. (2012). *Challenges facing public secondary school principals in financial management: a case study of Kitui District*. Kenyatta University, Nairobi: Unpublished Masters (Education Foundation) Thesis.
- Kareji, M. (2015). Factors Influencing Board of Management's Governance of Information and Communication Technology in Public Secondary Schools In Kapseret Division, Uasin Gishu County.
- Kazmi, S. F., Pervez, T., & Mumtaz, S. (2011). In-Service Teacher Training in Pakistan Schools and Total Quality Management, *Interdisciplinary Journal of Contemporary Research In Business*, March Edition 2011.
- Kelechukwu, N. (2011) study which concluded that a school principal is charged with the responsibility of managing school physical facilities, staff personnel, school finance, the curriculum, students and school community relations
- Kenya Education Sector Support Programme (2005 – 2010). *Delivering Quality Equitable Education and Training to All Kenyans*. Ministry Of Education Science and Technology. Draft April 15<sup>th</sup> 2005.
- KEMI (2017), Diploma in Education Management for Secondary Schools: Nairobi: Kenya Literature Bureau.
- Kenya Uwezo (2014) Act, *Public Finance Management Act, 2014*, and published on 21st...Representation: to ensure the inclusion of all eligible *Kenyans*.

- Khalid, R., Komuji, M. M. A., & Veloo, A. (2013). The effects of clinical management on the teaching performance of secondary school teachers. *Procedia – Social and Behaviora Sciences*, 93 (2013), 35-39. Doi:10.1016/j.sbspro.2013.09.148.
- Khan, I., Mufti, S., & Nazir, N. A. (2015). Transfer of training: A reorganized review on work environment and motivation to transfer. *International Journal of Management, Knowledge and Learning*, 4(2), 197-219.
- Khan, N. R., & Khan, M. R. (2012). *Human Resource Practices in SME Sector: An Exploratory Case Study of Pakistan*, Euro Economical, 31(3), 7-19. <http://www.journals.univdanubius.ro/index.php/euroeconomica/article/view/1396>
- Kieleko, D. M. (2015). Factors Influencing Principals' Instructional Management Practices in Public Secondary Schools in Lower Yatta Sub-County, Kitui County, Kenya. (Unpublished Masters Thesis). University of Nairobi.
- Kilanga, S. M. (2013). *Employee Relations Contributions to Students Performance in Public Secondary Schools*, (Unpublished Master Thesis 2013) Kenyatta University.
- Kimondo, W. (2013). *Factors Influencing the Quality of Education in Public Primary Schools among Pastoralists Communities in Laikipia North District, Kenya*.
- Kimutai, C.K: (2011). *A Survey of Availability, Acquisition and Utilization of Learning Resources in the Teaching and Learning of Economics in Kenyan Secondary Schools* Unpublished Thesis Kenyatta University.
- Kinuthia, W. (2009): Education Development in Kenya and the Role of Information and Communication Technology. *International Journal of Education and Development using ICT*> Vol 5, No2 (2009) Georgia state university, U.S.A.
- Kioko G.M (2004). A Survey of the Administrative Problems Encountered by Public Primary School Headteacher in Mbooni Division in Makueni District: Nairobi University. (Unpublished Thesis)
- Kiptum. C. K. (2016). Correlation between Teachers Related Factors and Students' Academic Achievement in Public Secondary Schools in Baringo County, Kenya.(Unpublished PhD thesis). Moi University, Kenya.
- Kirk, D. (2014). Physical education and curriculum study: A critical introduction. Routledge. Routledge Revival
- Kirui, P. K. (2012). Institutional Factors Influencing Head teachers' Implementation of Curriculum Change in Public Secondary Schools in Kipkelion District. Unpublished Master's Thesis, U.O.N, Nairobi.

- Kiveu, N. M., & Maiyo, J. (2009). The impact of cost sharing on internal efficiency of public secondary schools in Ndirisi Division, Bungoma District, Kenya.
- Klenke, K. (2016). *Qualitative research in the study of leadership*. Emerald Group Publishing Limited.
- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Prentice-Hall.
- Koo, T. K., & Li, M. Y. (2016). A guideline of selecting and reporting intraclass correlation coefficients for reliability research. *Journal of chiropractic medicine*, 15(2), 155-163.
- Koskei, A. C. (2014). The Role and Competence of Primary School Committees in Management of Primary Schools in Kenya. Unpublished *Thesis*, Moi University.
- Kotele, A. (2011). *A Study of What Can be done to Assist Principals in Lesotho Secondary and High Schools to Carry Out their jobs more Effectively*; M.E.D Dissertation, Unpublished Bath: University of Bath.
- Kothari, C. R. (2004). *Research methodology, methods and techniques*. New Delhi: New age International Ltd.
- Kothari, C. R. (2006). *Research methodology: Methods and techniques*. New Delhi: New Age International (P) Ltd Publishers.
- Kothari, C.R. (2008). *Research Methodology: An Introduction*. New Delhi: New Age International (P) Ltd Publishers.
- Kothari C.R. (2010). *Research Methodology: Methods and Technique*, New Delhi: New Age International Publishers
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage Publications Limited.
- Kurniawati, F., De Boer, A. A., Minnaert, A. E. M. G., & Mangunsong, F. (2017). Evaluating the effect of a teacher training programme on the primary teachers' attitudes, knowledge and teaching strategies regarding special educational needs. *Educational Psychology*, 37(3), 287-297.
- Leimbach, M. (2010). Learning transfer model: A research-driven approach to enhancing learning effectiveness. *Industrial and Commercial Training*, 42(2), 81-86.
- Lindlof, T. R., & Taylor, B. C. (2017). *Qualitative communication research methods*. Sage publications.
- Lunenburg, F. C. (2010). The principal and the school: what do principals do? *National Forum of Educational Administration and Management Journal*, 27(4), 1-13.

- Lyons, B. J. (2010). *Principal instructional leadership behavior, as perceived by teachers and principals, at New York State recognized and non-recognized middle schools*. Seton Hall University.
- Macharia, J. M., Thunguri, R., & Kiongo, P. (2014). An Investigation into the Deputy Principals' Preparedness in discipline Management in Secondary Schools in Kenya. *International Journal of Education and Research* 2 (6).199-214.
- Maduabum, M. A. (2012). Occupational Stress Factors among Secondary School Principals in AbiaState, Nigeria. *International Journal of Educational Planning and Administration*. 1(1):17—27.
- Magak, E.O. (2013) Challenges facing head teachers in financial management in public secondary schools in case of Kisumu East District Kenya, University of Nairobi, Kenya *Management*; Cape Town; MacMillan.
- Makokha, V. N. (2015). Factors Influencing Principals' Instructional Management Practices in Public Secondary Schools in Makadara Sub-County, Nairobi County, Kenya. (Unpublished Masters Thesis). University of Nairobi.
- Makori, F. M. (2018). *An Assessment of The Training Needs of Heads of Department of Secondary Schools For Effective School Administration In Kenya-A Case Study of Kisii Central District* (Doctoral Dissertation, University of Nairobi).
- Manan, M. B. (2014). Leadership Characteristics of Excellent Headmaster. *Journal of Education and Practice*, 5(23), 120-124. <http://www.iiste.org/Journals/index.php/JEP/article/view/15229/15596>.
- Marianne, C. Graham-Jolly, M. And Middlewood, D. (2003). *Managing the Curriculum in South African School*. London: Commonwealth Secretariat.
- Mark, S. (2012). *School Building and Students' Academic Learning Outcomes*. Unpublished Manuscript. State University, New York: Stony Brook.
- Marondo, D. W. (2013). *Factors Influencing Head teachers' Competence in Management of Finances in Public Primary Schools in Mbeere District, Kenya*. MED Project, University of Nairobi.
- Mbesa, P. M. (2016). *The Influence of KEMI Principals' Diploma in Education Management Training Course on Management Practices of Public Secondary Schools in Matungulu Sub County*. M.Phil Project, South Eastern Kenya University.
- Mbugua, Z. K., Miriti J. M., Muthaa G.M. & Reche, G. N. (2012). Challenges Faced by Deputy Head Teachers' in Secondary School Administration and the Strategies They Use to Tackle Them in Imenti South District, Kenya. *International Journal of Educational Planning & Administration*, 2(1), 45-5.

- MC Namara, C. (2010). *The Field Guide to Leadership Management*. Retrieved February 15, 2013 from <http://www.managementhelp.org/supervise.com>.
- McCall, M., Jiao, H., & Harris, G. (2013). Construct validity and measurement invariance of computerized adaptive testing: Application to Measures of Academic progress (MAP) using confirmatory Factor Analysis. *Shudong Wang Journal of Educational and Development Psychology*, 3 (1), 88 – 100.
- Mertens, D. M. (2014). *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods*. 4<sup>th</sup> Edition. Los Angeles Sage.
- Miller, B. A. (2016). *Assessing organizational performance in higher education*. John Wiley & Sons.
- Mingaine, L. (2013). Leadership Challenges in the Implementation of ICT in Public Secondary Schools, Kenya. *Journal of education and learning*, 2(1), 32-43.
- Ministry of Education (2011). Diploma in education management for primary schools. Nairobi: Kenya Education Staff Institute.
- Ministry of Education and Human Resources. (2009). *School Management Guide*. Nairobi: Jomo Kenyatta Foundation.
- Ministry of Education, Science and Technology. (2003). *Primary schools Management Handbook*. Nairobi: Ministry of Education.
- Mito, E. A. & Simatwa, M.W. S. (2012). Challenges faced by newly appointed principals in the management of public secondary schools in Bondo district, Kenya: an analytical study. *International Research Journals*, 3(4), 388-401.
- Moraa, U.N. (2010). The effectiveness of instructional management by secondary school headteachers for Curriculum Implementation in Kajiado North District. Unpublished thesis, University of Nairobi.
- Morad, S. B. (2015). *An exploration of a teaching school programme in Malaysia: towards democratic education* (Doctoral dissertation, Manchester Metropolitan University).
- Morant, R. W. (2011). *In-service education within the school*. London: George Allen & Urwin.
- Moser, C.A. & Kalton, g. (2017). *Survey Methods in Social Investigation*. 2<sup>nd</sup> edition. Heinemann, London.
- Mugambi, M. M., & Ochieng, R. J. (2016). Repositioning School Based Teacher Management in Kenya: Global Practices and Approaches. *International Journal of Education and Practice*, 4(12), 268-280.
- Muijs, D., & Reynolds, D. (2017). *Effective teaching: Evidence and practice*. Sage.

- Muricho, W. P., & Chang'ach, J. K. (2013). Education reforms in Kenya for innovation. *International Journal of Humanities and Social Science*, 3(9), 123-145.
- Murithi, T. (2016). *Integration of the national goals of education in early childhood development and education in Kenya a case study of Kalundu zone Kitui County* (Doctoral dissertation).
- Musembi, P. M. (2016). "The Influence of KEMI principal's Diploma in Education Management Practices of Public Secondary Schools in Matungulu Sub-County." Unpublished MoE, South Eastern Kenya University.
- Musera G.; Achoka J.K. & Mugasia E. (2012). *Perception of secondary schoolteachers on the principals' leadership styles in school management in Kakamega central Sub County, Kenya: Implications for vision 2030* (Unpublished M.Ed thesis). UON.
- Musungu, J. & Nasongo, J. (2008). *The Distribution of Educational Resources, University of Nairobi; Institute of Development studies; of paper NO. 2*
- Muthini, P. W. (2004). *A study of Head teachers' Perception towards inservice Programmes in Public Secondary Schools in Nairobi Province*. Unpublished Masters of Education Thesis. University of Nairobi.
- Mutua, F. M (2012). *Influence of In-Service Programmes on Head teachers' Competence in Management of Secondary Schools*. Unpublished M. Ed project, University of Nairobi.
- Mutuva, S. N. (2012). Challenges Faced by Secondary School Head teachers in Leadership and Management of Human Resources in Nzau District-Makueni County, Kenya. MED Project, Kenyatta University.
- Mwinjuma, J. S., & Baki, R. B. (2012). Exploring Perception of Parents on Head Teachers' Financial Management Skills in Public Primary Schools in Tanzania. *Journal of Education and Practice*. 1(2) 74-80
- National College of School Leadership (2011). *Recruiting Head teachers and Senior Leaders*, Nittingham: NCSL.
- Nemoto, T., & Beglar, D. (2014). *Likert-Scale Questionnaires*. In JALT 2013 Conference Proceedings (pp. 1-8).
- Ng, S. W., & Szeto, S. Y. E. (2016). Preparing school leaders: The professional development needs of newly appointed principals. *Educational Management Administration & Leadership*, 44(4), 540-557.
- Ngala, A. J. & Odebero, S. (2010). Teachers' perceptions of staff development programmes as it relates to teachers' effectiveness: a study of rural primary schools in Kenya. *Educational Research and Review*, 5 (1), 001-009.

- Ngina, R. S. (2017). *Head teachers' Supervisory Role Influence on Pupils Academic Achievements in Kenya Certificate of Primary Education: Murang'a County* (Doctoral dissertation).
- Ngulube, P. & Mathipa, E. (2015). *Theoretical and Conceptual Frameworks in the Social and Management Sciences*. 10.13140/RG.2.1.3210.7680.
- Ngunjiri, J. M. (2012). *Influence of Head Teachers' Instructional Supervisory Strategies on Pupils' Performance in Kenya Certificate of Primary Education in Public Primary Schools in Rumuruti Division, Kenya*. Unpublished M Ed thesis, University of Nairobi, Kenya.
- Ngwacho. G. A. (2012). "Effectiveness of KESI Head Teachers In-Service Programmes on Management of Public Secondary Schools in Kisii County. Nairobi." Unpublished MoE Project, Kenyatta University, Nairobi.
- Nicholls, A. (2018). *Managing Educational Innovations*. Routledge.
- Nichols E. & Childs, J. H. (2009). Respondents Debriefing conducted by experts: a technique for questionnaires evaluating. *Field Methods*, 21: 115-132
- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons.
- Njau S.T. (2014). *An Investigation into the Challenges Facing In-Service Training of Secondary School Teachers in Nairobi Province*. MED Project, University of Nairobi.
- Njenga, Z. K. (2016). "Impact Of In-Service Training for Head of Departments in Management of Curriculum Implementation in Public Secondary Schools In Kipipiri Sub-County, Nyandarua County, Kenya". Unpublished Med project, Kenyatta University, Nairobi.
- Nkanata F. K. (2013). Head teachers' Administrative Challenges That Affect Academic Performance Of Day Secondary Schools In Igoji East Division Of Meru County, Kenya. MED Degree, Kenyatta University, Kenya.
- Noble, H., & Smith, J. (2015). Issues of Validity and Reliability in Qualitative Research. *Evidence-Based Nursing*, 18(2), 34-35.
- Norman, A.S. (2010). Importance of Financial Education in Making Informed Decision on Spending. *Journal of Economics and International Finance Vol. 2(10)*. p.199-207.
- Nyandiko, K. J. (2008). The Head-teachers' Instructional Supervisory Challenges in Secondary Schools. Unpublished Master Thesis, Kenyatta University, Nairobi.
- Nzeli, K. A. (2013). *Challenges Faced by Female Head Teachers in the Management of Secondary Schools: A Case of Kangundo District in Machakos County, Kenya*. Unpublished M. Admin. Dissertation) Nairobi: Kenyatta University.



- Nzuve, N. M. Stephen, (2010), *Management of Human Resources, A Kenyan perspective*. Basic modern management consultants.
- Odhiambo, G. O. (2005). *Teacher appraisal: The experiences of Kenyan primary school teachers*. *Journal of Educational Administration*, 43(4), 402-456.
- Odubuker, P. E. R. (2007). *Headteachers management training programme and their competencies in management of the primary schools in North West Nile, Uganda* Doctoral dissertation, Makerere University).
- Odumodi, A. C. (2011). *Principals' Management Practices in Secondary Schools in Anambra State*. Unpublished M.Ed Thesis, University of Nigeria, Nsukka.
- Okolo, I. A. (2013) *Teachers education: A panacea for successful transformation in Nigeria*. A Seminar Paper presented at the 2013 National Conference of the Committee of Provost of Colleges of Education in Nigeria.
- Okoth, P. A. (2018). *Principals' management of Teachers and Students' performance in Kenya Certificate of Secondary Education in Public Schools in Migori County, Kenya* (Doctoral Dissertation, School Of Education, Kenyatta University).
- Olaniyan, D. A & Ojo, L. B. (2008). *Challenges Against Implementation of Introductory Technology Curriculum in Nigeria Junior Secondary Schools*. European.
- Oliva, George, E. & Pawlas, T. (2007). *Pris 696 kr. Köp Management for Today's Schools (9780470087589) av Peter F Hinderling competitor's learning*.
- Ololube, N. P. (2019). *Teacher Education, School Effectiveness and Improvement: A Study of Academic and Professional Qualification on Teachers' Job Effectiveness in Nigerian Secondary Schools*.
- Onderi, H., & Makori, A. (2013). *Secondary school principals in Nyamira County in Kenya: Issues and challenges*. *Educational Research International*, Vol. 1 (1).
- Onwuegbuzie, A. J., & Collins, K. M. (2007). *A typology of mixed methods sampling designs in social science research*. *The Qualitative Report*, 12(2), 281-316.
- Onyango, G. A. (2011). *Competencies Needed by Secondary School Head teachers and Implications on Pre-service Education*. Unpublished PhD. Thesis. Kenyatta University.
- Opiyo, S. O. (2014). *Influence of Budgeting on Implementation of Development Plans in Public Secondary Schools in Uriri District, Migori County, Kenya*. Unpublished Med Thesis, University of Nairobi: Nairobi.
- Orodho, J. A. (2009). *Techniques of Writing Research. Proposal and Reports in Education and Social Sciences*. Kanezja, Maseno, Kenya.

- Owoeye and Yara (2010). *School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State Nigeria*. www.ccsenel.org/ass Asian Siciak Sciences.Vol,7, No.7; July 2011
- Owojori, A. A & AsaoluT.O.(2010). *Critical Evaluation of Personnel Management Problems California*, Jossey-BassInc.
- Owojori, A. A & AsaoluT.O.(2010). *Critical Evaluation of Personnel Management Problems California*, Jossey-BassInc.
- Oyewole, B.K. & Alonge, H.O. (2013). Principals' instructional supervisory role performance and teachers' motivation in Ekiti Central Senatorial District of Ekiti State, Nigeria. *Journal of Educational and Social Research*, 3(2), 295-302.
- Paul, S. (2019). *Managing development programs: the lessons of success*. Routledge.
- Perera, K., & Emmerich, N. (2018). *The Ethical Concerns of Writing in Social Science Research*. SAGE Publications Ltd.
- Peretomode, V. F., (2012). *Leadership Principles and Theoretical Perspectives*. Lagos: Onobo Megbowho and Ogbinaka Publishers Ltd.
- Pfau, R.H. (1996). *Training Needs of Headteachers in Uganda*. Pennsylvania: ERIC
- Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the advanced practitioner in oncology*, 6(2), 168.
- Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2018). *Teacher Professional Development around the World: The Gap between Evidence and Practice*. The World Bank.
- Prahalad, C. K. & Hamel, G. (2010). *The Core Competence of the Corporation*. *Business Review*, May-June, 79-91.
- Pretorius, S. G. (2012).The Implications of Teacher Effectiveness Requirements for Initial Teacher Education Reform. College of Education, University of South Africa. *Journal of Social Sciences*, 8(3): 310-317.
- Rafiei, N., & Davari, F. (2015). The Role of Human Resources Management on Enhancing the Teaching Skills of Faculty Members. *Materia socio-medica*, 27(1), 35.
- Rahi, S. (2017). Research design and methods: A systematic review of research paradigms, sampling issues and instruments development. *International Journal of Economics & Management Sciences*, 6(2), 1-5.
- Ravitch, S. M., & Riggan, M. (2016). *Reason & rigor: How conceptual frameworks guide research*. Sage Publications.

- Rebore, R. W. (2012). *Personnel administration in education: A management approach*. Englewood Cliffs, N. J: Prentice- Hall, Inc.
- Republic of Kenya(2005). Sessional Paper No. 1 on Policy Framework for Education, Training and Research. Nairobi: Government Printer.
- Republic of Kenya (2011).Diploma in Education Management for Primary Schools. Nairobi. KLB
- Republic of Kenya (2012). Aligning Education and Training for the Constitution of Kenya 2010 and Kenya Vision 2030 and beyond. Nairobi: Government Printer.
- Republic of Kenya (2013). *The Basic Education Act*. Nairobi: Government printer
- Salas, E., & Cannon-Bowers, J.A (2001). The science of training: a decade of progress. *Annual Review of Psychology*, 52, 471-499.
- Republic of Kenya. (2012). Aligning Education and Training for the Constitution of Kenya 2010 and Kenya Vision 2030 and beyond. Nairobi: Government Printer.
- Republic of Kenya. (2013). *The Basic Education Act*. Nairobi: Government printer
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Sage publications.
- Roberts, L. D. (2015). Ethical issues in conducting qualitative research in online communities. *Qualitative Research in Psychology*, 12(3), 314-325.
- Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453-465.
- Robson, C., & McCartan, K. (2016). *Real world research*. John Wiley & Sons.
- Romiszowski, A. J. (2016). *Designing instructional systems: Decision making in course planning and curriculum design*. Routledge.
- Rotich, S., Rono, J. & Mutisya, S. (2014). Competence of Head Teachers in Primary School Management in Kenya: An Evaluation of Capacity Building *Asian Journal of Social Sciences & Humanities Vol. 3(2) May 2014*.
- Ruga, T. W. (2017). *Teachers' Perceptions On The Influence Of Quality Assurance And Standards Officers' Supervisory Role On Pupils' Academic Improvement In Public Primary Schools In Kiambu County, Kenya* (Doctoral dissertation).
- Saitis, C., & Saiti, A. (2018). Dimensions of School Management Leadership. In *Initiation of Educators into Educational Management Secrets* (pp. 163-183). Springer, Cham.

- Salas, E., & Cannon-Bowers, J.A (2001). The science of training: a decade of progress. *Annual Review of Psychology*, 52, 471-499.
- Samstad, J. G., & Pipkin, S. (2011). "Bringing the Firm Back In: Local Decision Making and Human Capital Development in Mexico's Maquiladora Sector." *World Development* 33(5): 805-822.
- Sanyal, B.C., (2013). Quality Assurance of Teacher Education in Africa: Fundamentals of Teacher Education Development 5. Addis Ababa. UNESCO-International Institute for Capacity Building in Africa (Online) Available at: [unesdoc.unesco.org/images/0022/002292/229200e.pdf](http://unesdoc.unesco.org/images/0022/002292/229200e.pdf) Retrieved on: 03.05.2015
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9.
- Sergiovanni, J. (2009). *The Principalship: A reflective practice perspective*. Boston: PearsonEducational, Inc
- Şenol, H., & Lesinger, F. Y. (2018). The relationship between instructional leadership style, trust and school culture. In *Leadership*. Intech Open.
- Sharp, R., Green, A., & Lewis, J. (2017). *Education and social control: A study in progressive primary education*. Routledge.
- Shiundu, S. J., & Omulando, J. S. (1992). *Curriculum Theory and Practice in Kenya*. Nairobi: OUP.
- Shum, S. B., Sándor, Á., Goldsmith, R., Wang, X., Bass, R., & McWilliams, M. (2016, April). Reflecting on reflective writing analytics: Assessment challenges and iterative evaluation of a prototype tool. In *Proceedings of the sixth international conference on learning analytics & knowledge* (pp. 213-222). ACM.
- Sigilai, K. (2013). *Financial Management: Ratio Analysis Zero to one Million*. New York: McGraw-Hill.
- Sigilai, R. M. & Bett, J. C. (2013). An Assessment of Head Teachers' Effectiveness in Managing Public Primary School Finances in Bomet Sub-County, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(2), 205-209.
- Silverthorne, C. (2014). The impact of organizational culture and person organization fit on organizational commitment and job satisfaction in Taiwan. *Leadership and Organization Development Journal*
- Streiner, D. L., Norman, G. R., & Cairney, J. (2015). *Health measurement scales: a practical guide to their development and use*. Oxford University Press, USA.

- Stronge, J. H. (2018). *Qualities of effective teachers*. ASCD.
- Supriadi, E. c, & Yusof, A. R. B. (2015). Relationship Between Instructional Leadership of Headmaster and Wrk Discipline and Work Motivation and AcademiAchievement in Primary School at Special Areas of Central Jakarta. *Journal of Education and Learning*, 4(3), 123-134. <http://www.ccsenet.org/journal/index.php/jel/article/view/52089>.
- Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *The Canadian journal of hospital pharmacy*, 68(3), 226.
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273-1296.
- Terrell, S. R. (2012). Mixed-methods research methodologies. *The qualitative report*, 17(1), 254-280.
- Tonkin, A. T. (2016). *Leading Schools for Innovation and Success: Five case studies of Australian principals creating innovative school cultures* (Doctoral dissertation).
- Tooley, S., & Guthrie, J. (2007). *Reporting performance by New Zealand secondary schools: an analysis of disclosures*. *Financial Accountability & Management*, 23(4), 351-374.
- Topi, H., Valacich, J. S., Wright, R. T, Kaiser, K., J. F. Nunamaker, J., Sipior, J. O, and Vreede, G. De (2010). IS 2010: Curriculum Guidelines for Undergraduate Degree Programs in Information Systems. *Communications of the Association for Information Systems*, 26, Article 18.
- Uasian Gishu (2018). Strategic Plan. Eldoret
- Umoh, B. (2013). Supervisory Role of Principals in Enhancing Teachers' Professional Development in Secondary Schools in Kitui West District, Kenya. Unpublished Thesis. The Catholic University of Eastern Africa, Nairobi Kenya
- Unachukwu, G. O and Okorji, P. N., (Eds) (2014). Educational anagement; A Skill building approach. Anambra: Rex Charles & Patrick.
- UNESCO (2014). *The right to education: Law and policy guidelines*, viewed on 9 June 2019 from <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/right-to-education/>
- Usdan, M. C. (2001). *Leadership of Student Learning; Redefining the Teacher as a Leader*, Institute of Educational Leadership. Washington DC.
- Usman, G. (2007). Instructional Materials and Curriculum. *ScienceEducation Newsletter*, 140, 5-6.

- Uwezo East Africa (2013). *Are Our Children Learning? Literacy and Numeracy Across East Africa*. Hivos/Twaweza.
- Uyanga, R.E. (2008). *The principal and education reform agenda of the Nigerian economic empowerment development strategy (NEEDS) and the millennium development goals (MDGs)*. The principal and education reforms in Nigeria. A publication of the mandatory continuing professional training (MCT) programme of the All Nigerian Conference of Principals of Secondary Schools (ANCOPSS) Vol. 5. Issue, 2 pp. 472-479, February, 2014. <http://www.recentscientific.com>.
- Wambua, R. (2008). Computer Based Assessment: Scope and Possibilities for Teacher Development in East Africa. In *The African Symposium* (p. 55).
- Wanga, P. E. (2014). Management and instruction: emerging concepts: management and evaluation. A class hand out, Kenyatta University. Kenya.
- Wangui, E.K. (2007). *An investigation of How Leadership Styles affect performance in public secondary schools in Mathiyoia Division, Murang'a sub-county*, Unpublished M.Ed project.
- Wangui, E.K. (2007). *An investigation of How Leadership Styles affect performance in public secondary schools in Mathiyoia Division, Murang'a sub-county*, Unpublished M.Ed project.
- Wanjohi, K. (2005). Perceptions of the Teacher counselor in Secondary Schools in cclxv Nyeri. Unpublished M.Ed Thesis. Kenyatta University
- Wanyonyi, W. (2014). A study of the factors affecting the implementation of free Primary Education in Nairobi province. Unpublished M.Ed Thesis, University of Nairobi , Kenya
- Wawira, C.I. (2011). *Teachers' perception of head teachers' instructional management practices in public secondary schools in Lari District, Kenya*. Unpublished Masters thesis, University of Nairobi, Nairobi.
- Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. Dallas, TX. National Staff Development Council: Stanford University.
- Wekhuyi, S. (2014). *Influence of in-service training on public secondary school principals' management of finances and human resource in Busia County, Kenya*. Unpublished M.ED project, University of Nairobi.
- Williamson, C. (2013). Questionnaires, individual interviews and focus groups. In *Research methods: Information, Systems, and Contexts* (pp. 349-372). Tilde University Press.

- World Bank (2008). The Annual report OF Administrative budgets and audited financial statements: Report of Robert. B Zoellick.
- Zachariah, W. O. (2013). Skills and attributes of instructional supervisors: Experience from Kenya. *Educational Research and Reviews*, 8 (24), 2270-2280.
- Zohrabi, M. (2013). Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings. *Theory and Practice in Language Studies*, 3(2), 254–262.

## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR HEAD TEACHERS

Dear Respondent,

You are kindly requested to respond to all the items in this questionnaire. Any information you will provide will be treated with utmost confidentiality. Respond as honestly and as truthfully as possible. (**Tick**) (✓) where appropriate or fill in the required information on the spaces provided. Your cooperation will be highly appreciated.

Yours faithfully,

Josephine Ongori

#### SECTION A: PERSONAL DATA

1. What is your gender?      Male ( )                      Female ( )
2. What is your age bracket?
 

Below 25 years      ( )	25 - 35 years      ( )
36-45 years      ( )	Above 45 years      ( )
3. What is your highest professional qualification?
 

Not trained      ( )	Certificate      ( )
Diploma      ( )	Bachelor's degree      ( )
Master's degree      ( )	Doctoral degree      ( )
Other ( ) Specify .....	
4. What is your teaching experience?
 

Below 1 year      ( )	1-5 years      ( )
6-10 years      ( )	11-15 years      ( )
Above 15 years      ( )	
5. a) Did you attend the KEMI diploma course? A) Yes ( )      b) No ( )  
 b) If no give reasons.....  
 .....  
 .....
6. To what extent do you feel the KEMI diploma course attended helped you acquire the necessary skills for effective school management?  
 [ ] To a large extent [ ] Average [ ] To a small extent [ ] Not at All



**SECTION B: Influence Of KEMI's Capacity Building Programme on Head teachers' Competencies in Teacher Management**

7. The following statements relate to the influence of KEMI's capacity building programme on head teachers' competencies in teacher management in public primary schools in Uasin Gishu County. Please indicate, by placing a tick (√) in the appropriate box, your degree of agreement with each of the following statements. Key: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

Item	Statement	1	2	3	4	5
1	KEMI capacity building programme has enhanced my competence in monitoring teachers' performance in class and outside class with an aim of providing guidance.					
2	KEMI capacity building programme has helped me in cultivating good relationship with the teachers.					
3	KEMI capacity building programme has helped me in building motivating climate to enhance teamwork among teachers.					
4	KEMI capacity building programme has helped me in appraising teachers' performance objectively.					
5	KEMI capacity building programme has helped me in providing teachers opportunity for professional growth.					
6	KEMI capacity building programme has helped me in proper delegation of duties.					
7	KEMI capacity building programme has enhanced the recommendation of teachers for upward mobility.					

**SECTION C: Influence of KEMI's Capacity Building Programmes on Head teachers' Competencies in Curriculum Management**

8. The following statements relate to the influence of KEMI's capacity building programme on head teachers' competencies in curriculum management in public primary schools in Uasin Gishu County. Please indicate, by placing a tick (✓) in the appropriate box, your degree of agreement with each of the following statements. Key: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

Item	Statement	1	2	3	4	5
1	KEMI capacity building programme has helped me in monitoring of teachers' professional records.					
2	KEMI capacity building programme has helped me in monitoring time tabling.					
3	KEMI capacity building programme has enhanced my competence in exposing teachers to seminars and workshops.					
4	KEMI capacity building programme has improved my competence in monitoring syllabus coverage.					
5	KEMI capacity building programme has helped me to acknowledge the importance of availing teaching and learning materials.					
6	KEMI capacity building programme has helped me to enhance benchmarking with other schools.					
7	KEMI capacity building programme has improved my competence in career guidance.					

**SECTION D: Influence of KEMI's Capacity Building Programme on Head teachers' Competencies in Infrastructure Management**

9. The following statements relate to the the influence of KEMI's capacity building programme on head teachers' competencies in infrastructure management in public primary schools in Uasin Gishu County. Please indicate, by placing a tick (✓) in the appropriate box, your degree of agreement with each of the following statements. Key: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

Item	Statement	1	2	3	4	5
1	KEMI capacity building programme improved my competencies in resource mobilization.					
2	KEMI capacity building programme has helped me to improve in maintenance of facilities and school resources.					
3	KEMI capacity building programme has helped me in implementing the health and safety standards.					
4	KEMI capacity building programme has enhanced my skills in waste management.					
5	KEMI capacity building programme has enhanced my ability in renovation and development.					
6	KEMI capacity building programme has helped me in identifying the most appropriate facility for particular function.					
7	KEMI capacity building programme has helped me to understand the different uses of school facilities.					

### **SECTION E: Influence of KEMI's Capacity Building Programme on Head teachers' Competencies in Financial Management**

10. The following are statements that express the influence of KEMI's capacity building programme on head teachers' competencies in financial management in public primary schools in Uasin Gishu County. Please indicate, by placing a tick (✓) in the appropriate box, your degree of agreement with each of the following statements where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

	Statement	1	2	3	4	5
1	KEMI capacity building programme has helped me in undertaking the budgetary process.					
2	KEMI capacity building programme enhanced my skills in auditing of the books of accounts.					
3	KEMI capacity building programme has helped me in management of income generating activities.					
4	KEMI capacity building programme has improved					

	accountability and transparency of finances.					
5	KEMI capacity building programme has helped me in keeping up to date inventories.					
6	KEMI capacity building programme has enhanced my adherence to school budget.					
7	KEMI capacity building programme has enabled me to appreciate the need for constituting of tendering committee.					

**SECTION F: Head teachers' Perceptions Towards KEMI's Capacity Building Programme**

11. The following are statements relating to the the head teachers' perceptions towards KEMI's capacity building programme in relation to their management competencies in public primary schools in Uasin Gishu County. Please indicate, by placing a tick (√) in the appropriate box, the extent to which you agree with each of the statements, where: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

	<b>Recommended possible measures</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I knew the content of KEMI capacity building programme prior to attending the program.					
2	I joined the KEMI capacity building programme to get promotion and salary increase.					
3	I joined the KEMI capacity building programme to enhance my knowledge, skills and competencies.					
4	I undertook the diploma training for self-satisfaction					
5	The KEMI capacity building programme met my personal expectations and enhanced my work productivity.					
6	At the end of the KEMI capacity building programme, I felt motivated to transfer learning to the workplace.					
7	KEMI capacity building curriculum was well planned and organized.					
8	KEMI capacity building programme had practical applicability to my work.					
9	There is a clear link between the KEMI capacity building programme and career progression of school head teachers.					
10	Knowledge, skills and competencies learned in the KEMI capacity building programme have increased my management competencies.					

*Thank you for your participation*

Josephine Ongori

**APPENDIX II: INTERVIEW GUIDE FOR SUB-COUNTY DIRECTORS OF  
EDUCATION**

Dear Respondent,

I am a postgraduate student at the School of Education, University of Eldoret. I am carrying out a study entitled *“Influence Of Kenya Education Management Institute (KEMI’s) Capacity Building Programme on Head Teachers’ Management Competencies in Public Primary Schools in Uasin Gishu County, Kenya”*. You are kindly requested to respond to all the items during this interview. Any information you will provide will be treated with utmost confidentiality. Respond as honestly and as truthfully as possible. The output of the study will be used to improve the management of learning institutions in the county and country at large.

Your cooperation will be highly appreciated.

Yours faithfully,

Josephine Ongori

1. Have all the head teachers in public primary schools within your area of jurisdiction attended KEMI’s capacity building programme?-----  
-----

2. In your opinion, how has KEMI’s capacity building programmes influenced head teachers’ competencies in teacher management in public primary schools?

---



---



---



---

3. How has KEMI’s capacity building programmes influenced head teachers’ competencies in curriculum management in public primary schools?

---



---

- 
- 
4. What is the influence of KEMI's capacity building programme on head teachers' competencies in infrastructure management in public primary schools?

- 
- 
5. To what extent has KEMI's capacity building programme influenced head teachers' competencies in financial management in public primary schools?

- 
- 
6. What is the perception of head teachers towards KEMI's capacity building programme in relation to their management competencies in public primary schools?

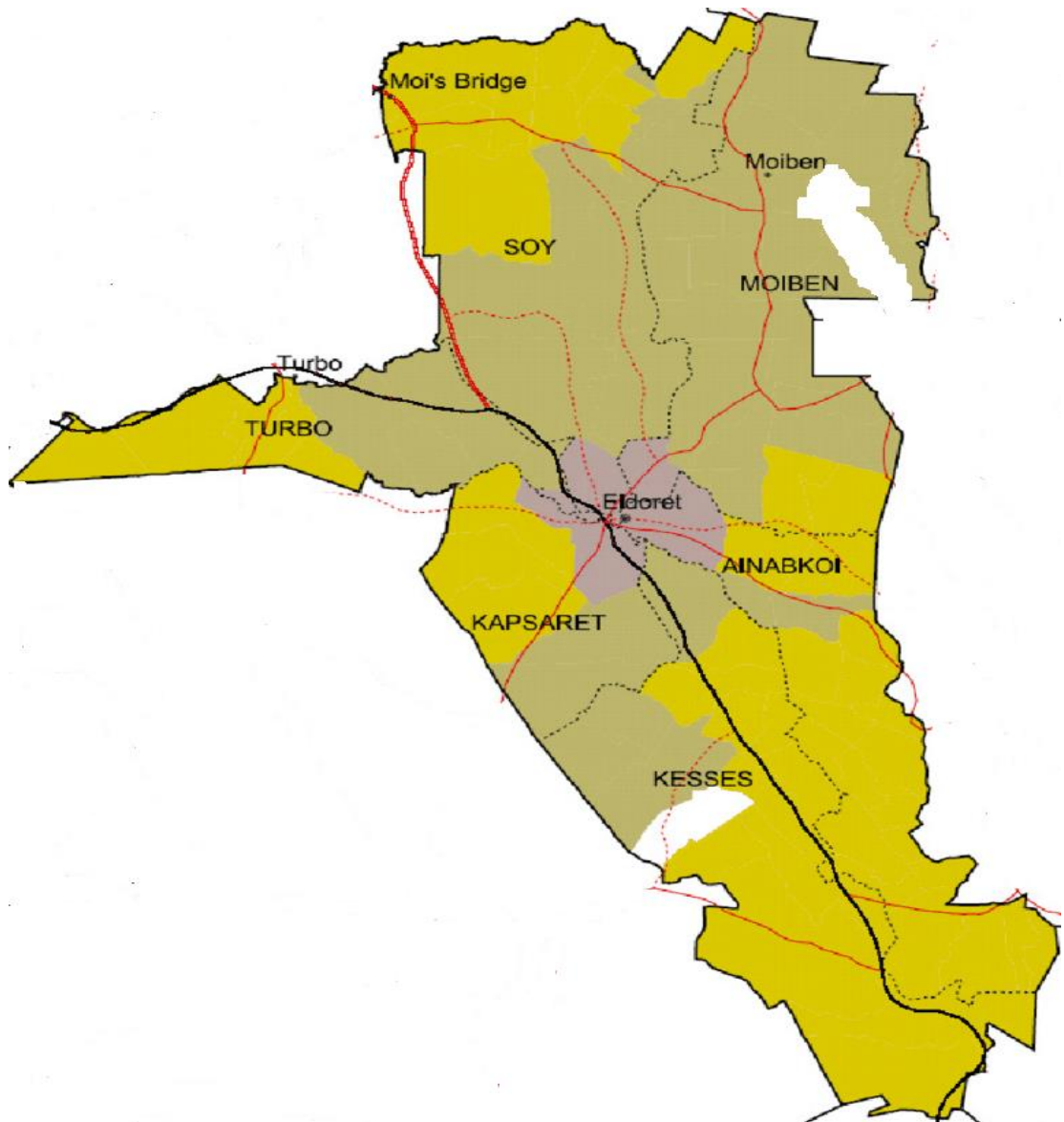
---

---

*Thank you for your participation*

## APPENDIX III

## MAP OF STUDY AREA UASIN GISHU COUNTY




**Source:** [www.kenyampya.com/index.php?county=Uasin Gishu2018](http://www.kenyampya.com/index.php?county=Uasin%20Gishu2018)




APPENDIX IV

RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:** **Permit No : NACOSTI/P/18/72773/25951**  
**MS. JOSEPHINE GESARE ONGORI** **Date Of Issue : 3rd November, 2018**  
**of UNIVERSITY OF ELDORET, 0-30100** **Fee Received :Ksh 2000**  
**ELDORET, has been permitted to conduct**  
**research in Uasin-Gishu County**  
**on the topic: INFLUENCE OF KENYA**  
**EDUCATION MANAGEMENT INSTITUTE**  
**CAPACITY BUILDING PROGRAMME ON**  
**HEADTEACHERS MANAGEMENT**  
**COMPETENCIES IN PUBLIC PRIMARY**  
**SCHOOLS IN UASIN GISHU COUNTY**  
**KENYA**  
**for the period ending:**  
**30th October, 2019**

  
**Applicant's Signature**

  
  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

## APPENDIX V

## RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/72773/25951**

Date: **3<sup>rd</sup> November, 2018**

Josephine Gesare Ongori  
University of Eldoret  
P. O. Box 1125-30100  
**ELDORET.**

**RE: RESEARCH AUTHORIZATION**

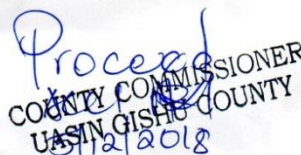
Following your application for authority to carry out research on ***“Influence of Kenya Education Management Institute capacity building programme on headteachers management competencies in Public Primary Schools in Uasin Gishu County Kenya”***

I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **30<sup>th</sup> October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

  
**Proceed**  
**COUNTY COMMISSIONER**  
**UASIN GISHU COUNTY**  
**5/12/2018**

Copy to:

The County Commissioner  
Uasin Gishu County.

The County Director of Education  
Uasin Gishu County.

## APPENDIX VI


## SIMILARITY INDEX/ANTI-PLAGIARISM REPORT

## Turnitin-Originality Report

Processed on: 22-Apr-2021 11:01 EAT  
ID: 1566431359  
Word Count: 46383  
Submitted: 1

**EDU/PhD/EA/019/014 By  
Ongori Josephine G.**

Document Viewer



Similarity Index	Similarity by Source
<b>17%</b>	Internet Sources: 15% Publications: 3% Student Papers: 3%

include quoted  include bibliography  excluding matches < 5 words mode:

quickview  (classic) report

1% match (Internet from 12-Apr-2021) <a href="http://Erepository.uorbi.ac.ke">http://Erepository.uorbi.ac.ke</a>	<input type="checkbox"/>
<1% match (Internet from 12-Apr-2021) <a href="http://Erepository.uorbi.ac.ke">http://Erepository.uorbi.ac.ke</a>	<input type="checkbox"/>
<1% match (Internet from 05-May-2016) <a href="http://www.jern.com">http://www.jern.com</a>	<input type="checkbox"/>
<1% match (Internet from 15-Jun-2017) <a href="http://www.jern.com">http://www.jern.com</a>	<input type="checkbox"/>
<1% match (Internet from 05-May-2016) <a href="http://www.jern.com">http://www.jern.com</a>	<input type="checkbox"/>
<1% match (Internet from 28-Dec-2019) <a href="http://www.jern.com">http://www.jern.com</a>	<input type="checkbox"/>
<1% match () Dampson, Dandy George. 'Teacher participation in decision-making in Ghanaian basic schools: a study of some selected basic schools in the Cape Coast Metropolitan area and Mfartseman Municipality in the Central Region of Ghana. Volume 1 and 2'	<input type="checkbox"/>
<1% match (Internet from 05-May-2016) <a href="http://jeteraps.scholarlinkresearch.com">http://jeteraps.scholarlinkresearch.com</a>	<input type="checkbox"/>
<1% match (Internet from 05 May 2016) <a href="http://jeteraps.scholarlinkresearch.com">http://jeteraps.scholarlinkresearch.com</a>	<input type="checkbox"/>