

**INFLUENCE OF IN-SERVICE TRAINING ON PUBLIC SECONDARY
SCHOOL PRINCIPALS' MANAGEMENT OF FINANCES AND HUMAN
RESOURCES IN BUSIA COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This research work is dedicated to my family

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TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Acknowledgements	iv
List of tables	viii
List of figures	ix
Abbreviations and acronyms.....	x
Abstract	xi

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	8
1.3 Purpose of the study.....	9
1.4 Objectives of the study.....	9
1.5 Research questions.....	10
1.6 Significance of the study.....	10
1.7 Limitations of the study	11
1.8 Delimitations of the study	11
1.9 Basic assumptions of the study	11
1.10 Definition of significant terms	12
1.11 Organization of the study.....	13

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction.....	14
2.2 The concept of in-service training	14
2.3 The role of Education Management Institutes in training.	16
2.4 Principals' annual conferences and their role in management.....	19
2.5 Summary of literature review	20
2.6 Theoretical framework.....	22

2.7	Conceptual framework.....	23
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CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction.....	25
3.2	Research design	25
3.3	Target population.....	25
3.4	Sample size and sampling procedure.....	26
3.5	Research instruments.	26
3.6	Validity of instruments.	27
3.7	Instrument reliability.....	28
3.8	Data collection procedures.....	29
3.9	Data analysis techniques	29

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1	Introduction.....	31
4.2	Questionnaire return rate.....	31
4.3	Demographic information.....	32
4.4	Principals' training and management of finances and human resources	47
4.5	Principals' annual conferences and management of resources.....	55
4.6	Principals' pursuit of education and management of resources.....	59
4.7	Challenges faced by the principals in management of finances	61
4.8	Challenges faced by the principals in management of human resources.....	62
4.9	Suggestions for solving day to day administrative challenges.	63

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction.....	66
5.2	Summary of the study	66
5.3	Summary of findings.....	67
5.4	Conclusions.....	69

5.5 Recommendations.....	69
5.6 Suggestions for further research.	70
REFERENCES	71

APPENDICES

Appendix i Letter of introduction	76
Appendix ii Questionnaire for principals.....	77
Appendix iii Questionnaire for teachers	82
Appendix iv:Authorization letter	86
Appendix v: Research permit.....	87

LIST OF TABLES

Table	Page No.
Table 4.1 Questionnaire return rate	31
Table 4.2 Distribution of schools by type	32
Table 4.3 Distribution of principals and teachers by gender	33
Table 4.4 Distribution of principals and teachers by education level	34
Table 4.5 Distribution of principals and teachers by age	35
Table 4.6 Distribution of principals by management experience	36
Table 4.7 Cross-tabulation of principals' experience and school type	37
Table 4.8 Chi square test for principals' experience in schools	38
Table 4.9 Correlation test for Principals experience and the type of school	40
Table 4.10 Cross tabulation for principals experience and school mix	41
Table 4.11 Chi square test for Principals' experience and the school mix	44
Table 4.12 Correlation test for Principals experience and the type of school	45
Table 4.13 Influence of deputy principals on school administration	46
Table 4.14 Duration teachers stayed at their current school	47
Table 4.15 Effectiveness of KEMI courses on management of resources	48
Table 4.16 Principals' competence in Human Resource Management	50
Table 4.17 Principals' effectiveness in Financial Management	52
Table 4.18 Analysis of Variance for training by type of school	54
Table 4.19 Analysis of Variance for training by type of school	56
Table 4.20 Analysis of Variance for principal seminars by type of school	58
Table 4.21 Influence of principals' education on management of resources	60
Table 4.22 Ranking of methods of solving administrative challenges.	64

LIST OF FIGURES

Figure 2.1 Conceptualization of study variables	23
Figure 4.1 Challenges faced by the principals in management of financial resources	61
Figure 4.2 Challenges faced by the principals in management of human resources	63

ABBREVIATIONS AND ACRONYMS

ADEM	Agency for the Development of Educational Management
BOG	Board of Governors
BOM	Board of Management
EFA	Education For All
GOK	Government of Kenya
HftF	Head for the Future
KEMI	Kenya Education Management Institute
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme
KIA	Kenya Institute of Administration
KSSHA	Kenya Secondary Schools Headteachers Association
MDGs	Millennium Development Goals
MOE	Ministry of Education
NCSL	National College for School Leadership
PTA	Parents Teachers Association
QASO	Quality Assurance and Standards Officer
ROK	Republic of Kenya
TSC	Teachers' Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The study sought to determine the extent to which exposure to management training by KEMI, attendance of annual conferences and pursuit of higher education influences principals effectiveness in management of management of finances and human resources. The study was based on the human capital theory originally proposed by Schutz in 1961. The study employed the descriptive survey research design. It targeted all the 100 secondary schools in the county. The study targeted all the 100 public secondary schools in the county. Simple random sampling was used to get 40 principals and stratified random sampling to get 284 teachers as the respondents. Two questionnaire sets were used to collect the required information from the principals and the teachers. Data was analyzed using the Statistical Package for Social Sciences (SPSS) which was used to generate the frequencies, descriptive and ANOVA statistics that were used to answer the research questions. It was established that that KEMI's programme for the principals effectively addressed Management of teaching staff (n=32, mean 1.7812), the budgetary process (n=32, mean 1.7812); Management of staff discipline (n=32, mean 1.7812); Management of support staff (n=32, mean 1.8437); Budget control (n=32, mean 1.8750; recruiting process(n=32, mean 2.00); Handling of disadvantaged groups like HIV positive staff (n=32, mean 2.0625); Staff appraisal (n=32, mean 2.0937); Handling of the staff welfare (n=32, mean 2.1563); Auditing (n=32, mean 2.1875); Management of income generating activities (n=32, mean 2.2812); Staff training and development plan (n=32, mean 2.2813); Resource mobilization (n=32, mean 2.3125) and the general running of the school. The annual conferences were only effective in addressing Management of teaching staff (n=32, mean= 2.1250), Management of supporting staff (n=32, mean= 2.1875) and Resource mobilization (n=32, mean= 2.3125). the principal's level of education had no influence on their management of finances ($p>0.05$) and human resources ($p>0.05$). it was also established that the principal's pursuit of higher education had no influence on their management of finances and human resources ($p>0.05$). Some of the challenges that principals faced in day to day school operation include high BOG drawings, fraud in their accounts department, salary delays for workers, lack of parents support, collection of fees, incompetence of the accountants, rising food prices, delay in disbursement and inadequate funding. Further research was suggested on factors that affect effective human and financial management in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

There is a general view, at the global level, that there is need for assessment of in-service training program for secondary school principals. In England for example, the National College for School Leadership (NCSL) was formed in 2000 to ensure that the current and future leaders develop managerial skills especially in human and financial management and the capacity to lead and transform the school education system into the best in the world. Aspiring principals are prepared through the National Professional Qualification for Headship (NPQH) programme (Fink, 2005) and are inducted through Early Headship Programme (EHP) on ascension to principalship. Those in-serviced are continually developed through Heads for the Future (HftF) programme (Brundret & De Cuevas, 2007).

Kamau (2010) citing, the United States Congress (1970) highlighted the role of the principal and his influence in the school performance by opining:- “In many ways, the school principal is the most influential individual in any school. He/she is responsible for all activities around the school. It is his/her leadership that sets the tone of the school, the climate of learning, the level of professionalism, morale of teachers and the degree of concern for what the students may or may not become.” This calls for constant training.

In Asia, Hong Kong and Singapore have been in the forefront for developing institutions and programmes for preparation and development of principals. For example, in Hong Kong, conceptual Foundations for Leadership education for principals were established by Hong Kong Education Department in 1999 after study visits to similar programmes in England, Scotland, Austria and Singapore (Hammond, 2007). Newly appointed school leaders undergo a nine day mandatory induction course on school management theory and practice offered by the education department. Other forms of development of school leaders include use of workshops and overseas study trips on school management theory and practice (Hammond, 2007). Certification For Principalship (CFP) was introduced in 2002 for aspiring principals as a quality assurance mechanism to ensure that future principals will have met certain leadership requirements in preparing themselves for principalship (Moloi & Bush, 2006).

The American Government in 1974, ordered the investigation of school finances for there was an outcry over how the funds were being utilized (Flippo, 1984).

The investigations revealed that many principals lacked financial management skills hence training programmes needed to be initiated to train the teachers on how to handle finances, among many other duties. In his educational reform programme, President Bill Clinton called for re-testing of teachers' skills which included their financial management skills (Ndongo, 2007). This angered many teachers and generated debate. However, the re-testing was done and the results

indicated that many teachers needed to undergo extensive training in matters pertaining to financial management.

In the developing countries, especially Africa, development of principals is either lacking or not formal (Bush & Oduro, 2006). Oduro and Wanga (2003), observe that though most studies on principals in Africa concentrate on the problems facing principals in the performance of their duties, there are efforts being made by some countries in coming up with programmes for preparation and development of principals. In South Africa for example, Moloji and Bush (2006) argue that apartheid affected both education and social infrastructure. These effects included ineffective leadership and management practices of public schools. New professional development initiatives for principals and aspiring principals in South Africa are now covered in policy Framework for Leadership Education and Management Development. As a result, the Department of Education has developed Advanced Certificate in Education (ACE) in collaboration with 14 universities, unions, and the professional association of principals to train aspiring school principals and develop those already in service. The aim is to create a pool of school managers (Moloji & Bush, 2006).

In the Seychelles, the University of Lincoln (UK) in partnership with Ministry of Education provides training at Masters' level to principals and senior managers on management of institutions of learning while Tanzania's Agency for

Development, formerly MANTEP, offers training of Education Managers (ADEM) and Administrators as well as in-servicing principals in primary and secondary schools.

In the later half of 1990, a survey questionnaire was sent to commonwealth African countries. This questionnaire asked about various aspects of preparation of principals that were being mounted, financed and managed; course content, tutors and materials, evaluation and feedback and future plans (Dadey & Harber, 1991). The questionnaire was sent not only to Ministries of Education but to management institutions, faculties of education, institutes of education and teacher training colleges thought to be involved in such programmes. Information was also sought from professionals in the region. It was found that in all countries which participated in the survey, some form of training is organized for principals. It was however observed from the responses that in most countries, such programmes were far from satisfactory. They tended to be unsystematic, patchy and inadequate in terms of content and coverage. It was also observed that in one or two cases, programmes merely consisted of meetings hurriedly organized by Ministry of Education officials to explain some new government policies on education. In other instances, the survey revealed that the programmes were organized to introduce principals to curriculum innovations and other education reforms without addressing their broader administrative and managerial problems (Dadey & Harber, 1991).

Principals, like any other teachers in Kenya, are trained for classroom management. Many of them have only the basic training they received in their pre-service course having done only one unit in administration. This is hardly enough to prepare them for their managerial skills which include ensuring and maintaining academic excellence. Many principals may therefore be facing challenges in performance of their duties as a result of inadequate training. Principals' training is necessitated by the changing nature of society that brings about new ideas, new technologies and new practices. It is one of the nerve centres of an education system which can be used to raise standards of education at less cost than any other activity. Thus, workers should be kept abreast of any new developments (Wachira, 1996).

The teachers are probably the most important resources that any country has. This is because an efficient human capital development depends on the quality and effectiveness of teachers from whom principals are appointed. Teachers thus play a key role in the overall human resource development in any country (Okumbe, 1998).

Human resource is a fundamentally different resource from other resources as it can be motivated or demotivated, cooperate with management or resist it, perform a huge number of tasks, feel emotion, think, learn and is critical to organizational well-being Ngure (2001) citing (Beer, Spector, Lawrence, Quinnmills & Walton, 1984). For successful steering of institutions, principals need to be equipped with

human skills that enable them to work with other people, communicate and work within teams and conceptual skills which help one to understand and better decide the actions that would ensure mutuality in organizations (Onyango, 2001).

Kamau (2010), quoting Mbiti (1990) asserts, ‘many teachers have and will be given headmastership without any formal training..... When a teacher is picked out to be headteacher, he will find himself in a different world altogether, with new responsibilities, commitments, new problems and in more less free time. This becomes an uphill task for them having had no previous experience in their new roles. Fillipo (1984), notes that after an employee has been recruited and inducted, he/she must be developed to better fit the job. He notes that nobody is a perfect fit at the time of hiring and some training education must take place. One of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school principal. Managing human resources available at school is one of the most important tasks of a school principal (Kamau, 2010). Success of any school progress depends how effective the school, principal can deploy these important resources. Good management of human resources leads to improved productivity and efficiency (Okumbe,1990).

A report on World Conference on Education For All (EFA) held in (Jomtein Thailand, 1990) indicated that the school principals carry prime responsibility for creating an effective educational environment in schools and this includes

management of human and financial resources. Training equips principals with skills necessary to manage human resources and financial resources well. Without these skills, many principals find themselves overwhelmed by the challenging tasks of leadership in schools (UNESCO, 1990).

The Government of Kenya in answer to principals' management needs, established Kenya Education Staff Institute (now KEMI) in 1981 after recommendation of Maina Report of 1978. The report noted that educational administrators were originally trained for teaching and not necessarily for management. The committee reported a series of deficiencies of administrative training among the educational administrators and thus the necessity to establish KESI (KEMI). KESI started operating in 1981 although it was legally established in 1988 under Legal Notice No. 565, (Republic of Kenya, 1988).

KEMI trains educational managers in management skills, especially personnel management, curriculum implementation, employee motivation, financial management and effective implementation of education policies. These courses are offered mainly during the school holidays for two weeks. Olembo, Wanga and Karagu, (1992), Wachira (1996), argues that this duration is too short to satisfy the requirements for complex functions of school headship.

Muthini's study (2004) on principals' perception of KEMI programmes in Nairobi Province, found out that principals appreciated relevance of KEMI programmes but felt that the programmes should be regular and they should be consulted on courses they wish to be covered. There are also other training opportunities offered to principals in Kenya other than those of KEMI by Secondary Schools Heads Association (KSSHA). This body, comprising of principals of secondary schools was formed mainly to discuss educational issues affecting schools. Among them is the in-service programmes that address issues in human resource management and financial management (Kamau, 2010).

1.2 Statement of the problem

To bring about desired outcomes in school, disciplined, motivated and committed human resources are managed by a trained and informed principal (Okumbe, 1999). Principals play a key role in achievement of educational goals and objectives in schools. In spite of their fundamental role, Bush and Oduro (2006) argue that principals are basically trained for classroom teaching and not school management, yet the duties and responsibilities of a classroom teacher are quite different from those of a principal. From the CEO's office January (2013), Busia County has been experiencing various problems in school management since the inception of the 8.4.4 system. Principals of secondary schools have been transferred or re-deployed as a result of mismanagement. It is therefore imperative that mismanagement of secondary schools in Busia County is a serious problem

on the government and society. One question that continues to puzzle leaders, administrators, parents and communities in Busia is how secondary school principals were prepared for the jobs and whether this preparation has implication on their administrative performance. These problems facing the principals are the ones the researcher wants establish. It is clear that principals could be facing challenges and need in-service training in order to manage their schools better.

1.3 Purpose of the study

This study sought to investigate the influence that the in-service training has on public secondary school principals' administrative performance, in Busia County.

1.4 Objectives of the study

This study was guided by the following objectives:

- i. To determine the extent to which exposure to training at Kenya Education Management Institute influences the principals' management of finances and human resources in secondary schools;
- ii. To establish the influence of principals' annual conferences on their management of finances and human resources in secondary schools;
- iii. To determine the influence of principals' pursuit of higher education on their performance of the financial management and human resources;

1.5 Research questions

This study was guided by the following research questions:

- i. To what extent does the principals' exposure to Kenya Education Management Institute influence their management of finances and human resources in secondary school?
- ii. What is the influence of principals' annual conferences on their management of finances and human resources in secondary schools?
- iii. What is the influence of principals' pursuit of higher education in their financial and human resource management?

1.6 Significance of the study

The research findings of this study could be of help in training teachers in management so that future teachers would be equipped with appropriate, flexible leadership styles that may improve efficiency and effectiveness in the institutions they teach. The study was also aimed at providing feedback to KEMI training staff and other planners of professional development activities on the perceived priority areas of in-service for effective secondary school administration and management. Identifying training needs might give training agencies fore knowledge of perceived needs and hence meaningfully address such needs.

1.7 Limitations of the study

It was not possible to control the attitudes exhibited by the respondents as some of them wanted to give socially acceptable answers just to please the researcher. There is scarcity of documented data on training in regards to heads of secondary schools in Busia. Also, given that some administrative tasks are sensitive, the researcher foresaw lack of openness in divulging classified information that touches on such sensitive tasks.

1.8 Delimitations of the study

The study only involved principals and teachers of public secondary schools in Busia County. It dealt specifically with management of human and financial resources.

1.9 Basic assumptions of the study

The study assumed that the in-service programmes are crucial for effective administration, teaching and learning in secondary schools. The study also assumed that the principal who has been trained in school management understands his/her duties and responsibilities and that training of principals contributes significantly to the reduction of malpractices in administration. The study also assumed that all the respondents would give honest and truthful responses.

1.10 Definition of significant terms

Administration: refers to overall control and utilization of school finances and human resources in order to achieve the set goals and objectives of education.

Annual conferences: refers to yearly one week meetings organized by principals of secondary schools to discuss issues related to management of their schools.

Competence: refers to ability of the school principal to give desired and expected results to their respective schools through effectiveness and improvement in management related roles and duties through sound decisions.

Financial management: refers to administrative task which deals with the budgeting, accounting and auditing of school funds to ensure proper and correct use of the same for quality education delivery at secondary school level.

Higher education: refers to education of teachers at university level.

In-service programmes: refers to initiatives put in place by the concerned agencies such as KEMI and KSSHA, and other officers to provide leadership support and preparation for secondary school principals.

Management: refers to planning, organizing, staffing, coordinating, communicating and budgeting done by the principals in their administrative task areas with a view to achieving better academic results, good financial management, human resource management, improved student discipline and good community relations.

Performance: refers to the ability to operate in achieving the success in the management of human and financial resources.

Pre-service training: refers to that training given to would be employees of an organization, in this case teachers, initially, at the diploma colleges or at the university as a preparation for their administrative performance of human and financial management.

1.11 Organization of the study

This research is organized into five chapters, the first chapter consists of the background to the study, statement of the research problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions underlying the study, definition of significant terms used in the study and organization of the study.

Chapter two deals with the literature review. This includes, the concept of in-service training, the role of Kenya Education Management Institute, principals' annual conferences and their role in management, pre-service training theoretical framework and the conceptual framework. Chapter three consists of the research design, target population, sample size and sampling techniques, research instruments, data collection procedures and data analysis techniques. Chapter four contains data analysis, interpretation and discussion of research findings. Chapter five contains summary of the study, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The chapter reviews the literature related to school management, principals' in-service programmes and how they influence principals' administrative performance of tasks, focusing on human resource management and financial management. The study looks at the theoretical background, the concept of in-service training and rationale for management training, the role of Kenya Education Management Institute, the role of the principals' annual conferences, pre-service training. It also reviews studies carried out previously by other researchers on the issues of in-service programmes, summary of literature review and conceptual framework.

2.2 The concept of in-service training

The school principal plays the most crucial role in ensuring school effectiveness (Commonwealth Secretariat, 1997). This role is however complex and demanding as it involves management of finances, human and material resources in a dynamic situation affected by many internal and external forces. The need for in-service of teachers on management has been accelerated by the fact that the principals have had to deal with change on an unprecedented scale (Buckley, 1990). As a result, Buckley adds, a large number of principals have come to accept the fact that good management especially in human and financial

resources, will lead to more effective teaching and learning. According to Cole and Southworth (2005), staff professional development includes those processes that improve the job-related knowledge, skills and attitudes of teachers. They continue to describe staff development as the process that is designed to positively influence knowledge, skills and attitudes of teachers in an attempt to help them improve the learning of students. Kennedy (2005), defines staff development as a set of activities planned and carried out to promote the personal growth of teachers. Various organizations all over the world have adopted and embraced the concept of in-service training as a strategy of attaining the organization's goals. The Kenyan government has recently borrowed from other government in the world, thus Human resource development and financial management is given a key position in government policy structure (Mutua, 2012).

Effective administration of a school also requires proper use of school funds for educational purposes. The fact that the government directs financial resources towards education implies that there is need for efficient management of these recourses, which calls for proper training of its accounting officers. Proper management of school funds is an important component of good school administration because funds constitute the nerve centre of the school. This is central to effective provision of education and ensuring maximum benefits and accountability (Republic of Kenya, 1988). Management training for principals has the following benefits. It helps build confidence and wisdom, empowers

principals to succeed teaches valuable skills, encourages introspection, thus, it gives the opportunity to one to get to know oneself a little better by exploring their motivation to lead better. It also helps principals to get the opportunity to network with other principals and to draw on their experiences. (www.allbusiness.com).

Musella (1992), study of principals of effective schools in Canada, contented that effective schools can only result from deliberate efforts to provide opportunities for continued professional growth and self renewal for both principals and teachers. Professional development programmes should be designed to meet the needs of principals who have to cope with the ever changing expectation of educational administration. This study will seek to assess the influence in-service training has on secondary school principals' management of human and financial resources.

2.3 The role of Education Management Institutes in training.

Training equips principals with skills necessary to manage human resources and financial resources well. At the global level, the Canadian Institute of Management (CIM) is a federally and provincially chartered association established in 1942. It trains managers for leadership skills in supervisory management, certificate and designation in management and administration (CIM) human resource management, managerial accounting, and managerial

finances among others. Thus, it caters for all public managers who aspire to improve their managerial skills, including principals. (www.mohawkcollege.ca/continuing-edu).

In Tanzania, the Agency for the Development of Educational Management (ADEM) formerly MANTEP Institute, was launched on 31st August 2001. The main objective was to provide educational management and administrative training for all categories of educational administrative personnel, aimed at promoting quality of education through training, research and consultancy in educational management and administration and hence to produce both effective and efficient professional educational managers and administrators (www.ademtz.com).

In Ghana, the Ghana Institute of Management and Public Administration (GIMPA) is a leading management development institution which trains managers in leadership management and administration, policy analysis, consultancy and research. GIMPA's main aim is to enhance the capabilities of middle and top level executives in public and private sectors.

In 1978, the Ministry of Education commissioned a study team committee on the possibility of establishing KESI, now KEMI, whose mandate was to train education personnel. The committee noted that educational administrators were

originally trained for classroom teaching and not necessarily for management. The committee reported a series of deficiencies of administrative training among the educational administrators. With these findings, there was a recommendation for the establishment of KESI in 1981. KESI started operating in 1982 although it was legally established in 1988 under legal notice no. 565. The mission was to improve and maintain the quality of education by enhancing the capacity of school administrators through effective and efficient training, research and consultancy services (www.kemi.ac.ke).

KESI (KEMI) trains educational managers in management skills especially personnel management staff motivation, curriculum implementation, financial management, emerging issues in education such as HIV/AIDS, gender issues, management of change, human and public relations, effective implementation of education policies among others. These courses are offered mainly during the school holidays for two weeks, Olembo, Wanga and Karagu, (1992), Wachira (1996), argue that this duration is too short to satisfy the requirements for complex functions of school headship. Muthini's study (2004) on principals' perception of KESI programmes in Nairobi Province, established that principals appreciated relevance of KESI programmes but felt that the programmes should be regular and they should be consulted on courses they wish to be covered.

2.4 Principals' annual conferences and their role in management

Human resources are the most important components of any school, Onyango (2001). He further adds that teachers comprise the most important staff in the school. The principal's responsibility in human resource management involves; leading and motivating staff, delegating responsibility effectively and conflict management. According to Orlosky (1984), human resource and financial management determine the way the school is managed and whether or not the school will meet its objectives. Hence the principals should constantly update through training in human and financial management.

In Australia, the Australian Secondary Principals' Association comprises of different associations from different states. For example, the Queensland Secondary Principals' Association (QSPA) – Australia, leads the education agenda by advocating for public education and welfare of school principals through yearly conferences. Another principals' association, the Queensland Association of State School Principals (QASSP), holds conferences for principals that address improvement of school performance through empowerment of principals, builds networks of professional support and helps to share innovation and creativity (www.aspa.asn.au).

In Nigeria, All Nigerian Conference of Principals of Secondary Schools (ANCOPSS), is a professional organisation of principals of post-primary schools

approved by the government. It was formed in 1956, in Kaduna – Nigeria. It trains principals in leadership styles, staff development programmes and teaching methods (www.acronymfinder.com/AllNigeria-c).

The study on principals’ annual conferences in Kenya, Goldring and Vye (2004) stipulates that KSSHA is a national body to which principals of public secondary schools belong and amongst other activities, it organizes annual conferences at county, provincial and national level in which they discuss educational issues affecting their schools and ways in which such issues can be addressed. Issues addressed include financial management, policy issues, guidance and counseling, discipline, parenting, staff management, amongst others.

To enhance performance of their managerial duties, some principals feel that they can learn from their experienced and successful counterparts through consultation and this is what the conference do, (www.jhssnet.com) subsequently in case of any concern or predicament, they consult their counterparts for advice and support. Matters that are mostly consulted on include finances, discipline, staff management, decision making and academics.

2.5 Summary of literature review

The literature presented in this study emphasizes the role of the principals as human and financial managers. It discusses the need for relevant and adequate

training of secondary school principals in Kenya. It has discussed the courses offered to principals by KESI, KSSHA and others. It is evident that these in-service courses have ideal structures for in-servicing education managers. However, Wachira (1996), argues that the duration of the courses is too short to satisfy the requirements for complex work of principals. Wachira further argue that principals also feel that they should be consulted on the content offered. This begs the questions; does pursuit of higher education by the principals' influence their performance of the financial management and human resources? To what extent does exposure to training at Kenya Education Management Institute influence the principals' management of finances and human resources in secondary schools?

There is need for the organizers of the professional development activities to consider different training aspects so as to address the current needs for school administrators who have to cope with the ever changing expectation of educational administration (Musella, 1992).

Muthini, 2004 found out that some principals felt their experience is the most critical aspect of leadership and management because it this prepared them for school administration. Investigation on administrative performance of human resources and financial management has not been done in Busia County before. It is in light of these findings that this study sought to investigate the influence of in-service training on public secondary school principals' administrative performance, in Busia County.

2.6 Theoretical framework

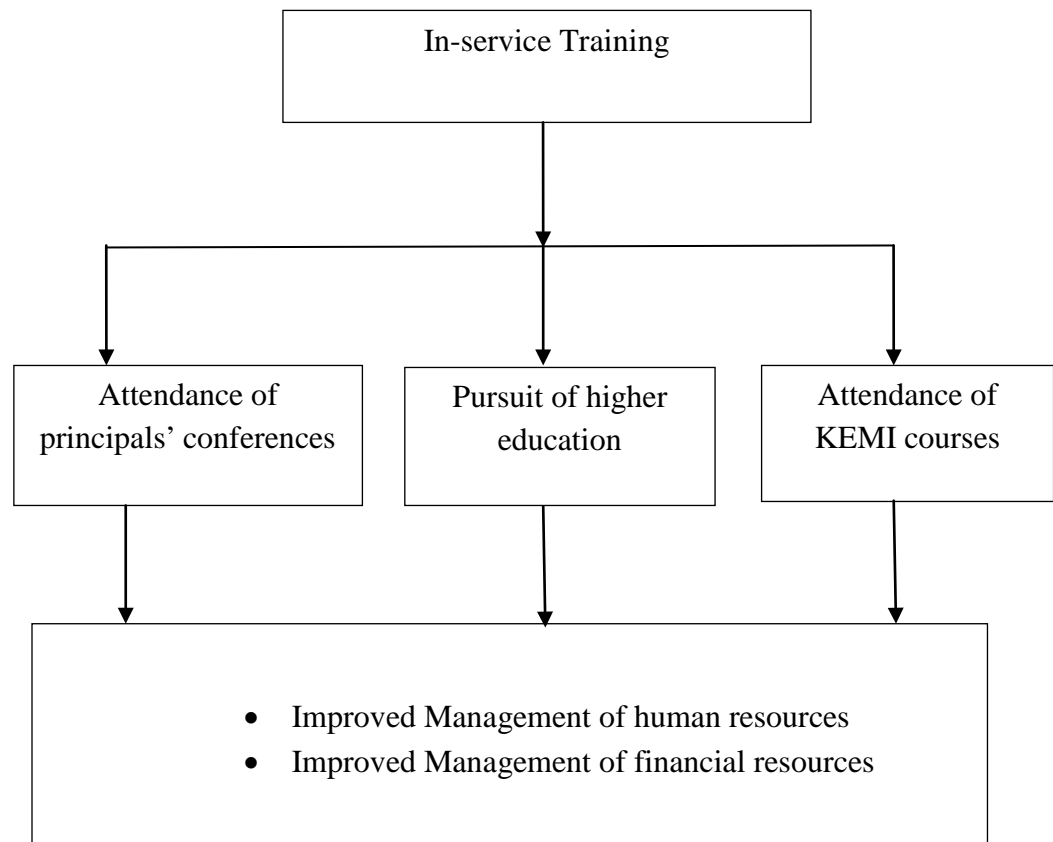
The theoretical framework in this study is based on the human capital theory originally proposed by Schutz in 1961 as quoted by Ndongo (2007). Using the human capital theory, Schutz introduced returns on investment which highlights the cost benefit analysis of training and education. According to the human capital theory, education or training raises the productivity of workers by imparting useful knowledge and skills. It postulates that expenditure on training and education is costly and should be considered an investment.

The human capital theory is applicable to this study as it influences decisions in management. By encouraging principals to attend in-service training, this enhances their abilities and they will feel that high levels of performance are feasible. This theory postulates development of skills as an important factor in production activities. It looks at positive social change as likely to be associated with the production of quality citizenry. This study employs the human capital theory to find out the influence of in-service training on principals' administrative performance in human and financial resources in Busia County. The applicability of the theory in the study can be seen in the fact that the theory has a bearing on school principals' competence in performance of tasks. Using this theory, the study sought to unearth the necessary managerial skills that the secondary school principals could acquire through in-service programs to improve their human and financial management practices.

2.7 Conceptual framework

The conceptual framework is presented diagrammatically. It illustrates the relationship between the independent and the dependent variables.

Figure 2.1 Conceptualization of study variables



The conceptual framework starts with the in-service training of principals. It illustrates the interrelationships between secondary school principals, in-service programmes and their competence in management of financial and human resources. The in-service programmes include: principals' annual conferences, Kenya Education Management Institute courses, and so on. In financial

management, the principals should have skills in budget preparation, resource mobilization, auditing of school accounts, financial control, budget tracking and so on. In human resource management, the principals should have enhanced administrative performance in staff recruitment, staff development, staff motivation, staff discipline among others. Having attained these skills, the principals will be able to take control of management of human and financial resources, thereby improving school performance in general.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, sample size and sampling procedure, research instruments, validity of instruments, instrument reliability, and data collection procedure and data analysis. This section explored the research methodology that guided the collection of data for this study. It also justified why the methodology to be applied was the one appropriate.

3.2 Research design

This study employed the descriptive survey. Best and Khan (1998) note that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The choice of the descriptive survey was applicable to this study because it enabled the researcher to gather, summarize, present and interpret information concerning the influence of in-service training on public secondary school principals' administrative performance in Busia County.

3.3 Target population

Mugenda and Mugenda (2008) observed that target population should be explicitly and unequivocally defined, otherwise, statements about the target population after the analysis of data will not be trustworthy. Busia County has 100

secondary schools according to the County Education Office data 2013 with a total of 711 TSC teachers.

3.4 Sample size and sampling procedure

A sample is a representative part of a population (Peter, 1994). Thus by studying the sample, the researcher can be able to know about the population without having to study the entire population. To obtain the sample of the population, the researcher used 40 percent of the population as suggested by Cohen and Manion (1989), who state that to be representative, a sample should have 30 or more test items. 40 percent of the 100 secondary schools were sampled using random sampling criteria of all even numbers obtained by the use of a list from the education offices. The study purposed to use the principals and teachers. From each school, seven teachers were used. Schools were divided into school types thus, boys boarding, girls boarding, mixed boarding and day. A total of 40 principals and 284 teachers participated. The numbers conform to the widely held rule of the thumb: to be representative, a sample should have 30 or more test items (Cohen & Manion, 1989).

3.5 Research instruments.

This researcher used a questionnaire to collect data from the respondents. A questionnaire is a research instrument which consists of a series of questions for the purpose of gathering information (Peter, 1994). Questionnaires were used

because they do not require much effort as the verbal and telephone interviews. The data collected using questionnaires is easy to classify and this makes it easy to compile. The questionnaire contained both open and close ended questions. In addition, the questionnaires had background information. Questionnaires were used because they permit collection of data from a large sample (Kothari, 1985). Questionnaires also allow respondents to give frank answers to sensitive questions without fear of victimization (Mugenda and Mugenda, 1999).

3.6 Instrument validity

Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Cohen & Manion, 1989). To enhance validity of the questionnaires, the researcher tested both face and content validity. Face validity refers to the likelihood that a question was misunderstood or misinterpreted. According to Mugenda and Mugenda, 1999, pretesting survey is a good way of increasing the likelihood of face validity. The researcher used a pilot (pretest) to identify those items that could be misunderstood and such items will be modified accordingly hence increasing face validity. Content validity on the other hand refers to whether an instrument provides adequate coverage of a topic. Prior to visiting the schools for data collection, the researcher pretested the questionnaires using five secondary schools, in this case, five principals and five teachers from each school were randomly sampled for the pilot study each coming from the following type of schools: one girls' boarding, one boys' boarding, one

girls' day, one boys' day and one mixed school. In the process all the ambiguous items in the tools were addressed. Best and Kahn (1993) state that content validity of research instruments is enhanced through expert judgement. The researcher consulted university lecturers who are experts in the area of educational administration.

3.7 Instrument reliability

A test is reliable to the extent that it measures whatever it is measuring consistently (Best & Kahn, 1998). To establish reliability of the research, instruments, test-retest technique was used, where by the researcher administered the questionnaires to the pilot study respondents at an interval of two weeks. The two sets of questionnaires were scored separately then the correlation co-efficient was computed using the Pearson's Product – Moment Correlation. According to Mugenda and Mugenda (1999), a correlation coefficient r 0.7 is considered appropriate.

The formula for determining r is given below:

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}}$$

Where

x - is the score on test 1

y - is the score on test 2

n - is the number of pairs of data

\sum - is the sum of the values

The study achieved a reliability coefficient of 0.88 for the principals questionnaire and 0.82 for the teachers questionnaire which confirmed that the instruments used yielded reliable information. According to Mugenda and Mugenda (1999), a coefficient of 0.80 or more simply shows that there is high reliability of data.

3.8 Data collection procedures

The administration of data collection instruments was done by the researcher both at pilot and main study. An introductory letter was sought from the Department of Educational Administration and Planning, University of Nairobi, to help obtain a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

A copy of the permit and an introductory letter was presented to the County Education Officer, Busia. The researcher then administered the research instruments to the principals and teachers of the sampled schools. All principals and teachers were given at least two days to complete the questionnaire items. Respondents were assured of confidentiality of their responses.

3.9 Data analysis techniques

Data analysis is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting instruments. In analyzing data, the researcher examined each piece of information in each instrument, organized data

as per objective, coded the data then developed the code sheet. Quantitative data to be derived from the demographic section of the questionnaire and other close-ended questions were analyzed using descriptive statistics by use of percentages and frequencies. Tabulated data was computed using the statistical package for social sciences (SPSS). Qualitative data generated from open-ended questions was organized into themes generated by the research questions.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and findings of the study. It provides general information on the study on the influence of in-service training on public secondary school principals' administrative performance in Busia County, Kenya.

4.2 Questionnaire return rate

A total of 180 questionnaires were distributed to 40 principals and 284 teachers out of which 32 principals and 164 teachers responded. The return rate was as summarized in Table 4.1.

Table 4.1 Questionnaire return rate

Respondent category	No. in the Sample size	No. of responses	Response by percentage
Principals	40	32	80
Teachers	284	164	58
Total	324	196	60

The return rate was therefore 80 percent and 58 percent respectively. Mulusa (1990) says that 50 percent return rate is adequate, 60 percent good and 70 percent very good. The return rate was hence considered adequate enough to

provide required information for the purpose of data analysis. The returned questionnaires were coded, cleaned and analysed using Statistical Package for Social Sciences (SPSS) and data presented using tables figures, and charts.

4.3 Demographic information

In order to understand the kind of secondary schools that existed in the county, the principals were required to indicate the type of school they headed in terms of whether it enrolled boys or girls or both and whether it was day or boarding school. The results were as shown in Table 4.2

Table 4.2 Distribution of schools by type

School size	Frequency	Percent
Boys' Boarding	3	9.4
Mixed Day	3	9.4
Mixed Boarding	5	15.6
Girls' Day	6	18.8
Boys' Day	7	21.9
Girls'Boarding	8	25.0
Total	32	100

The study found out that varied types of schools existed in the county. . This observation indicates that the responses from the teachers and principals would interrogate the research questions from a variety of angles. Girls boarding schools had the highest presentation at 25 percent with boys day schools having a share of 21.9 percent. This finding implied that the principals interrogated the issues of their administrative performance from a balanced approach that encompassed both day and boarding schools and from both single sex and mixed schools.

Further demographic information was sought of the principals, and teachers in terms of their gender, age, qualification, teaching experience, and duration in their current schools. To determine the distribution, the Principals and teachers were asked to indicate their gender. Their responses were as shown in Table. 4.3.

Table 4.3 Distribution of principals and teachers by gender

Gender	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Male	18	56.3	96	58.5
Female	14	43.8	68	41.5
Total	32	100.0	164	100.0

As shown in Table 4.3, 56.3 percent of the school heads were males while 43.8 percent were females. This suggested that headship positions within the county

were dominated by males. However it was noted that the government policy on gender mainstreaming has been implemented in the province and as a result the male gender representation has already met the required basic minimum of 30percent. The gender distribution for the teachers revealed that majority of the teachers (58.3%) were males with a 41.5 percent female representation. The finding implies that there were more male teachers in the county than the females. The distribution of the principals and the teachers by their respective academic qualifications were as presented in Table 4.4.

Table 4.4 Distribution of principals and teachers by education level

Qualification	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Diploma in Education	2	6.3	32	19.5
Bachelor in Education	12	37.5	52	31.7
Bachelor of Arts with PGDE	13	40.6	-	-
Masters in Education	4	12.5	71	43.3
Non response	1	3.1	9	5.8
Total	32	100.0	164	100.0

Data revealed varied qualifications for principals and teachers. Majority of the principals (40.6%) held Bachelor of Arts with a Post Graduate Diploma in Education with a further 12.5 percent holding Masters degrees in education. This implied that most of the school principals were well informed on academic matters and were well equipped to head their respective institutions. This finding

implied that the respondents to the study were well informed on the issues of academic management and were therefore in a position to respond to the issues of principals' administrative performance as enquired by the research tools.

Findings on the academic qualifications of teachers indicated that majority of the teachers(43.3%) held Masters degree in education while the rest held diplomas (19.5%) and bachelors degrees (31.7%). A teacher's academic and professional qualification has significant influence on pupils' achievement (Heyneman 1976). It was encouraging to find out that most of the teachers in the County had acquired higher educational qualifications far above the Ministry of Education's basic requirement of a Diploma in Education.

Information was also sought on the age of the principals and teachers. The results were as shown in Table 4.5.

Table 4.5 Distribution of Principals and teachers by age

Age category	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
21 -25 years	-	-	2	1
26 - 30 years	-	-	8	5
31 - 35 years	3	9.4	21	13
36 - 40 years	8	25.0	26	16
41 - 45 years	18	56.3	62	38
46 years and above	3	9.4	44	27
Total	32	100	164	100

Findings indicate that the majority of the principals were more than forty years of age. This is because for one to be appointed a Principal, he must have served for some period of time as a teacher before qualifying for interviews for principal positions.

For the teachers, an almost equal representation in all the age sets suggesting that there was a well planned succession planning of teachers within the division where younger teachers were recruited as the old ones retired. However it was observed that those below 30 years of age were the minority suggesting that most teachers were being hired into the profession having waited for some time and only got hired as they approached the age of 30 years. It could also be an indicator of an out mobility of teachers below 30 years of age in the district. This finding implied that the respondents had varied exposures to education management issues and were in a position to respond to the issues of principals' administrative performance as enquired by the research tools from their varied experiences.

Information was also sought on the administrative experience of the principals.

The results were as shown in Table 4.6.

Table 4.6 Distribution of principals by management experience

Duration	Frequency	Percent
Less than a year	2	6.3
1 - 5 years	7	21.9
6 - 10 Years	9	28.1

11 - 15 years	8	25.0
16 - 20 years	6	18.8
Total	20	100

Varied exposure periods were presented by the principals' responses where 6.3 percent had less than a years' experience while 18.8 percent had over 16 years of experience. A proportion of 71.8 percent of the principals had served their respective schools for at least five years suggesting that they understood issues on institutional management and instructional supervision of their respective schools in details and were thus able to provide factual information on the influence of in-service training on administrative performance in the county. This finding implied that the principals had varied exposures to education management issues and were in a position to respond to the items as enquired by the research tools from their varied experiences.

To establish the exposure of the principals respective of their school type, a cross tabulation was conducted and the results were as shown in Table 4.7.

Table 4.7 Cross-tabulation of principals' experience and school type

School type	Administrative experience as a secondary school principal					Total
	Less than a year	1 - 5 years	6 - 10 Years	11 - 15 years	16 - 20 years	
Boarding Frequency	1	5	5	3	2	16

	% within	50.0%	71.4%	55.6%	37.5%	33.3%	50.0%
Day	Frequency	1	2	4	5	4	16
	% within	50.0%	28.6%	44.4%	62.5%	66.7%	50.0%
	Total	2	7	9	8	6	32
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Findings show that half of all the principals were in boarding schools while the other half was in day schools. Again, those with less than one years experience were equally distributed. The principals with between one and ten years were slightly more in boarding schools than in days schools while the principals with between 11 and 20 years of experience were more in day schools than boarding school. In order to test whether this difference was statistically significant, a chi square test was conducted and the results were as shown in Table 4.8

Table 4.8 Chi square test for principals' experience in day and boarding schools

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.563 ^a	4	.633
Likelihood Ratio	2.625	4	.622
Linear-by-Linear Association	1.765	1	.184
N of Valid Cases	32		

As seen from Table 4.8, the Pearson chi square was 2.563 which was associated with a risk of 63.3 percent of being wrong in rejecting the null hypothesis that there is no significant difference between principals mean experience in boarding schools and principals mean experience in days schools This is too great a risk far exceeding our standard of 5% risk ($p > 0.05$), and therefore cannot conclude that there is a significant difference between principals mean experience in day schools and principals mean experience in boarding schools. This finding implied that days schools in the county were likely to attract more experienced principals than boarding schools. This finding further implied that the principals interrogated the items in the questionnaire tools from a balanced approach that encompassed their varied exposures from both day and boarding schools and from both single sex and mixed schools points of view.

Further correlation test between Principals experience and the type of school was conducted and the results were as shown in Table 4.9.

The findings above show that day schools in Busia County were likely to attract more experienced principals. According to Olaleka (2009) in his study “professional training for secondary school principals in Nigeria,” Onabanjo University Institute of Education, the more experienced the principals the more conversant they become in their work. He goes further to say that experienced principals, most of whom have worked in several stations, would lead those under

them in the right direction. According to Olaleka (2000) the teaching experience is the yardstick used to select principals in Nigeria.

In Botswana, Mwamwemba and Mwamwemba (1987) cited in World Bank Publication (1990) linked performance of study to the provision of experienced principals and teachers. In Kenya, Eshiwani (1993) observed that the levels of material inputs allocated to schools per student and the level of efficiency with which a fixed amount of material inputs are organized and managed, does raise students' achievement. A possible explanation to this is that to be appointed a principal, one must have been in the profession for a long time. It therefore follows that most principals in Busia County have enough experience in human and financial management. Most day schools are relatively new compared to boarding schools. They need experienced principals.

Table 4.9 Correlation test for Principals experience and the type of school

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Pearson's R	.239	.171	1.346	.189 ^c
Spearman Correlation	.251	.170	1.418	.167 ^c
N of Valid Cases	32			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Pearson's R	.239	.171	1.346	.189 ^c
Spearman Correlation	.251	.170	1.418	.167 ^c
N of Valid Cases	32			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The Pearson's co-efficient ($r = .239$, $n = 32$, $p > .05$) reveals that there was a very weak, positive correlation which is not statistically significant between principals experience and the type of school. The spearman's correlation ($r = .251$, $n = 32$, $p > .05$) also confirms a very weak, positive correlation between principals experience and the type of school. The distribution of the principals to the various schools types was random and not dependent on their experience.

Tests were also conducted to ascertain whether the experience was influenced by whether the school was boy only, girls only or mixed. The results of the cross tabulation were as shown in Table 4.10

Table 4.10 Cross tabulation for principals experience and school mix

Administrative experience as a secondary school		
	principal	Total

School		>1	1 - 5	6 - 10	11 - 15	16 - 20	
Mix			years	Years	years	years	
Boys	Frequency	0	3	4	1	2	10
	% within	.0%	42.9%	44.4%	12.5%	33.3%	31.3%
Girls	Frequency	2	3	3	5	1	14
	% within	100%	42.9%	33.3%	62.5%	16.7%	43.8%
Mixed	Frequency	0	1	2	2	3	8
	% within	.0%	14.3%	22.2%	25.0%	50.0%	25.0%
Total		2	7	9	8	6	32
% within		100%	100%	100%	100%	100%	100%

Findings show that 31.3 percent of the principals were in Boys schools 43.8% in Girls schools and 25 percent in day schools. We can therefore conclude that there were more Girls schools than Boys schools in the county. Again, principals with less than 5 years experience were likely to be found in boarding schools as opposed to day schools. Those with between 6 and 10 years were more likely to be found in Boys schools while those with 10 and 15 years were likely to be found in Girls schools. Those with between 15 and 20 years were more likely to be in mixed schools than in other schools. This finding implied that the principals had varied exposures with both day and boarding schools and from both single sex and mixed schools. They were thus able to respond to issues of administrative experiences in their respective schools.

To test whether this variation was statistically significant, a chi square test was conducted and the results were as shown in Table 4.11.

Globally, countries are striving to attain the goal of providing secondary school education for all people without discrimination. This is demonstrated by the G8's St. Petersburg Summit in 2006, later, United Nations for Social Education and Cultural Organization (UNESCO) carried out a study to establish the level of compliance to St. Petersburg declaration, the study established that countries like Canada, France and United Kingdom registered high degree of compliance while countries like Germany, Italy, Japan and Russia, registered low levels of compliance to the declaration that championed the equity in education, in order to achieve the United Nation (UN) Millennium Development Goals (MDGs) of eliminating gender disparity in education by 2015.

The participation of GOK in the Jomtien Conference in 1990, and its subsequent endorsement of EFA declaration, reinforced the commitment Kenya has on the provision of education to all its citizens. The events related to development of education sector in the country following the Jomtien conference exhibit how Kenya has tried to domesticate the EFA Declaration, Eshiwani,(1993). Many girls' schools in Busia County are a demonstration of gender parity practiced in the county.

Table 4.11 Chi square test for Principals' experience and the school mix

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.005 ^a	8	.433
Likelihood Ratio	8.895	8	.351
Linear-by-Linear Association	1.207	1	.272
N of Valid Cases	32		

The Pearson chi square was 8.005 which was associated with a risk of 43.3 percent of being wrong in rejecting the null hypothesis that there is no significant difference between principals mean experience in boys schools, girls schools, and day schools. This is too great a risk far exceeding our standard of 5% risk ($p > 0.05$), and therefore cannot conclude that there is a significant difference between principals mean experience in boys schools, girl schools and mixed schools.

Results on correlation test between Principals experience and the school mix were as shown in Table 4.12.

Table 4.12 Correlation test for Principals experience and the type of school

Symmetric Measures				
	Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig. ^c
Pearson's R	.197	.166	1.102	.279 ^c
Spearman Correlation	.204	.172	1.140	.263 ^c
N of Valid Cases	32			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

The Pearson's co-efficient ($r = .197$, $n = 32$, $p > .05$) reveals that there was a very weak, positive correlation which is not statistically significant between principals experience and the school mix. The Spearman's correlation ($r = .204$, $n = 32$, $p > .05$) also confirms a very weak, positive correlation between principals experience and the type of school.

The principals were asked whether they had the opportunity to serve as deputy principals, they were also to indicate their opinion on whether the position of a deputy principal prepares one to take full headship. The results were as shown in Table 4.13.

Table 4.13 Influence of deputy principals on school administration

		Do you think being being a deputy - head prepares a teacher for headship?			
		Yes	No	Total	
Before appointment as a principal, did you have the opportunity to serve as a deputy head?	Yes	Frequency	28	0	28
		% within	100.0%	.0%	90.3%
	No	Frequency	0	3	3
		% within	.0%	100.0%	9.7%
Total			28	3	31
		% within	100.0%	100.0%	100.0%

From Table 4.12, majority of the principals (90.3%) indicated that they had the opportunity of serving as deputy principals before their appointment to principal's positions; a small proportion (9.7%) however did not serve as deputies. Those who had served as deputies indicated that the deputy principal's position prepares one for the full principal's position. On the other hand, those who had not served as deputies believed that the position did not prepare one for the full principals' position. Information was also sought on the duration teachers had been their current stations. The results were as shown in Table 4.14.

Table 4.14 Duration teachers stayed at their current school

Duration	Teachers	
	Frequency	Percent
1 - 3 years	81	49.4
4 - 6 years	37	22.6
7 - 9 years	18	11.0
10 and above	26	15.9
Did not respond	2	1.2
Total	164	100

The study revealed that 49.4 percent of the teachers had been at their current working station for less than three years while 49.5 had over three of experience. This implied that the responding teachers clearly understood the institutional management and supervision issues that existed in their respective schools and were thus able to participate in the study.

4.4 Principals' training and management of finances and human resources

The first objective of the study was to determine the extent to which exposure to training at Kenya Education Management Institute influences the principals' management of finances and human resources in secondary schools. A number of questions were posed to the principals in form of a likert scale. They were to indicate the effectiveness of the KEMI's in-service programme courses in

relation to the enhancement of principals performance in human and financial resources. They were to rank the effectiveness of the course content as either highly effective, effective, average, less effective, not effective. Descriptive statistics were used to analyze the data where, highly effective was coded as (1), effective (was coded as 2), average (as 3), less effective (as 4) and not effective (as 5). The responses were analyzed as shown in Table 4.15

Table 4.15 Effectiveness of KEMI courses on performance in human and financial resources

	N	Min	Max	Mean	Std.Dev
Management of teaching staff	32	1.00	3.00	1.7188	.68318
Undertaking the budgetary process	32	1.00	3.00	1.7188	.68318
Management of staff discipline	32	1.00	4.00	1.7812	.83219
Management of supporting staff	32	1.00	3.00	1.8437	.76662
Budget control	32	1.00	4.00	1.8750	.75134
Management of recruiting process	32	1.00	3.00	2.0000	.87988
Handling of disadvantaged groups like HIV positive staff	32	1.00	4.00	2.0625	.87759
Staff appraisal	32	1.00	3.00	2.0937	.85607
Handling of the staff welfare	32	1.00	5.00	2.1563	.95409
Audit of books of accounts	32	1.00	5.00	2.1875	.85901
Management of income generating activities	32	1.00	4.00	2.2812	.85135
Staff training and development plan	32	1.00	4.00	2.2813	.77186
Resource mobilization and running of the school	32	1.00	5.00	2.3125	1.06066
Valid N (listwise)	32				

From the descriptive statistics, mean scores of less than 2.4 indicated that the courses were effective in addressing the task area while a mean of 3.5 and above indicated that the courses were not effective in addressing the task area. A mean of between 2.5 and 3.4 indicated that the principal were indifferent about the effectiveness of the course on the particular task.

As seen from Table 4.15, all the task areas had a mean of less than 2.4 suggesting that KEMI courses were effective in addressing all the task areas listed for the principals. We can therefore conclude that KEMI's programme for the principals effectively address: Management of teaching staff, the budgetary process; Management of staff discipline; Management of support staff; Budget control; recruiting process; Handling of disadvantaged groups like HIV positive staff ; Staff appraisal; Handling of the staff welfare; Auditing ; Management of income generating activities; Staff training; development plan; Resource mobilization and the general running of the school. This finding therefore established that exposure to training at Kenya Education Management Institute influenced the principals' management of finances and human resources in secondary schools.

To confirm this information, teachers were asked to evaluate their respective principals on various tasks regarding human resource and financial management. On human resource tasks, the teachers were to indicate the level of competence they thought their principals had while on financial management tasks they were to rank their principals level of performance. They were to rank the level of competence and the level of performance as either very high, high, average, low,

or very low. Descriptive statistics were used to analyze the data where, very high was coded as (1), high (was coded as 2), average (as 3), low (as 4) and very low (as 5). The responses Human Resource Management were analyzed as shown in Table 4.16.

Table 4.16 Principals' competence in Human Resource Management

	N	Min	Max	Mean	Std_Dev
Cultivating a good relationship with staff	164	1.00	5.00	2.0183	1.08799
Principals carries out needs, analysis before employment of new staff	163	1.00	5.00	2.1227	1.02303
understanding conflicts and resolving them	163	1.00	5.00	2.1288	1.07236
Building a motivating climate to enhance teamwork	164	1.00	5.00	2.1341	1.04807
Making decision jointly and observing principles of collective responsibility	164	1.00	5.00	2.1463	1.12552
Acquisition and retention of staff personnel	163	1.00	5.00	2.1595	1.02996
Induction and orientation programme	163	1.00	5.00	2.1656	.99545
Staff welfare	164	1.00	5.00	2.1707	1.04857
Gender concerns in the school	163	1.00	5.00	2.1963	.94188
Proving opportunity for proffessional growth	164	1.00	5.00	2.2256	1.01114
formulating personnel policies and guiding employment standards	163	1.00	5.00	2.2577	1.05754
Appraising teacher perfomance	163	1.00	5.00	2.3006	1.04901
Reward system to recognise perfomance	163	1.00	5.00	2.3988	1.05725
Writing confidential reports of teachers	164	1.00	5.00	2.4085	1.11770
Valid N (listwise)	162				

From the descriptive statistics, mean scores of less than 2.4 indicated that in the teachers' opinion the principals were competent in the respective HRM task while a mean of 3.5 and above indicated that the principals were not competent in the respective HRM task. A mean of between 2.5 and 3.4 indicated that the teachers were indifferent about their principal's competence.

From Table 4.15, all the task areas had a mean of no more than 2.4 suggesting that the teachers viewed their principal as competent in all the HRM tasks. As such, the principals were competent in: cultivating a good relationship with staff; carrying out needs analysis before employment of new staff; understanding conflicts and resolving them; building a motivating climate to enhance teamwork; making decision jointly and observing principles of collective responsibility; acquisition and retention of staff personnel; induction and orientation programmes; staff welfare; gender concerns in the school; providing opportunity for professional growth; formulating personnel policies and guiding employment standards; appraising teachers' performance; setting reward systems to recognize performance; and in writing confidential reports of teachers.

Staff development and training has the important dual function of utilization and motivation. By improving employees' ability to perform the tasks required by the school, training allows better use to be made of human resources by giving employees a feeling of mastery over work. Nicholson 1999, notes that in France,

principals are trained before appointment to principalship while emphasis is put on job training. The government of Kenya, in answer to principals' management needs, established the Kenya Education Management Institute after recommendations of Maina Report of 1978. It trains educational managers in various aspects of school management including human resource management and financial management. From the findings in this study, majority of the principals are perceived as competent in all human financial resource tasks. This can only mean that majority of the principals have undergone in-service training in the area of human resource management and financial management.

Results on the financial performance of the principals were as shown in Table 4.17.

Table 4.17 Principals' effectiveness in Financial Management

	N	Min	Max	Mean	Std.Dev
Maintenance of school records	164	1.00	5.00	2.0671	.96013
Ordering of text books and other resources	163	1.00	5.00	2.1104	.98135
Determining sources of school revenues	163	1.00	5.00	2.2025	.96327
Auditing of books of accounts	163	1.00	5.00	2.2761	.95767
Resource mobilization for improving school programmes	163	1.00	5.00	2.2945	.94237
Budget preparation	163	1.00	5.00	2.3374	.98896
Resource mobilization	163	1.00	5.00	2.3620	.96111

Mean scores of less than 2.4 would indicate that in the teachers' opinion, the principals were competent in the respective financial management task while a mean of 3.5 and above would indicate that the principals were not competent in the respective HRM task. A mean of between 2.5 and 3.4 would indicate that the teachers were indifferent about their principal's competence. From Table 4.17, all the task areas had a mean of no more than 2.4 concluding that the principals level of performance was high in: maintenance of school records; ordering of text books and other resources; determining sources of school revenues; auditing of books of accounts; resource mobilization for improving school programmes; budget preparation; and in resource mobilization. We can therefore conclude that the KEMI programme for principals positively influences the principals' management of finances and human resources in secondary schools.

To test whether there was any statistical difference in responses among the principals of various school types, an analysis of variance (ANOVA) was conducted (one way test) to establish whether there were any statistically significant variations within each of the respective finance and human resource tasks in respect to the school was day or boarding. The test was done at 95% confidence level. As such the level of significance for rejecting the null hypothesis was set at a p-value of 0.05. The results of the ANOVA were as shown in Table 4.18.

Table 4.18 Analysis of Variance for training by type of school

	Sum of Squares	df	Mean Square	F	p-value.
Acquisition and retention of staff personnel	4.514	31	2.257	2.145	0.12
Cultivating a good relationship with staff	4.258	31	2.129	1.806	0.168
Making decision jointly and observing principles of collective responsibility	8.23	31	4.115	3.333	0.038
Building a motivating climate to enhance teamwork	3.523	31	1.761	1.613	0.203
Proving opportunity for professional growth	0.69	31	0.345	0.332	0.718
Writing confidential reports of teachers	4.382	31	2.191	1.763	0.175
Appraising teacher performance	2.943	31	1.472	1.357	0.26
Understanding conflicts and resolving them	8.943	31	4.471	4.026	0.02
Formulating personnel policies and guiding employment standards	0.132	31	0.066	0.058	0.944
Reward system to recognize performance	7.641	31	3.82	3.555	0.031
Principals carries out needs, analysis before employment of new staff	4.456	31	2.228	2.156	0.119
Induction and orientation programme	5.08	31	2.54	2.656	0.073
Gender concerns in the school	1.439	31	0.719	0.804	0.449
Staff welfare	0.711	31	0.356	0.325	0.723
Maintenance of school records	0.927	31	0.463	0.499	0.608
Ordering of text books and other resources	0.069	31	0.034	0.035	0.966
Determining sources of school revenues	4.215	31	2.108	2.304	0.103
Resource mobilization for purposes of improving school programmes	1.99	31	0.995	1.119	0.329
Budget preparation	3.092	31	1.546	1.587	0.208
Resource mobilization	2.721	31	1.36	1.476	0.232

Auditing of books of accounts	3.023	31	1.511	1.657	0.194
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As seen from Table 4.18, the Sum of Squares, degrees of freedom, Mean Squares, F-statistic and p-value were computed for each of the human resource and financial management tasks. We were to consider individual tasks as having significant variations if the p-value was less than 0.05. From Table 4.18, all the tasks had a significance of more than 0.05 suggesting that none of the individual tasks had any significant variations. As such we conclude that the KEMI programme for principals positively influences the principals' management of finances and human resources in secondary schools irrespective of their being day or boarding schools.

4.5 Principals' annual conferences and management of finance and human resources

The second objective of the study was to establish the influence of principals' annual conferences on their management of finance and human resources in secondary schools. To achieve this, the principals were asked to indicate the level of effectiveness of principals' annual conferences on their execution of a number of human resource and financial management tasks that regularly form part of the principals' duties. The questions were presented in a likert scale format and the principals were to rank the conferences as either highly effective, or effective or average or less effective or not effective.

Descriptive statistics were used to analyze the data where, highly effective was coded as (1), effective (was coded as 2), average (as 3), less effective (as 4) and not effective (as 5). The responses were analyzed as shown in Table 4.19.

Table 4.19 Analysis of Variance for training by type of school

	N	Min	Max	Mean	Std.Dev
Management of teaching staff	32	1.00	4.00	2.1250	.75134
Management of supporting staff	32	1.00	3.00	2.1875	.69270
Resource mobilization	32	1.00	3.00	2.3125	.64446
Management of staff discipline	32	1.00	4.00	2.3750	.75134
Handling of the staff welfare	32	1.00	4.00	2.3750	.70711
Management of income generating activities	31	1.00	4.00	2.5161	.72438
Budget control	32	1.00	4.00	2.5937	.71208
Management of recruiting process	32	1.00	4.00	2.5938	.66524
Handling of disadvantaged groups like HIV positive staff	32	1.00	4.00	2.6250	.83280
Staff appraisal	32	1.00	5.00	2.7188	.92403
Undertaking the budgetary process	32	2.00	4.00	2.7500	.62217
Audit of books of accounts	32	2.00	5.00	2.8125	.85901
Valid N (listwise)	31				

Mean scores of less than 2.4 would indicate that the annual conferences were effective in addressing the tasks while a mean of 3.5 and above would indicate that the annual conferences were ineffective. A mean of between 2.5 and 3.4

would indicate that the teachers were indifferent about the annual conferences ability to effectively address the tasks.

From Table 4.19, it was established that, the annual conferences were only effective in addressing Management of teaching staff, Management of supporting staff and Resource mobilization. These tasks had a mean of less than 2.4. The principals were indifferent on the conference's ability to address issues relating to; management of staff discipline; Handling of the staff welfare; management of income generating activities; budget control; management of recruiting process; handling of disadvantaged groups like HIV positive staff; staff appraisal; undertaking the budgetary process and in audit of books of accounts. We can therefore conclude that the principals' annual conferences are only effective in addressing a few human resource issues and not on any of the financial management tasks.

To test whether there was any statistical difference in responses among the principals of various school types, an analysis of variance (ANOVA) was conducted (one way test) to establish whether there were any statistically significant variations within each of the respective finance and human resource tasks in respect to the school was day or boarding. The test was done at 95% confidence level. As such the level of significance for rejecting the null

hypothesis was set at a p-value of 0.05. The results of the ANOVA were as shown in Table 4.19.

Table 4.20 Analysis of Variance for principal seminars by type of school

	Sum of Squares	df	Mean Square	F	p-value.
Management of teaching staff	14.188	31	0.473	0.595	0.447
Management of supporting staff	17.438	31	0.581	1.344	0.255
Management of recruiting process	24.0	31	0.8	0	1
Management of staff discipline	21.188	31	0.706	0.398	0.533
Resource mobilization and running of the school	33.75	31	1.125	1	0.325
Handling of the staff welfare	28.188	31	0.94	0.033	0.857
Staff appraisal	21.938	31	0.731	1.068	0.31
Handling of disadvantaged groups like HIV positive staff	21.875	31	0.729	2.743	0.108
Undertaking the budgetary process	14.438	31	0.481	0.065	0.801
Budget control	17.5	31	0.583	0	1
Audit of books of accounts	22.375	31	0.746	0.67	0.419
Management of income generating activities	22.438	31	0.748	0.042	0.839

As seen from Table 4.20, the Sum of Squares, degrees of freedom, Mean Squares, F-statistic and p-value were computed for each of the tasks. individual tasks

were to be considered as having significant variations if the p-value was less than 0.05. From Table 4.20, all the tasks had a significance of more than 0.05 suggesting that none of the tasks had any significant variations. As such we conclude that that the principals' annual conferences are only effective in addressing a few human resource issues and not on any of the financial management tasks irrespective of whether the school is day or boarding.

4.6 Principals' pursuit of higher education and management of finances and human resources

The third objective to determine the influence of principals' pursuit of higher education on their performance of the financial management and human resources. To achieve this, an analysis of variance (ANOVA) was conducted on the principals level of education and the various human resource and financial management tasks discussed under objective one and two.

To test whether the principal's level of education had any significant influence on their management of finances and human resources, the test was done at 95% confidence level. As such the level of significance for rejecting the hypothesis was set at a p-value of 0.05. The results of the ANOVA were as shown in Table 4.21.

Table 4.21 Influence of principals' education on their management of finances and human resources

	Sum of Squares	df	Mean Square	F	P value.
Management of teaching staff	12.609	27	0.467	0.947	0.432
Management of supporting staff	16.84	27	0.624	0.344	0.794
Management of recruiting process	20.34	27	0.753	1.62	0.208
Management of staff discipline	16.84	27	0.624	2.137	0.119
Resource mobilization and running of the school	32.897	27	1.218	0.513	0.676
Handling of the staff welfare	27.942	27	1.035	0.081	0.97
Staff appraisal	17.34	27	0.642	2.352	0.095
Handling of disadvantaged groups like HIV positive staff	20.84	27	0.772	0.808	0.501
Undertaking the budgetary process	10.186	27	0.377	3.313	0.035
Budget control	14.167	27	0.525	1.616	0.209
Audit of books of accounts	20.436	27	0.757	1.058	0.383
Management of income generating activities	19.231	27	0.712	1.477	0.243

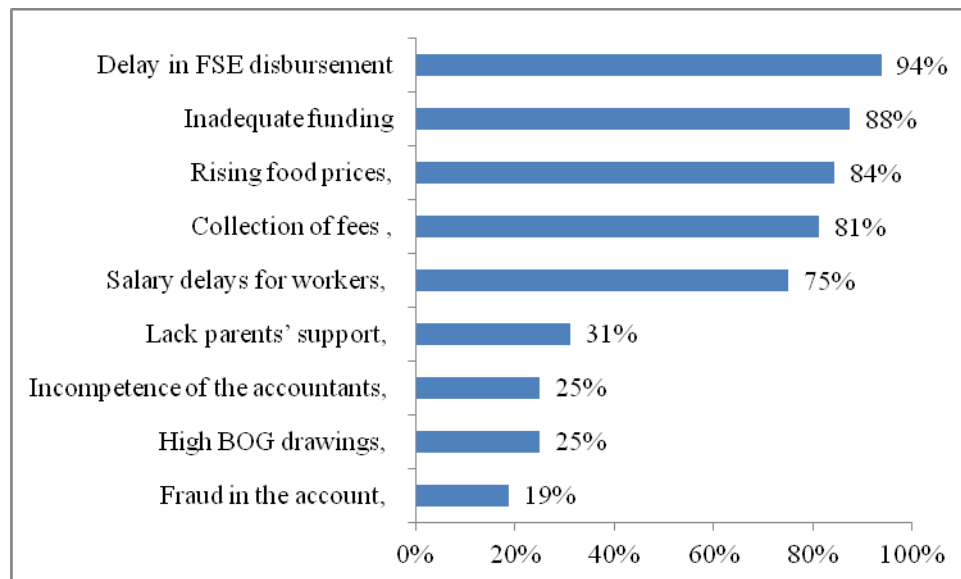
As seen from Table 4.21, the Sum of Squares, degrees of freedom, Mean Squares, F-statistic and p-value were computed for each of the human resource and financial management tasks. We were to reject the null hypothesis if the significance of the task was less than 0.05 ($p < 0.05$), and fail to reject the null if the significance of the task was more than 0.05 ($p > 0.05$). From Table 4.20, all the

tasks had a significance of more than 0.05 suggesting that we fail to reject the null hypothesis in each of the instances. As such we conclude that the principal's level of education had no influence on their management of finances and human resources.

4.7 Challenges faced by the principals in management of finances

The principals were asked to list the challenges they faced in management of financial resources in their respective schools. The responses were as summarized in Figure 4.1

Figure 4.1 Challenges faced by the principals in management of financial resources

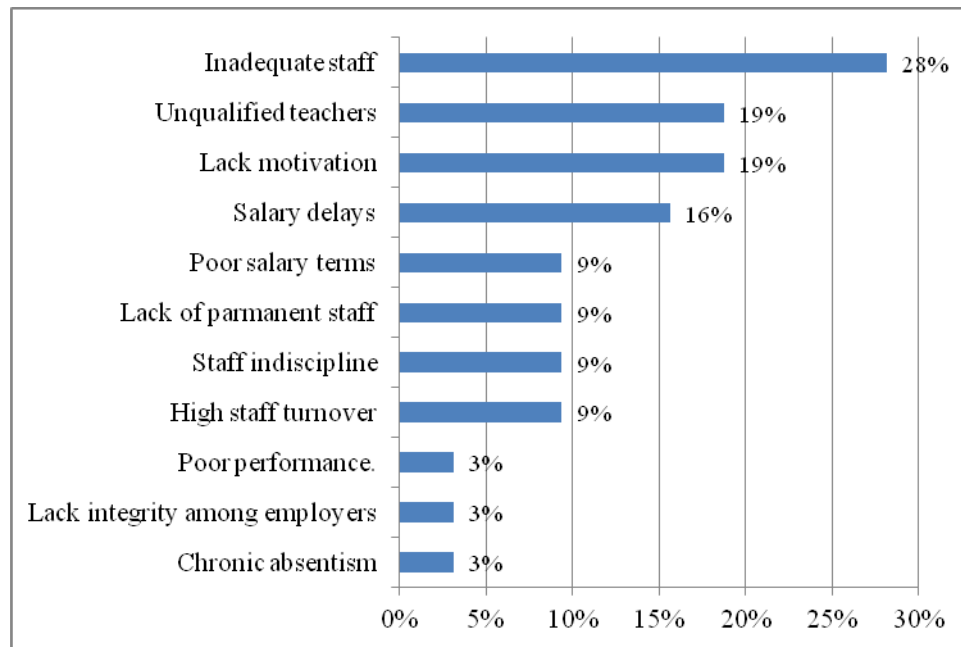


From the analysis of challenges, it was established that the most frequent includes: high BOG drawings, fraud in the account, salary delays for workers, lack parents' support, collection of fees , incompetence of the accountants, rising food prices, delay in FSE disbursement, and inadequate funding. Training of principals in financial management could help in solving challenges mentioned above. Cole and Southworth, (2005), assert that staff professional development includes those processes that improve the job-related knowledge, skills and attitudes of teachers.

4.8 Challenges faced by the principals in management of human resources

The principals were asked to list the challenges they faced in management of human resources in their respective schools. The responses were as summarized in Figure 4.2

Figure 4.2 Challenges faced by the principals in management of human resources



Human resource challenges that faced the principals include: chronic absenteeism of some teachers, lack integrity among staff, poor performance for some staff, high staff turnover, lack of permanent staff, poor salary terms for staff, salary delays, low motivation, too many unqualified teachers and inadequate staff. Kamau (2010), notes that success of any school progress depends on how effective the school principal can deploy these important resources. Good management of human resources leads to improved productivity and efficiency.

4.9 Suggestions for solving day to day administrative challenges.

The principals were asked to suggest methods and approaches of solving day to day administrative problems. They were presented with seven possible

alternatives and they were required to rank from the most appropriate approaches (ranked as 1) to the least appropriate approaches (ranked as 7). Descriptive statistics were used to calculate the mean ranks and the results were as shown in Table 4.20

Table 4.22 Ranking of methods of solving administrative challenges.

	N	Min	Max	Mean	Std.Dev
Attending KEMI organised courses	30	1.00	5.00	1.9000	1.09387
Consulting experienced secondary school principal	28	1.00	7.00	2.2143	1.49956
Attending principals' annual conferences and seminars	26	1.00	6.00	2.8846	1.07059
Consulting with educational officers	28	1.00	7.00	3.6786	1.61138
Consulting the agents of the teacher's service commission	26	1.00	7.00	4.2308	1.65669
Reading books, texts and journals on educational Administration	26	1.00	7.00	4.5769	1.98339
Taking advanced degrees in Education Administration	21	1.00	7.00	5.1905	2.15914
Valid N (listwise)	18				

From Table 4.20 it was established that the most popular methods include: Attending KEMI organized courses; consulting experienced secondary school principal; attending principals' annual conferences and seminars; and consulting with educational officers. The least popular methods include consulting the agents

of the Teacher's Service Commission; reading books, texts and journals on educational administration; and taking advanced degrees in education administration.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was to investigate the influence of in-service training on public secondary school principals' administrative performance in Busia County, Kenya.

5.2 Summary of the study

The purpose of this study was to examine the influence of in-service training on public secondary school principals' administrative performance. Three research objectives were developed from which research questions were drawn to be answered by the study. Related literature to financial and human resource management within secondary schools was reviewed. A theoretical and conceptual framework was provided.

The study targeted all the 100 public secondary schools in the county. The study employed simple random sampling method to get 40 principals and stratified random sampling to get 284 teachers as the respondents. Two questionnaire sets were used to collect the required information. The return rate was 80 percent for principals and 58 percent for teachers, which was found adequate.

Data was analyzed using the Statistical Package for Social Sciences (SPSS) to process the frequencies, percentages and descriptive statistics which were used to

discuss the findings. Pearson's correlation coefficients, chi square, and ANOVA statistical procedures were used to ascertain the significance of the findings. The following were the findings of the study.

5.3 Summary of findings

On the first objective which was to determine the extent to which exposure to training at Kenya Education Management Institute influences the principals' management of finances and human resources in secondary schools, It was established that that KEMI's programme for the principals effectively address: Management of teaching staff (n=32, mean 1.7812), the budgetary process(n=32, mean 1.7812); Management of staff discipline (n=32, mean 1.7812); Management of support staff (n=32, mean 1.8437); Budget control (n=32, mean 1.8750; recruiting process(n=32, mean 2.00); Handling of disadvantaged groups like HIV positive staff (n=32, mean 2.0625); Staff appraisal (n=32, mean 2.0937); Handling of the staff welfare (n=32, mean 2.1563); Auditing (n=32, mean 2.1875); Management of income generating activities (n=32, mean 2.2812); Staff training and development plan (n=32, mean 2.2813); Resource mobilization (n=32, mean 2.3125) and the general running of the school.

On the second objective of the study which was to establish the influence of principals' annual conferences on their management of finances and human resources in secondary schools, it was established that, the annual conferences

were only effective in addressing Management of teaching staff (n=32, mean= 2.1250), Management of supporting staff (n=32, mean= 2.1875) and Resource mobilization (n=32, mean= 2.3125). The conference did not effectively address issues relating to; management of staff discipline (n=32, mean= 2.3750); Handling of the staff welfare (n=32, mean= 2.3750); management of income generating activities (n=32, mean= 2.5161); budget control (n=32, mean= 2.5937); management of recruiting process (n=32, mean= 2.5938); handling of disadvantaged groups like HIV positive staff (n=32, mean= 2.6250); staff appraisal (n=32, mean= 2.7188); undertaking the budgetary process (n=32, mean= 2.7500) and in audit of books of accounts (n=32, mean= 2.8125).

On the third objective to determine the influence of principals' pursuit of higher education on their performance of the financial management and human resources, it was established that the principal's level of education had no influence on their management of finances ($p>0.05$) and human resources ($p>0.05$). It was also established that the principal's pursuit of higher education had no influence on their management of finances and human resources ($p>0.05$).

Some of the challenges that principals faced in day to day school operation, high BOG drawings, fraud in the account, not paid workers, lack parents support, collection of fees, incompetence of the accountants, rising food prices, delay in disbursement and inadequate funding

5.4 Conclusions

It was therefore concluded that the KEMI programme for principals positively influenced the principals' management of finances and human resources in secondary schools. Further, the principals' annual conferences are only effective in addressing management of teaching staff, supporting staff, and in resource mobilization. The conference was not effective on any of the financial management tasks. A principal's level of education had no influence on their management of finances and human resources

5.5 Recommendations

Based on the findings of the study, the following recommendations are made:-

- i. That KEMI avails the principals in service programme courses regularly as it was found to be very effective in the management of human and financial resources in secondary schools.
- ii. That KEMI extends the principals in service programme courses to deputy principals and heads of departments as it prepares them to effectively manage human and financial resources in secondary schools should they be promoted to principals' positions.
- iii. That the Ministry of Education ensures that all the principals in secondary schools nationally attend the KEMI's principals' in service courses as it was found to be very effective in the management of human and financial resources in secondary schools.

- iv. That the organizers of the principals' annual conferences consult the principals on the themes of every conference since this would address some of the burning issues that principals could be having within their schools from time to time.

5.6 Suggestions for further research.

Based on the findings of the study, further research is suggested on factors that affect effective human and financial management in secondary schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

P.O. Box 30197-00100

Nairobi

Date: _____

Dear Principal,

REF: QUESTIONNAIRE FOR RESEARCH PURPOSE

I am a postgraduate student from University of Nairobi undertaking a study on the

Influence of in-service training of principals on administrative performance

in human and financial resource management in public secondary schools in

Busia County. The purpose of writing this letter is to request for your

participation in this research. The research is for purely academic purposes.

Your identity will be strictly confidential so feel free to express your opinion

regarding any issues required in the questionnaire.

Yours faithfully

Wekhuyi Stella Auma

APPENDIX II :QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is used to collect data for purely academic purposes, on the influence of in-service training on principals' administrative performance in human and financial resource management in public secondary schools in Busia County, Kenya. All information supplied will be kept strictly confidential, therefore, feel free to express your opinion. For your information, there are no correct or wrong answers. What is important is your honest assessment of the various aspects of the in-service programmes that you were exposed to.

Do not write your name and that of your school on this questionnaire

Section A

- 1 By use of a tick (\checkmark) indicate the type of school that you head from these options
 - a) Girls' Boarding ()
 - b) Boys' Boarding ()
 - c) Mixed Day ()
 - d) Boys' Day ()
 - e) Girls' Day ()
 - f) Mixed Boarding ()
- 2 Please indicate your gender: a) Male () b) Female ()
- 3 Listed below are some of the age brackets. By use of a tick (\checkmark), please indicate the age category that applies to you.
 - a) 25 – 30 years ()
 - b) 31 – 35 years ()
 - c) 36 – 40 years ()
 - d) 41 – 45 years ()
 - e) 46 years and above ()
- 4 Please indicate your highest academic qualification from the ones listed below
 - a) Diploma in Education ()
 - b) Bachelor of Education ()
 - c) Bachelor of Arts with PGDE ()
 - d) Bachelor of Science with PGDE ()
 - e) Masters degree ()
 - f) PhD ()
 - g) Other (specify).....

- 5 Please indicate your administrative experience as a secondary school principal
- a) Less than a year () d) 11 – 15 years ()
 b) 1 – 5 years () e) 16 – 20 years ()
 c) 6 – 10 years () f) Over 20 years ()
- 6 Before appointment as a principal, did you have the opportunity to serve as a deputy head? a) Yes () b) No ()
- 7 In your opinion, do you think being a deputy – head prepares a teacher for headship? a) Yes () b) No ()
- 8 Name any professional development programme that you have attended since January 2013

Section B

Kenya Education Management Institutes’ in-service courses.

- 9 According to you, how effective are the courses offered by KEMI in enhancing the administrative performance of principals in human and financial resources? Please tick appropriately

Task area	Level of effectiveness of KEMI courses				
	Highly effective	Effective	Average	Less effective	Not effective
i) Management of teaching staff					
ii) Management of support staff					
iii) Management of recruitment process					
iv) Management of staff discipline					
v) Resource mobilization for running of the school					

vi) Handling of staff welfare	Highly effective	Effective	Average	Less effective	Not effective
vii) Staff appraisal					
viii) Handling of disadvantaged groups like HIV positive staff					
ix) Undertaking the budgetary process					
x) Budget control					
xi) Audit of books of accounts					
xii) Management of income generating activities					
xiii) Staff training and development plan					

10 How effective are the principals' annual conferences in the enhancement of administrative performance of principals in human resource management?

Task area	Level of effectiveness of principals' annual conferences				
	Highly effective	Effective	Average	Less effective	Not effective
i) Management of teaching staff					
ii) Management of support staff					
iii) Management of recruitment process					
iv) Management of staff discipline					
v) Resource mobilization					
vi) Handling of staff welfare					

vii) Staff appraisal	Highly effective	Effective	Average	Less effective	Not effective
viii) Handling of disadvantaged groups like HIV positive staff					
ix) Budget control					
x) Audit of books of accounts					
xi) Management of income generating activities					

11 Preparation through leadership background:

How effective are the following practices in preparing secondary school principals for their administrative tasks of human and financial management?

Task area	Level of effectiveness of leadership backgrounds				
	Highly effective	Effective	Average	Less effective	Not effective
i) Being sponsored for seminars					
ii) Delegation of duties					
iii) Internal appointments					
iv) Teachers being given an enabling environment					
v) Serving as a deputy principal					
vi) Any other (specify)					

12 Please suggest any four methods in order of preference that you would recommend to principals in solving their day-to-day administrative challenges.

- a) Consulting experienced secondary school principals ()

- b) Attending principals' annual conferences and seminars ()
 - c) Attending KEMI organized courses ()
 - d) Consulting with Education officers ()
 - (e) Consulting the agents of the teacher's service commission ()
 - (f) Reading books, texts and journals on Educational Administration ()
 - (g) Taking advanced degrees in Education Administration ()
 - (h) Any other method (specify)
-
-

13. Identify some challenges that as a principal you face in management of:

- i) Finances
- ii) Human resources

APPENDIX III – QUESTIONNAIRE FOR TEACHERS

INSTRUCTIONS:-

You have been randomly selected to participate in this study. Your identity will be kept confidential and the data provided will be used for academic purposes only. This questionnaire seeks to establish your perception of your principal's level of competence in performance of various tasks in human and financial management of the school.

Background information

1. By use of a tick (\checkmark) indicate your response from the given options for your school.
 - a. Girls' Boarding ()
 - b. Boys' Boarding ()
 - c. Mixed Boarding ()
 - d. Boys' Day ()
 - e. Girls' Day ()
 - f. Mixed Day ()
2. Please indicate your gender: a) Male () b) Female ()
3. What is your academic qualification?
 - a. Diploma in Education ()
 - b. Bachelor in Education ()
 - c. Masters in Education ()
 - d. Other (specify).....
4. How many years have you been a teacher in your present school?
 - (a) 1 – 3 years ()
 - (b) 4 – 6 ()
 - (b) 7 – 9 years ()
 - (d) 10 and above ()

Please indicate by use of a tick (\checkmark), your principal's level of performance in the following tasks.


(5) Staff personnel management (HRM)	Level of competence				
How would you rate your principal's level of performance in:-	Very high	High	Average	Low	Very low
i) Acquisition and retention of staff personnel					
ii) Cultivating a good relationship with staff					
iii) Making decisions jointly and observing principles of collective responsibility					
iv) Building a motivating climate to enhance teamwork					
v) Providing opportunities for professional growth.					
vi) Writing confidential reports of teachers.					
vii) Appraising teacher performance					
viii) Understanding conflicts and resolving them.					
ix) Formulating personnel policies guiding employment standards.					
x) Reward systems to recognize performance.					

xi) Principal carries out needs analysis before employment of new staff	Very high	High	Average	Low	Very low
xii) Induction and orientation programme.					
xiii) Gender concerns in the school					
xiv) Staff welfare					
(6) Financial management	Level of performance				
How would you rate your principal's level of competence in financial management on:					
i) Maintenance of school records					
ii) Ordering of text books and other resources					
iii) Determining sources of school revenue					
iv) Resource mobilization for purposes of improving school programmes.					
v) Budget preparation					
vi) Resource mobilization					
vii) Auditing of books of accounts.					

9. How would you rate the overall effectiveness of your principal in staff management and financial management

10. Suggest what can be done in your opinion to improve staff personnel and financial management in secondary schools.

APPENDIX IV: AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE
TECHNOLOGY AND INNOVATION**

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2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/14/9540/764**

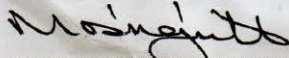
Stella Auma Wekhuyi
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of in-service training on public secondary school principals' administrative performance in Busia County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Busia County** for a period ending **30th April, 2014**.

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

- The County Commissioner
- The County Director of Education
- Busia County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

24 MAR 2014
COUNTY DIRECTOR OF EDUCATION
BUSIA COUNTY
SIGNATURE: [Signature]
P.O. Box 30623-00100

24 MAR 2014
ST. MATHIAS BUSIA SECONDARY SCHOOL
PRINCIPAL
SIGNATURE: [Signature]

13th February, 2014
DEO'S BUSIA COUNTY
AUTHORITY IS HEREBY
GRANTED TO THE APPLICANT
[Signature]
For CDE BUSIA
24/3/14

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. STELLA AUMA WEKHUYI
of UNIVERSITY OF NAIROBI,
15040-15900, Nairobi, has been
permitted to conduct research in Busia
County
on the topic: INFLUENCE OF IN-SERVICE
TRAINING ON PUBLIC SECONDARY
SCHOOL PRINCIPALS' ADMINISTRATIVE
PERFORMANCE IN BUSIA COUNTY,
KENYA
for the period ending:
30th April, 2014

Permit No : NACOSTI/P/14/9540/764
Date Of Issue : 13th February, 2014
Fee Received :Kshs 1000.00



[Handwritten Signature]
Applicant's Signature

[Handwritten Signature]
Secretary
National Commission for Science,
Technology & Innovation