

**THE INFLUENCE OF KEMI PRINCIPALS' DIPLOMA IN EDUCATION
MANAGEMENT TRAINING COURSE ON MANAGEMENT PRACTICES
OF PUBLIC SECONDARY SCHOOLS IN MATUNGULU SUB COUNTY**

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for the Award of the Degree of Master of Education in Educational
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DECLARATION

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

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DEDICATION

I dedicate this project work to my father Boniface Mutheke Nzuve and mother Philomena Lele Nzuve for providing me with a firm education foundation that has brought me to this level

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I thank and praise God for his constant love, faithfulness and grace that have been sufficient throughout my study period. He answered me when I called him and strengthened me. My special gratitude goes to my supervisors, Dr. Joash Migosi and Dr. David Mulwa for their diligent guidance and understanding accorded to me in the development of this project. My deep appreciation to my husband Gideon Musembi Malinda for the encouragement and support that kept me on through this learning programme. A big thank you to my children James Muthama, Erick Mwinzi and Grace Ndunge whose inspiration ideas and support kept me working despite the challenges encountered. To my friends for their cooperation to ensure I succeeded in this project.

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List of Abbreviation and Acronyms

BOM	Board of Management
DEO	District Education Officer
HODs	Heads of Departments
HRD	Human Resource Development
HRM	Human Resource Management
KEMI	Kenya Education Management Institute
KESSP	Kenya Education School Support Programme
MDGs	Millennium Development Goals
MoE	Ministry of Education
PA	Parents Association
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organisation

Abstract

The purpose of this study was to establish the influence of KEMI principals' diploma in education management program on management practices of public secondary schools in Matungulu Sub County, Kenya. The study was guided by four objectives that is; to determine the influence of KEMI diploma training on principals' financial management practices in Matungulu Sub-county, to establish the influence of KEMI diploma training course on principals' Human Resource management practices in Matungulu Sub-county, to determine the influence of KEMI diploma training course on principals' curriculum Implementation management practices in Matungulu Sub-county and to find out the influence of KEMI diploma training course on principals' project planning and implementation management practices in Matungulu Sub-county. Premised on the research objectives were the hypotheses which stated; KEMI diploma training course has no influence on principal's financial, human resource curriculum implementation and project planning implementation management practices. The study used a descriptive survey research design and questionnaires were the main tools for data collection. A test-retest method was used to test for reliability of the instruments. The sample size for the study constituted 26 principals and 213 teachers who were randomly sampled. Both descriptive (mean, tables, frequencies, percentages and graphs) and inferential statistics (correlation and regression) were used to analyze the data. Hypotheses were tested at the 0.05 level of significance. The findings revealed that the KEMI diploma course statistically significantly predicts financial management, human resource management, curriculum implementation and project planning and implementation practices of principals ($p < .05$). From the findings the study concluded that KEMI training by the principals has a significant influence on management practices (financial management, human resource management, curriculum implementation and project planning implementation) by principals in public schools in Matungulu Sub-county. The study recommends, that the training on management practices be made part and parcel of the pre service training curriculum for teachers, that the Ministry of Education (MOE) should make the training curriculum for KEMI extend beyond the diploma level to the degree level, and the KEMI diploma training course should be made a policy to all education managers whether in a private or public institution in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Improving the quality of schools remains high on the agenda of governments all over the world (United Nations Educational Scientific and Cultural Organization, 1998). The agenda of improving the quality of education has been triggered by turbulent environment which compels modern organizations, including learning institution to conform to such environmental changes hence calling for the managers of the schools to be responsive and innovative on organizational management practices (Pearce & Robinson, 1997). It is now widely accepted that managers in education require specific preparation if they are to be successful in leading schools and colleges. The development of effective leaders and managers requires a range of strategies, including high-quality courses and training (Foskettand, 2002).

The management of secondary schools in every country in the world calls for the school principal to be well trained or highly qualified to discharge school duties. For example, in USA candidates must successfully complete a Master's degree program in educational administration for them to qualify to be the school principals (Bush, 1998). In other countries such as Singapore one is required to complete a Diploma in educational administration which is a one year full time program before they are eligible to become head teachers (Adhiambo, 2010). In

United Kingdom before late 1990s principals training was ad hoc and took place at the induction stage (Bush, 1998).

In Africa to the contrary, according to Adhiambo (2010) some of schools are managed by persons without the professional managerial skills. Chew, Scot and Boon (2003) further asserts that the experienced and skilled teachers are customarily appointed to run complex schools without adequate preparation and back up. According to Musera, Achoka and Mugasia (2012), secondary school heads in Kenya are appointed by the Ministry of Education (MoE) through the Teachers Service Commission (TSC). The school heads are the accounting officers at the school level and are directly accountable to a Sub county Education Officer (DEO), the school's Board of Governors (BoG) currently referred to as Board of Management (BOM) and the school's Parents Association (PA) on the management of secondary school resources (World Bank, 2007). The BOM members of secondary schools are appointed by the county education board and are charged with the responsibility of overseeing the overall secondary school management (Republic of Kenya, 2013).

The BOM functions among others include; promoting quality education for all students, setting up secondary school fees using government guidelines, ensuring sound financial management, mobilizing resources for the school development, determining cases of students indiscipline and make reports to the CEB , setting priorities for spending and authorizing all school expenditures (Republic of Kenya, 2013). On the other hand, Parents Associations (PAs) are established

through election during Annual School General Meetings (AGMs) of parents and teachers (Republic of Kenya, 2013). They are charged mainly with the responsibility of ensuring the quality of education offered in the school, advise the parents on ways to raise funds for physical development, discuss and recommend charges to be levied on students and parents, responsible for the development of school projects on behalf of the parents and exploring ways to motivate the teachers and students to improve their performance in academic and co-curricular activities (Republic of Kenya, 2013).

According to Musera *et al* (2012), secondary school management in Kenya is participatory in the sense that various stakeholders are involved. Thus the principals' participatory leadership management styles have a great impact on the overall school achievement. Hall (1987) observes that the principal's leadership roles (responder, manager, and initiator) contribute to teachers' morale either by fostering a rough atmosphere or by supporting and collaborating with them. Research on organizational psychology demonstrates a positive relationship between leadership effectiveness and subordinates' confidence. Lall and Lall (1988) observe that true leadership must lead and not dominate. In addition, leadership should be able to inspire and encourage.

Research has also demonstrated that the quality of education depends primarily on the way schools are managed rather than on the abundance of available resources (IIEP, 2000). Other studies have also shown that there exists a strong relationship between the quality of the leadership provided by the head teacher and the

capacity of a school to improve teaching and learning (IIEP, 2000). Therefore participatory management leadership is an important aspect that cannot be wished away especially in this era of technological advancement and emphasis in the attainment of Millennium Development Goals (MDGs). Kenya, like other countries is in the race of attaining MDGs alongside the Vision 2030 where it is expected to be an industrialized nation by the year 2030. Therefore management of secondary schools is an important aspect towards attainment of the set national and international obligations. However, there has been criticism in the way school heads manage school projects in Kenya. This may hinder the achievement of the most spoken out educational MDGs and the set Kenya's vision 2030.

School management is a complex process that requires committed and visionary leadership (Bush, 2007). A school principal is charged with the responsibility of managing school physical facilities, staff personnel, school finance, the curriculum, students and school community relations (Kelechukwu, 2011). As such, the school principal acts as a project manager and therefore required to follow management process of initiating, planning, executing and controlling (Prabhakar, 2008). Similarly, Olembo (1992) and Okumbe (1998) noted that, the complex work of principals is categorized into the following areas: planning, staffing, organizing and controlling, co-ordination, influencing and motivating, consulting and communicating and evaluating. For the head teachers to be able to follow the outlined management processes they need proper training in project management.

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

The foregoing discussion shows that effective execution of school management tasks requires that principals be adequately trained. However secondary school principals in Kenya are appointed from serving teachers (Okumbe, 1998). As Olembo (1992) and Okumbe (1998) noted, little orientation is given on the nature of the work they are supposed to do as education program managers. Hence, this may be the reason why most schools in Kenya have stalled projects, cases of financial misappropriation, strikes in school, poorly motivated Teachers, dilapidated structures, and register poor academic performance. However, in order to address the problem of mismanagement of schools and promote professionalism in management of secondary schools, the Government of Kenya through the Ministry of Education established the Kenya Education Staff Institute (KESI) currently KEMI in 1982 to continually upgrade the core competencies, knowledge and skills of education managers. KEMI is a capacity building Agency of the Ministry of Education whose mandate is to organize and conduct training

for personnel involved in the administration and management of programmes in education.

As an initiative of improving professionalism and address the issue of capacity building, KEMI with support from United States Agency for International Development (USAID) introduced Diploma in Education Management course for all 19,833 head teachers of primary and 6009 principals of secondary schools in 2011. This was a one year program offered through distance learning with the aim of imparting knowledge, skills, and attitudes on crucial aspects of management and good governance.

1.2 Statement of the Problem

Despite the introduction of Diploma in education management by KEMI in 2011, still there are numerous cases of mismanagement reported in some schools in Matungulu sub-county. According to DEOs report, (2012), in Matungulu sub-county there were several schools whose students went on strike citing bad leadership in schools. This numerous strikes culminated into poor performance in Kenya Certificate of Secondary Education examinations in the same years.

Some Studies have been carried out to solve these management problems before the introduction of the KEMI diploma training program. The few studies carried out, focused more on establishing the effectiveness of the in service programmes offered by KEMI geared towards management of schools (Muli; 2009, Oyuka; 2009 & Adhiambo, 2010). These studies did not focus on management practices by principal after the completion of the KEMI diploma training and their resultant

influence on school management and therefore prompting the researcher to carry out this study with the aim of establishing the influence of head teachers' diploma in Education Management program and the extent to which the training influence management practices of public secondary schools in Matungulu sub-county, Kenya.

1.3 The Purpose of Study

The purpose of this study was to investigate the influence of KEMI principals' Diploma in education management training on management practices of public secondary schools in Matungulu Sub County, Machakos County.

1.4 Objectives of the Study

The objectives of the study were;

- i) To determine the influence of KEMI diploma training on principals' financial management practices in Matungulu Sub-county.
- ii) To establish the influence of KEMI diploma training on principals' Human Resource management practices in Matungulu Sub-county.
- iii) To determine the influence of KEMI diploma training on principals' curriculum Implementation management practices in Matungulu Sub-county.
- iv) To find out the influence of KEMI diploma training on principals' project planning and implementation management practices in Matungulu Sub-county.

1.5 Research Hypotheses

This study was guided by the following hypotheses that were tested at the .05 level of significance.

H₀₁: KEMI diploma training course does not have any influence on principals' financial management practises.

H₀₂: KEMI diploma training course does not have any influence on principals' human resource management practises.

H₀₃: KEMI diploma training course does not have any influence on principals' curriculum implementation management practises.

H₀₄: KEMI diploma training course does not have any influence on principals' project planning and implementation management practises.

1.6 Significance of the Study

The study could be beneficial to the ministry of education and policy makers particularly at the county level by providing suggestions on the managerial challenges facing secondary school head teachers in Matungulu sub-county. The study could also provide feedback to KEMI on the challenges principals experienced during the Diploma training. In addition, it offered useful feedback on the effectiveness of the training programs on principals and suggested the way forward. The findings of the study provided a basis on which future researchers could make reference and provided a spring board on which future studies in field of educational administration could be conducted.

1.7 Limitations of the Study

One of the major limitations of the study was that it relied on descriptive survey and hence was faced with the weaknesses that accompany this type of research design. Equally, the study used structured questionnaires as a main tool of data collection thus yielding quantitative and qualitative responses only. Additionally, the study focused on the secondary schools head teachers in Matungulu sub County thus affecting the generalizability of the findings to other areas.

1.8 Delimitation of the Study

This study focused on public secondary schools in Matungulu sub-county thereby excluding private secondary schools because the principals in the schools did not undergo the diploma course on Education Management organized by KEMI. The study also gathered information from the teachers and principals of the sampled schools and was delimited to the following management aspects; Finance, human resource management, curriculum implementation and project planning and implementation. The study was also delimited to the questionnaire as the only tool for data collection.

1.9 Assumptions of the Study

The researcher was guided by the following assumptions, that all the principals in the study area had undergone KEMI Diploma training course, all principals practiced management skills learnt during KEMI and that all respondents cooperated and provided reliable and honest responses

1.10 Definition of Significant Terms

The following terms assumed the following meanings in the context of the study

Diploma- It is a formal training course that takes a minimum of one year

Head teacher: refers to someone heading a secondary school

Influence refers to the ability of the principal to manage school under the guidance of the skills learnt during training

KEMI Diploma course refers to training program offered by KEMI with the aim of equipping head teachers with skills of management of schools.

Management practices – refers to the financial human resource curriculum implementation and project planning and implementation aspects of school management

Performance- refers to the act or process of doing a task

Public Secondary School- It is a school that is developed and provided with staff and facilities using public funds.

Diploma in Education – Refers to a formal training course made to impact knowledge skills and altitude to principals.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter focuses on literature review in areas such as preparation and development of public secondary schools principals, school management in Kenya, influence of Financial, human resource curriculum implementation and project planning management training on School management.

2.2. Preparation and Development of Public Secondary Schools Principals

As technology advances with new discoveries being made and knowledge continuously evolving, training of workers in the work place has become an imperative in modern organizations in order to survive in the era of cut throat competition. Modern day training in the work place is therefore designed to provide learners with the knowledge and skills needed for their present job (Fitzgerald, 1992). Becker (1962) provides a systematic explanation of this and calls it an investment in human capital. Such investment not only creates competitive advantages for an organization, but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance (Salas & Cannon-Bowers, 2001). It is on this realization that institution such as schools trains their leaders to be effective and efficient in execution of their mandate by capacity building them on leadership and other aspects of school management.

Though leadership preparation and development is a recent phenomenon it has been found out that preparation and development of school principals can lead to school effectiveness and improvement (Coles & Southworth, 2005, Bush & Jackson, 2002; Commonwealth Secretariat, 1996; Fink, 2005; Huber, 2004; Huber & West, 2002; Kitavi & Van Der Westhuizen, 1997, West & Jackson, 2002). As a result, many countries especially in the developed world have come up with institutions and programmes for preparation and development of school principals. Conversely, not so much in terms of principal preparation and development in the developing world has been brought to the fore though this should not be mistaken for complete lack of principal preparation and development in the developed world.

Most studies carried out on principals in Africa focus mainly on problems facing principals in various contexts. In these studies, preparation and development of those principals is recommended as one of the ways of solving those problems (Harbey & Dadey, 1993; Oduro & MacBeath, 2003; Kitavi and Van Der Westhuizen, 1997; Njeri, 1996). This will enable them to get the skills, knowledge and attributes necessary to run schools in a professional and effective manner to ensure good teaching and learning practices (Bush & Oduro, 2006; Walter & Dimmock, 2006). Subsequently, it can lead to achievement of the goals and objectives of education which includes improved learning outcomes (Republic of Kenya, 1997).

The Commonwealth Secretariat (1996) cited in Bush and Jackson (2002) indicates that there is connection between quality leadership and school effectiveness

stating that, “the head teacher plays the most crucial role in ensuring school effectiveness” (p.417). One of the ways of ensuring that such a role is effectively carried out is through preparing and continuously developing those principals. There is need for preparation and development of principals for school effectiveness. First, on appointment, principals are given a lot of responsibilities as school leaders by the Teachers’ Service Commission (TSC). A body charged with employment of teachers in Kenya, Some of the responsibilities of a principal include being the accounting officer of the school, interpreting and implementing policy decisions pertaining to training, overall organization, coordination and supervision of activities in the institution as well as maintaining high training and learning standards.

These responsibilities can be carried out more effectively with preparation and development for school leadership if mechanisms for the same are in place. Secondly, education stakeholders in Kenya have very high expectations of public secondary school principals because they believe that the success of a school is measured in terms of good performance in national examinations and the person responsible for this is the principal. Thody, Papanoun, Johansson, and Pashiardis (2007) state that, “school leadership has become more complex as curricular demands have grown, parental, government expectations and demand for greater school effectiveness have been raised” (p. 41). West and Jackson (2002) citing Elmore (2001) agree that “ increasing public expectations of schools and their leaders ... and the accountability demands, also makes it inevitable that principals and aspiring principals should feel that they have an entitlement to appropriate

training and support” (p. 3). Meeting such expectations cannot be achieved unless principals are prepared and developed for school leadership. Thirdly, the work of the public secondary school principal is very challenging, especially dealing with students from diverse socio-economic backgrounds who are at the peak of their adolescence stage (Davies, 2002). Gage and Berliner (1998) assert that adolescent students undergo identity and confusion crisis and as a teacher, “you need all the sensitivity you can muster to work with students experiencing the turbulence of adolescence” (p. 129).

Principals further deal with dynamic educational policies, and curricula, and emerging issues like HIV/AIDS which impact on schools. According to Harris (2003), school leaders are viewed as people who can solve problems schools face. Principals in Kenya are not well prepared to deal with challenges and issues arising from Kenya's ethnic diversity (Makori, 2004, in Rarieya 2007). Knowledge and problem solving skills are not innate, but rather learnt through preparation and development. Bush and Jackson (2002) accentuate the importance of preparation and development saying that “... in dealing with a wide range of issues, and managing relationships with many different groups within and outside the school, principals need to be able to call on a subsequent reservoir of expertise and experience, to identify solutions to what are often complex problems” (p. 424).

Most research and literature on leadership preparation and development is mostly based on the developed world. Harber and Davey (1993) argue that, theories of educational training transferred from America and adopted in African research

and training institutions may not work because of the national and cultural differences between these two contexts which are very unique in themselves. Bush and Jackson (2002) elaborate that; this is due to different political, social, and professional contexts and concludes that as a result “what works well in one country may not succeed elsewhere” (p .427).

2.3. School Management in Kenya

Appointment to school leadership in Kenya has undergone several phases. Initially principals were appointed on recommendation by the stakeholders. Later their appointment was based on seniority and currently it is based on merit where they have to be interviewed before appointment. After graduation from colleges with Diplomas or Degrees in Education, teachers are posted to various public secondary schools in the country by the TSC. Their promotion to leadership depends on their seniority and performance. According to the National Policy on Appointment, Deployment and Training of School Administrators and Managers (1999), up to 1987, TSC used to appoint principals who were identified as suitable by the principal, politician, school sponsor or TSC field agents. Additionally, the teacher had to be excellent in teaching with a minimum of three years’ experience as well as good moral behavior and integrity. However, such arrangement could be abused by principals, politicians or sponsors picking on a person of their choice who may be lacking the qualities cited.

Studies have also shown that being a good classroom teacher does not automatically mean one can make an effective school leader (Bush & Oduro, 2006; Harber & Davies 1997; Njeri, 1994). Nonetheless, in 1988 after the

implementation of the schemes of service for graduate and graduate approved teachers, principals' positions became deployable after promotion to job groups L to R where a teacher becomes a head of department, deputy principal, principal, senior principal and chief principal (ibid). Currently, headship positions are advertised and teachers subjected to rigorous interviews before they are appointed by the TSC (Rarieya, 2007). The National Policy on Appointment, Deployment and Training of School Administrators and Managers (1999) says that principals have to be trained before and after appointment to school leadership. They can only become principals if they have a Certificate in Education Management KEMI respectively (ibid).

2.4 In-service Training

Academics dictionary of education (2002) described the in-service training of teachers as; Job related instructions and educational experiences that are available to employees. In-service training programmes are usually offered during normal working hours. INSET programme activities are designed to improve the knowledge and skills of employees and the quality of services, especially the instructional practices. In-service training is directed at those individuals who are basically qualified and employed by school systems. It can be presented in variety of formats.

In-service teacher training enhances the performance of a teacher. A teacher feels enriched with new additions of ideas, and concepts. In-service Training improves the overall personality of a teacher and enables them to respect personality. In-

service training (INSET) improves the aspects of overall performance of a teacher. It is necessary for a teacher to update his/her profession. Sharif (1960) has discussed it in the following words; In-service education of teachers refreshes all those techniques, activities and learning experiences which are organized to increase their professional effectiveness. In-service education activities may be of different types; group or individual, formal or non-informal. These may range from regular courses of study, educational workshops, lectures, discussions, interviews and supervision of individual study of the professional literature by teachers themselves. So in-service education and training of teachers INSET has become a compulsory feature for every teacher who wants to keep himself well informed, competent, and distinguished among his peers.

The need for continuous in-service training and Education of the teacher has gained a lot of emphasis in the recent past, Nelson (1992) states that; There are three main reasons or purposes for a continuous improvement of the total professional staff. The first reason is that all teachers and administrators must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching. Continuous education is needed to keep the profession abreast of new knowledge and to release creative abilities. The second reason is to give the much-needed help to teachers who are new in a particular school to those who are entering a new responsibility or a new field of work within the profession. The third reason for in-service education is to eliminate deficiencies in the background preparation of teachers and other professional workers in education.

2.5 Education Management of Secondary Schools in Kenya

According to Musera, Achoka and Mugasia (2012), secondary school heads are appointed by the Ministry of Education (MoE) through the Teachers Service Commission (TSC). The school heads are placed in a position of considerable responsibility. They are accounting officers at the school level and perform other tasks such as; ensuring the overall running and control of the school and for maintenance of the tones of all round standards, responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating and, actualizing the educational goals. They control staff both teaching and non teaching as the immediate supervisors of the schools. They must check the teaching standards by reference to professional documents and pay particular attention to school buildings and grounds to ensure that they are in good conditions. They request for new buildings, equipment and facilities to the relevant authorities in good time (MOE, 1987). They are directly accountable to a TSC County Director of Education (CDE), the school's Board of Management (BoM) and the school's Parents Association (PA) on the management of secondary school resources (World Bank, 2007). BOMs of secondary schools are appointed by the County Education Board (CEB) and are charged with the responsibility of overseeing the overall secondary school management (Republic of Kenya 2013).

The BOMs functions among others include setting up secondary school fees using government guidelines, ensuring sound financial management, mobilizing resources for the school development, monitoring academic performance, setting priorities for spending and authorizing all school expenditures (Republic of

Kenya, 2006). On the other hand, Parent Associations (PAs) were created as a result of the 1980 presidential directive and are elected on a yearly basis by parents during Annual General Meetings (AGMs). They are charged mainly with the responsibility of ensuring the quality of education offered in the school. In particular, PAs are responsible for the development of school projects on behalf of the parents besides overseeing the academic performance of the students (World Bank, 2007).

According to Musera *et al* (2012), secondary school management in Kenya is participatory in the sense that various stake holders are involved. Thus the principals' participatory leadership management styles have a great impact on the overall school achievement. Hall (1987) observes that the principal's leadership roles (responder, manager, and initiator) contribute to teachers' morale either by fostering a rough atmosphere or by supporting and collaborating with them. Research on organizational psychology demonstrates the relationship between leadership effectiveness and subordinates' confidence. Lall and Lall (1988) observe that true leadership must lead and not dominate. In addition, leadership should be able to inspire and encourage. According to White (1962) leadership is about sharing responsibility among the stake holders.

Research has also demonstrated that the quality of education depends primarily on the way schools are managed rather than on the abundance of available resources (IIEP, 2000). Other studies have also shown that there exists a strong relationship

between the quality of the leadership provided by the head teacher and the capacity of a school to improve teaching and learning (IIEP, 2000). Therefore participatory management leadership is an important aspect that cannot be wished away especially in this era of technological advancement and emphasis in the attainment of Millennium Development Goals (MDGs). Kenya, like other countries is in the race of attaining MDGs alongside the Vision 2030 where it is expected to be an industrialized nation. Therefore management of secondary schools is an important aspect towards attainment of the set national and international obligations. However, there has been criticism in the way school heads manage school projects in Kenya. This may hinder the achievement of the most spoken out educational MDGs and the set Kenya's vision 2030.

2.6 Influence of KEMI Diploma Training on Financial Management

Practices

Financial management refers to the efficient and effective management of money (funds) in such a manner as to accomplish the objectives of the organization (saleemi, 1995). Proper financial management is important to the general development of the school in view of effective and efficient utilization of schools resources. Effective administration of a school therefore 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).

The head teacher in school has the responsibility of allocating, utilizing and monitoring financial resources which are delegated to him / her by the school boards of management. These delegated functions empower the head teacher to match the financial resource with the education needs of the school (Abdulalishoev, 2000). In Kenya the responsibility for collecting and accounting for school funds lies with the school board of management (BOM). However, the BOM through the head teacher must seek the approval of the County Education Board (CEB) in order to collect and use the funds (Sigilai, 2013). The head teacher as the secretary to this committee is the principal Accounting Officer of the school (Ministry of Education, Science and Technology, 2003). It is imperative therefore that head teachers be acquitted with the principles governing sound management of funds such as proper recording of all finances in terms of receipts and expenditure for the benefit of learners and the school community (Sigilai, 2013). Being financial controller of the school as well as accounting officers, the head teachers are responsible for all the revenue and expenditure made on behalf of the school (Investor in people, 2004). It is against this backdrop that head teachers are expected to have knowledge of finance and accounting (Sisungu, 2002).

From the foregoing, it is worth noting that the significance of financial management training for organizational leaders cannot be over emphasized.

Pfau (1996) conducted a training needs assessment for primary head teachers in Uganda. Using survey methodology, a questionnaire containing 155 items, of which 20 items related to aspects of financial management, was administered to 47 teachers in three districts of Uganda who were purposively selected. After analysing data descriptively using means, the study found that financial management training ranked highest among other aspects of training for head teachers. Specifically the respondents were of the view that they needed training on budget preparation, preparation of financial statements and resource mobilization among other financial aspects.

A cross sectional study conducted by Mwinjuma and Baki (2012) on Perceptions of Parents on Head Teachers' Financial Management Skills in Public Primary Schools in Tanzania revealed that head teachers did not have sufficient financial management skills to perform their roles. This study was carried using structured interview on 60 parents' representatives to the PTA in public primary schools. Analysis was done by identifying themes that emerged from the interview responses. On the basis of the findings, the researchers recommended that all head teachers be trained on sound financial management principles to enhance proper utilization of school funds.

Similarly, in Northern Uganda, Odubaker (2007) investigated the relationship between head teachers' management training programme and improvement of financial management competencies. Using a descriptive research design, the researcher collected data from 165 head teachers using a self administered questionnaire. Inferential analysis was done by testing hypotheses at the .01 level

of significance. The results revealed that there was a positive significant relationship between training in financial management and the head teachers' competencies in management. As can be noticed from literature, there is no known study that has been conducted to establish the influence of financial management training on head teachers management competencies in Kenya. This study will therefore seek to address the gap by investigating the influence of head teachers Diploma training on finance management on school management practices within the said study area.

2.7 Influence of KEMI Diploma training on Human Resource Management Practices.

According to Aswathappa (2012) HRM is the application of management principles on management of people in an organization. It concerns itself with people related function such as hiring, training and development , performance review , compensation , safety and health , welfare and industrial relation etc(which are functions of personnel management and administrative and supportive in nature), and building of human capital (i.e. stock of employees skills , knowledge and capabilities) also referred as HRD (Human Resources Development) (Aswathppa, 2012). Therefore , then head teacher in a school perform various human resources management function such as being involved in hiring staff members (teachers and support staff), welfare activities for both students and staff , promotion of workers , indicating members of staff and defining roles and job description for the staff. Some of the ways in which head teachers may develop and motivate staff to increase quality of performance

include: ensuring that the deputy head teacher is able to deputize /take charge for the head when necessary and giving teachers a chance to attend appropriate in – service training (INSET) and other activities.

Head teachers should delegate important renounce abilities such as chairing a subject panel; and invite role model to talk to teachers, students and support staff. The head teacher should also organize educational visits and tours : take a positive and objective stand, recommending deserving teachers for promotion and pay attention to the general welfare and individual problems .It is also the responsibility of the head teacher to supply all the basic resources required to teachers: and regularly consult with all stakeholder including the teachers ' union representatives (Minister of Education and Human Resources , 1999).

However, Principals, like 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 (Beer, Spector, Lawrence, Quinnmills & Walton, 1984 in Ngunjiri, 2001). 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). They should ensure that all staff members have a clear statement of their job roles, which should have been developed and agreed upon between the head teacher and the staff. Staff appraisal and induction are also critical to the head teacher (Okumbe, 1998)

Kamau (2010), quoting Mbiti (1990) asserts, ‘many teachers have and will be given headmastership without any formal training on people management skills. 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)

Pfau (1996) conducted a training need assessment for primary school head teachers in Uganda. Using survey methodology, a questionnaire containing 155 items was administered to 47 teachers in three districts. Among the items enlisted in the questionnaire were those dealing with personnel management and staff development which are critical areas of human resource management. Analysis was descriptively done using the mean response for each task. The findings revealed that for effective performance, head teachers required training on aspects such as writing annual confidential reports for staff, maintaining good discipline throughout the school, disciplining or initiating discipline of teachers/staff, resolving /handling conflicts when disputes occur, motivating teachers and staff, identifying training needs of staff, and guiding and training teachers and staff regularly (Pfau ,1996)

Odubaker (2007), on the other hand investigated the relationship between head teachers management training programme and improvement of personnel

management competencies in Northern Uganda. Using a descriptive research design of the correlational type, the researcher collected data from 165 head teachers using a self administered questionnaire. Analysis was done through hypothesis testing at the .01 level of significance. The study found a positive significant relationship between training and personnel management competencies. The study also found a positive and significant relationship between training in school governance and the head teachers' competencies in management. This study is however going to be conducted at Matungulu sub-county in secondary school head teachers by adopting an descriptive survey design.

It is therefore important to examine through this study the influence of head teachers' management training on human resource management practices within the secondary schools in Matungulu Sub County as no known study has been carried to establish the same.

2.8. Influence of KEMI Diploma Training on Curriculum Management Practices.

The word curriculum refers to all that is taught including the time tabled subjects and all those aspects of its life that exercise and influence the life of the school (Farrant, 2004). Curriculum for public schools in Kenya is uniform throughout the country, and the head teacher should be aware of all policies that guide the management of curriculum (MOE & HR.1999). Among the aspects of the curriculum that the head teacher manages include; Preparation of school timetable, ensuring that guidance counseling services are provided to pupils, initiating/design school-based curriculum, including activities relevant to local conditions, helping teacher develop continuous assessment techniques, organizing and coordinating examinations (Internal & external), arranging co-curricular activities. (e.g. drama, scouting) and assisting teachers to develop learning objectives for themselves and their pupils (Pfau, 1996). According to the Ministry of Education, Science and Technology (2003) the principal's management role include that of curriculum delivery.

Curriculum involves all subjects taught and all activities provided by the school and may include the time devoted to each subject and activity. Curriculum should be dynamic and impress on the philosophy and educational purposes of the school and the nation. Other considerations in the management of the curriculum are: allowing for Special Education Needs (SEN), providing practical experience and learning, taking into consideration culture, customs/traditions of the local people, soliciting support for implementation, the learning ability of the pupils, and

gender issues pertaining to the community or school environment (MOE & HR, 1999). Curriculum delivery involves guidance in the professional preparation of lessons, effective mode of supervision. Timetabling is the programme by which the curriculum is delivered. The resources required for curriculum delivery include: teachers, teaching areas, finance, time, supplies, and instructional materials. The head teachers use the timetable to mobilize resources to provide the greatest possible educational opportunities for pupils in the most cost-effective manner. The timetable should be pupil-centered. Allowance has to be made to cover all activities within the school namely, assemblies, registration, pupil guidance and welfare, staff development. (MOE & HR.1999).

It is important for the head teacher to supervise the curriculum implementation and provide effective advice on programmes that will improve teaching and learning in schools. This is by identifying specific curriculum needs and preparation of a supervisory plan that would promote teacher/pupil achievement. The head teacher is responsible for ensuring syllabus coverage, and establishing and maintaining and learning achievement by men of agreed performance indicators. These include success rates in Kenya Certificate of Primary Education (KCPE) and/ local examinations; and low repetition and dropout rates, among others (MOE & HR, 1999)

With this compendium of roles that the head teachers are supposed to play as curriculum managers, it is worthwhile for them to receive relevant training in order to discharge their functions effectively. Pfau (1996) observed that aspects of managing curriculum such as material development and curricular assessment

were critical components of the training programmes of head teachers in Uganda. Odubaker (2007) on the other hand, investigated the relationship between head teachers management training programme and curriculum management in primary schools in Uganda and found a positive significant relationship between training in curriculum management and the head teachers' competencies in management.

The literature reviewed shows that there is no study in Kenya which has sought to find the influence of head teachers' diploma training course on curriculum management practices. It is therefore important, based on this literature, to investigate whether there is any influence of diploma in education course on management of curriculum in schools by the head teachers.

2.9 Influence of KEMI Diploma training on Project Planning and Implementation Training on Management Practices

A project is a unique, transient endeavor, undertaken to achieve planned objectives, which could be defined in terms of outputs, outcomes or benefits (Nokes, 2007). Planning is the mapping out of a broad outline what one needs to do in an organization and the methods to do those things (Lewis, 2006). Project management therefore is the application of processes, methods, knowledge, skills and experience to achieve the project objectives. It is the processes and activity of planning, organizing, motivating, and controlling resources, procedures and protocols to achieve specific goals (Nokes, 2007)

Executing or implementation of projects consists of the processes used to complete the work defined in the project plan to accomplish the projects requirements (Lewis, 2006). Project management processes are normally divided

into initiating, planning, executing, controlling and closing processes (Prabhakar, 2008). In an endeavor to manage the various projects in the school, head teachers are expected to have knowledge of construction and maintenance of physical facilities (Sisungu, 2002). It is therefore imperative that head teachers be acquainted with knowledge regarding stores management, maintain consumable supplies ledger, order textbooks, ensure that textbooks are used regularly and well for teaching and learning, and properly maintain expendable stores ledger (Pfau, 1996) as part of management of projects since within this context the school principal acts as a project manager.

According to the Ministry of Education and Technology (2003), management of the resources of a learning institution shall be the responsibility of the head of that institution. In discharging this responsibility, the head teacher may however delegate to teaching or support staff as appropriate in writing. The SMC, the PTA or other stakeholders group may lend their support to the head teacher of the institution in respect of resources management but that support does not constitute a change to the primary responsibility of the head teacher (Ministry of Education, Science and Technology, 2003). Effective execution of school management tasks requires that principals be adequately trained. However as Okumbe (1998) observes secondary school principals in Kenya are appointed from serving teachers who do not have requisite competencies in project management. As Olembo (1992) and Okumbe (1998) noted, little orientation is given as to the nature of the work they are supposed to do as education programme managers.

Hence, this may be the reason why most schools in the country have stalled projects, dilapidated structures, and register poor academic performance.

Available literature shows that not much has been done to find out headteachers effectiveness on project management. However a study by (Okumbe ,1998) on the perceived effectiveness of project management by principals in secondary schools in Kirinyaga serves to point out the major lacunae existing in management of projects in school. Using a descriptive survey design, the researcher collected data from 20 secondary school principals by way of structured interview guide. After organising data into themes, the study established that it was not an easy task to measure the effectiveness of project management in a school setting as different schools have different financial capabilities, and resource distribution in different schools varies In this study however, the task is to determine the influence of diploma training programmes by principals on the project management competencies in Matungulu Sub County.

2.10 Summary of Literature Review and the gap

The reviewed literature shows that there are several studies that have been carried out of school management practices, for instance Coles & Southworth, (2005), Bush & Jackson, (2002); Commonwealth Secretariat, (1996); Fink, (2005); Huber, (2004); Huber and West, (2002); Kitavi & Van Der Westhuizen, (1997), West & Jackson, (2002) have all shown that preparation and development of school principals can lead to school effectiveness and improvement. Other studies by Harbey & Dadey, (1993); Oduro & MacBeath, (2003); Njeri, (1996) have mainly focused on problems facing principals in various contexts.

A study by Commonwealth Secretariat (1996) cited in Bush and Jackson (2002) indicates that there is connection between quality leadership and school effectiveness stating that, “the head teacher plays the most crucial role in ensuring school effectiveness while studies by Hale and Hunter, (2003) and Wango, (2009) unraveled various challenges faced by beginning principals in management of schools. This supports the study of Irungu (2002) which asserted that there are many challenges in financial management as the existing preparation measures and support for Head teachers in financial management are basically weak and do not sufficiently prepare potential head teachers for responsibilities in financial management.

All these studies focused either on the need to prepare the principals on management skills, the problems faced by the principals and the challenges faced by the principals on management practices but no evidence given on the influence of KEMI diploma training on principals management practices of schools. This study will therefore attempt to focus on an area which has not been addressed by the earlier studies by establishing the influence of KEMI principals’ diploma training on the financial, human resource, curriculum implementation and project planning and implementation on the management practices of the Head teachers in Matungulu sub-county

2.11 Theoretical Framework

This study adopted Albert Bandura’s social cognitive theory of 1986, which highlights the idea that much of human learning occurs in a social environment (Schunk, 2004). The social cognitive theory explains how and why different

teachers may have different perceptions on principals training through KEMI as well as explain implementation of KEMI programmes by the principals in the different schools in Matungulu sub-county. Principals have different personalities; schools are different in terms of type and category, styles of leadership, environment, and motivation and have different facilities. According to Schunk (2004), the theory stresses the idea that human learning occurs in a social set up. He argues that through observation, people acquire knowledge, rules, skills, strategies, beliefs, and attitudes. Further, he states that individuals also learn from models the usefulness and appropriateness of behavior and the consequences of modeled behavior, and they act in accordance with beliefs about capabilities and expected outcomes of their actions. Bandura addresses the ways people seek control over important events of their lives through self-regulation of their thoughts and actions.

Another distinctive feature of social cognitive theory is the central role it assigns to self-regulatory functions. People do not behave just to suit the preferences of others. Much of their behavior is motivated and regulated (International Journal of Education and Social Sciences, 2011) by internal standards and self-evaluative reactions to their own actions. After personal standards have been adopted, discrepancies between performance and the standards against which it is measured activate evaluative self-reaction, which serves to influence subsequent behavior. An act, therefore, includes among its determinants self-produced influence (Bandura, 1986).

In the social cognitive view, people are neither driven by inner forces nor automatically shaped and controlled by external stimuli. Rather, “human functioning is explained in terms of a model of triadic reciprocity in which behavior, cognitive and other personal factors, and environmental events all operate as interacting determinants of each other” (Bandura 1986). Social cognitive theory views motivation as resulting from goals and expectations. In reference to Bandura’s explanation above, it can be argued that Principals set goals and act in ways they believe will help them attain their goals and objectives. By comparing the present performance to the goals and noting progress, they experience a sense of efficacy for improvement.

2.12 Conceptual Framework

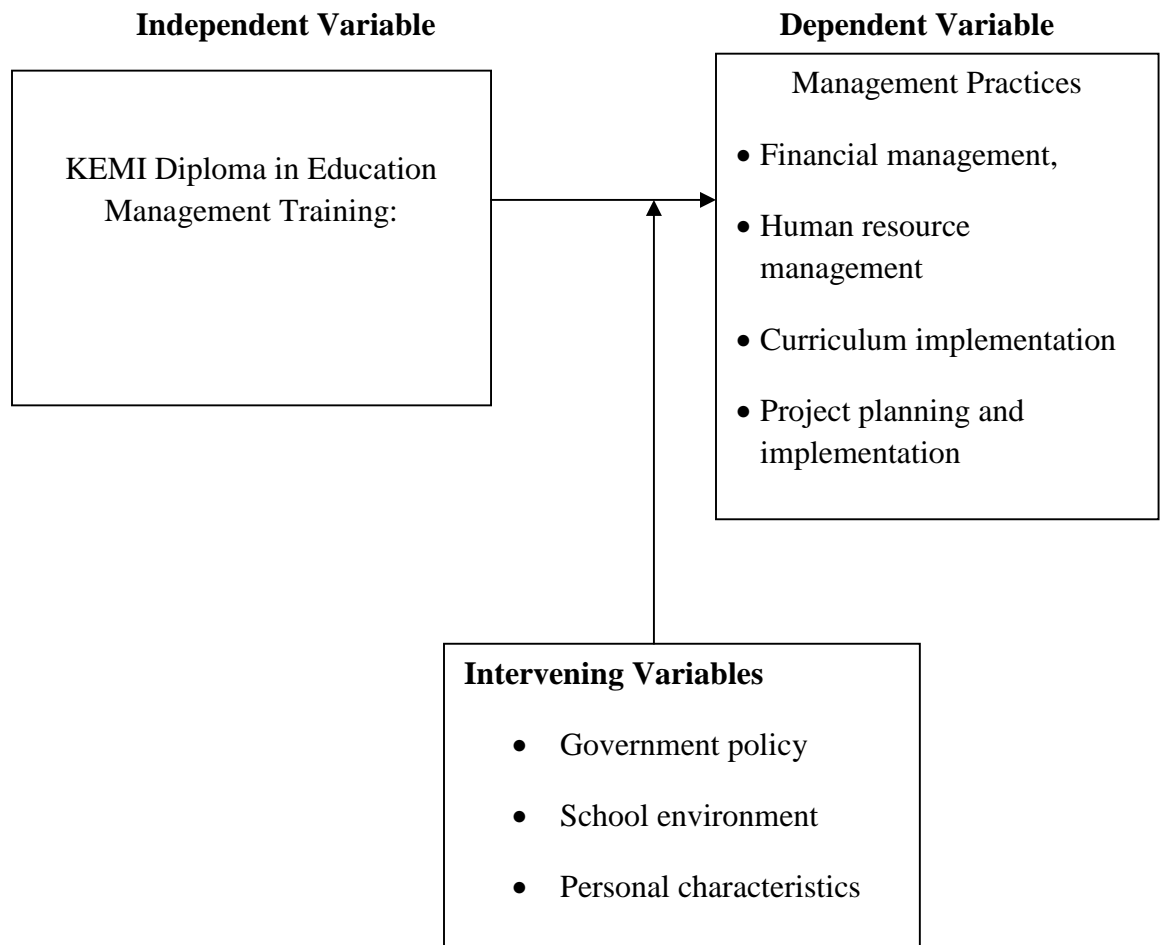


Figure 2.11: The interrelationship between the variables subsumed in the study

Figure 2.11 shows that the effective and efficient management of schools is assumed to be determined by educational management training diploma courses such as KEMI Diploma training course which focuses on financial management skills, human resource management skills, Curriculum implementation skills and project planning and implementation skills. Nevertheless, the effective and efficient management of schools may be affected by government policy, school environment and principals' personal characteristics as intervening variables. For instance if the government policy makes the program compulsory all the principals are likely to attend the program and if it's not compulsory there may be

no zeal in program attendance. On the other hand personal characteristics of the principals may hinder the principals from applying the skills learnt during the training course.

If intervening variables are controlled there will be achievement of effective financial and human resource management, curriculum implementation and project planning and implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This section describes the research design and research methodology employed in this study. This is set out in sections under sub-headings; research design, target population, sampling for the study, data collection instruments and procedure and finally the data analysis and presentation.

3.2 Research Design

This study adopted the descriptive survey design. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way (Kothari, 2003). This design was deemed appropriate because it involved collecting data in order to answer questions on the current status of the subjects of the study. According to Kothari (2003), descriptive design allows the researcher to describe record, analyze and report conditions that exist or existed. This design is considered well suited to researches which study the individual as a unit of analysis and as an excellent vehicle in measuring generalization (Kothari, 2003).

The descriptive design also allowed the researcher to generate both quantitative and qualitative data that were used in measuring relationships between the study variables. Furthermore, this type of study design described in degree to which the variables were related and expected to determine the influence of head teachers'

diploma in education management program on management of public secondary schools in Matungulu sub-county, Kenya.

3.3 Target Population

Kombo and Tromp (2006) define a population as a group of individual objects or items from which samples are taken for measurement. The target population of the study was all the principals and teachers in public secondary schools in Matungulu. The target population for this study included all the 28 public secondary schools in Matungulu sub-county with 457 teachers and 28 principals (DEOs statistical report 2013).

3.4 Sampling Procedures and Sample Size

The sample size was arrived at using the formula provided by Yamane (1967) as follows.

$$n = \frac{N}{1 + (Ne^2)}$$

Where; n = minimum desired sample size

N = the target population

e = degree of precision (5%)

By substitution for the principals the sample size was arrived at as follows

$$n = \frac{N}{1 + (Ne^2)}$$

which is $28 / 1 + (28 \times 0.05 \times 0.05) = 26$ therefore 26 principals were

sampled to participate in the study

To get the sample size for the teachers the same formulae was used where by substitution as shown in the expression $457/1+ (457 \times 0.05 \times 0.05) = 213$ implying that 213 teachers were sampled to participate in the study. To get the sample size for the teachers to participate from each school the study adopted stratified proportional sampling design and the proportionate formulae of $x/213 \times 100$ was used. This formula helped to establish the percentage of teachers to participate in the study.

3.5 Research Instruments

In this study, the questionnaire was used as the main research instrument. The advantage with this tool is that within a short duration of time it can be administered to a large group of respondents (Kasomo, 2006). Questionnaires were generally preferred for this study because they ensured a wide range of respondents' perception. This tool was also used because all the respondents were literate enough to answer the questions on their own. The questionnaire had both open-ended and closed ended questions to enable respondents express themselves freely on various aspects of school management.

3.6 Piloting

A pilot study is an element of a study design since it increases likelihood of success in the main study. A pilot study helps the researcher in establishing reliability and validity of the instrument. A pilot group was drawn from a sample of three schools in Kangundo Sub County. Five principals who had undertaken the KEMI training were purposely selected to participate in the pilot study with an aim of testing the reliability of the instrument and validity.

3.6.1 Validity of the Instrument

According to Mugenda and Mugenda (1999), Validity is the accuracy and meaningfulness of inferences which are based on the research results. In order to improve validity, experts were used to validate the face and content validity of the instrument and then modifications were made where necessary. Information gathered was cross-checked with other secondary sources to ensure authenticity and accuracy.

3.6.2 Reliability of the Instrument

Reliability enhances dependability, accuracy, and adequacy of the instrument through piloting. Mugenda and Mugenda (1999) argue that reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Nachmias and Nachmias (1996) states that; an instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time. To ensure reliability, the questionnaire was administered to the pilot group drawn from a sample of three schools in Kangundo Sub County using a test-retest method. The researcher gave the respondents an interval of one week between the tests and re-tests examination and then established the reliability of the tests using Pearson's Product Moment correlation coefficient. A reliability coefficient of .87 was obtained and this was considered acceptable to warrant administration of the instrument.

3.7 Data Collection Procedure

Before Data collection, the researcher got a research permit from the Ministry of Education Science and Technology's National Commission for Science

Technology and Innovation (NACOSTI). After getting the permit the researcher trained research assistants who then visited the sampled schools. When at the school, the research assistants made a brief introduction to the respondents before administering the questionnaires with the aim of explaining the nature and importance of the study to the respondents. The research assistant took the questionnaires to the respondents during pilot testing and main study and later picked them immediately after they were completely filled up.

3.8 Data Analysis

The collected data was edited and cleaned by checking for any inconsistencies. The close-ended questions were coded and entered into the computer software SPSS (statistical package for social sciences). Several data analysis techniques such as univariate statistics (frequency table and graphs) and bi-variate statistics such as correlations and regressions analysis were used to establish the relationship between the KEMI diploma training course and school management variables.

3.9 Ethical Considerations

Ethical consideration is a key part in research since it helps to ensure that no one suffers harm or undesirable consequences as a result of the research activities. Due to the normally sensitive relationships between the researcher and the respondents, reasonable safeguards were built during the field work study that is based on appropriate ethical requirements and measures. Some of these measurements included: permission to conduct research which was granted by

NACOSTI; seeking informed consent from the respondents, ensuring of anonymity and confidentiality of the respondents by encouraging them not to mention or write their names when filling-in the questionnaires and putting a disclaimer on the questionnaire that the collected data would be purely used for academic purposes; and avoiding to manipulate the collected field data by the researcher during the data analysis and presentation stage.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on the questionnaire return rate, analysis, presentation of data collected from the field and interpretation of the results thereof. It presents data analysis in line with the themes as espoused in the study objectives which were mainly on “The Influence of Head Teachers’ Diploma in Education Management Training on Management Practices of Public Secondary Schools in Matungulu Sub County”. In particular, the chapter is organized as follows: questionnaire return rate, demographic characteristics of respondents, Influence of KEMI diploma on financial management, Human resource Management, curriculum implementation, and project planning and implementation respectively.

4.2 Questionnaire Return Rate

In this study, 213 questionnaires were administered to teacher respondents while 26 were issued to the principals that were sampled through various methods as enunciated herein in chapter three. The respondents were given a period of two weeks to fill the questionnaires and at the end of the two week period, the researcher collected them through the research assistants. Of the 213 questionnaires issued, only 133 questionnaires were returned from teachers and 20 from the principals, representing a return rate of 62% and 77 % respectively. This return rate is acceptable because according to Best and Khan, (2011 p. 324), a response rate of 50% is considered adequate, 60% good and above 70% very

good. Therefore, the response rate from the teacher and principals were considered above these thresholds to allow continuation of analysis.

4.3 Demographic Information

The study sought to establish the demographic data from the respondents. Such information included age, gender, professional qualification, and experience of the respondents. The information about this parameter is presented in sections 4.3.1 through 4.3.4

4.3.1 Age of Teachers and Principals

Table 1

Age Distribution of Teachers and Principals

Age	Teachers		Principals	
	Frequency	Percent	Frequency	Percent
Less than 30 years	35	26.3	0	0.0
31-40 years	43	32.3	1	5.0
41-50 years	43	32.3	15	75.0
more than 50 years	12	9.0	4	20.0
Total	133	100.0	20	100.0

It can be observed from table 1 that majority (nearly 65%) of the teachers were between the age bracket of 31- 50 years. A few (26%) were however in the age range of below 30 years while about 9% were in the age range of above 50 years. Similarly, majority of the principals (75%) were in the age range of 41-50 years

implying that the position of school headship is based on experience and one's level of maturity in the profession. A critical observation at the table shows that nearly 95% of the principals were aged above 41 years while only 5% had an age range of between 31-40 years. There was no head teacher appointed who was below the age of 30 years.

4.3.2 Teacher and Principals' Gender

The distribution by gender of teachers and principals is presented in table 2

Table 2

Distribution of principals and teachers by gender

Gender	Teachers		Principals	
	Frequency	Percent	Frequency	Percent
Male	74	55.6	11	55.0
Female	59	44.4	9	45.0
Total	133	100.0	20	100.0

It can be observed from table 2 that there were more male teachers and principals in the study area compared to the female teachers and principals. Specifically, out of the 133 teacher respondents, there were 74 male teachers representing nearly 56% of the total population of teachers as opposed that of female teachers. On the other hand there was nearly an equitable proportion of male principals in the study area constituting about 55% of the principals' population. Overall, the data depicts equity in the distribution of principals' positions within the study area.

The finding further reveals that the one- third gender rule has been achieved in the area since there are more than 30% female teachers and principals in the area (Republic of Kenya, 2010).

4.3.3 Educational Qualification

The level of education for both the teachers and principals is a critical factor to be considered for qualitative improvement of educational outcomes. Table 3 shows the educational qualification of both teachers and principals.

Table 3

Educational Qualification of Teachers and Principals

	Teachers		Principals	
	Frequency	Percent	Frequency	Percent
Untrained	6	4.5	0	0.0
Diploma	25	18.8	2	10.0
Graduate	90	67.7	15	75.0
post graduate	12	9.0	3	15.0
Total	133	100.0	20	100.0

As can be noticed from the table, majority (68%) of teachers had graduate qualifications. This is also the similar trend replicated with the principals whereby about 90% of them had either graduate or a post graduate qualification. It can also be observed that 10% of the principals had a diploma qualification and all were trained. This implies that principals are drawn from a pool of trained professionals (diploma, graduate, and post graduate). Hence, it can be argued that whereas one

can teach without a training certificate, there is no likelihood of one being appointed as principal without the requisite training as a teacher.

4.3.4 Classification of teachers and principals per school category

To conduct a background checks of the respondents, the study sought to find out the category of schools that the respondents were drawn from. School category was conceived as being day, boarding, and day and boarding. Analysis of this parameter is presented in table 4

Table 4

Teachers and Principals Classified as per School Category

Category of school	Teachers		Principals	
	Frequency	Percent	Frequency	Percent
Day	58	43.6	12	60.0
Boarding	71	53.4	8	40.0
Day and Boarding	4	3.0	0	0.0
Total	133	100.0	20	100.0

It is clear from table 4 that majority of the teachers (53%) were working in boarding schools while 44% were working in day schools. Those who were working in both day and boarding constituted only 3%. Responses from principals on the other hand shows that majority of the principals were working in day schools (60%) compared to only 40% of them who were working in boarding schools.

From the table it can be deduced that the boarding schools available have many streams thus absorbing many teachers compared to day schools which are single streamed and with few teachers. It can also be deduced that there are more day schools in the sub county than boarding schools.

4.3.5 Teacher and Principals' Experience

Table 5

Experience of Teachers and Principals

	Teachers		Principals	
	How long have you been a teacher?		How long have you been a principal	
	Frequency	Percent	Frequency	Percent
below 5 years	46	34.6	2	10.0
5-10 years	22	16.5	12	60.0
11-15 years	18	13.5	4	20.0
16-20 years	23	17.3	2	10.0
over 20 years	24	18.0	0	0.0
Total	133	100.0	20	100.0

Table 5 shows that there was an even distribution of teachers across the ranges of 5-10, 11-15, 16-20, and over 20 years in terms of their experience in response to the question, “how long have you been a teacher”? As can be noticed from the table, nearly 35% of the teachers were having an experience of below 5 years. With majority of experienced teachers, the young teachers were likely to benefit by way of mentorship. On the other hand, majority (60%) of the principals had a headship experience of between 5-10 years followed by those with an experience

of between 11-15 years. Those with headship experience of 16-20 years and less than 5 years constituted a proportion of 10% in each case. The findings show that the teaching professionals in the sub-county are qualified.

From the table it can be deduced that the teaching professionals in the sub county are qualified enough. The principals on the other hand have gained a lot of experience in their schools demonstrated by the numbers of year they have served in their schools.

4.3.6 Nature of School

Table 6

Nature of School Principals Work In

	Frequency	Percent	Cumulative Percent
County	7	35.0	35.0
Sub County	13	65.0	100.0
Total	20	100.0	

Table 6 shows the nature of the schools that principals were working in. It can be observed from the table that majority of the principals worked in sub county schools (65%) while 35% of them worked in county schools. This implies that there are few county schools in the region compared to the sub county schools.

4.4 Data Analysis of Findings in Line With Study Objectives

This study sought to investigate the influence of KEMI principals' Diploma in education management training course on management practices namely;

financial management, human resource management, curriculum implementation, and project planning of public secondary schools in Matungulu Sub County, Machakos County. The study focused on these four thematic areas since they constituted part of the core curriculum of the KEMI diploma programme organized for school managers who undertake this course at the institute. In order to gain an in-depth understanding about the principals who were the main respondents, the researcher sought to do a background check as a way of finding out if the principals had attended such course and whether they were trained on the thematic areas that were of concern to this study. Further the study collected the views of the principals concerning the usefulness of the course to their areas of practice as analyzed in section 4.4.1.

4.4.1 Background Check about KEMI Training By Principals

Table 7

KEMI diploma and Management practices

	Frequency	Percent
Did you attend KEMI diploma course	Yes (20)	100.0
If yes were you taught anything on financial management	Yes (20)	100.0
Does training on FM influence your FM practices in school	Yes (20)	100.0
Did the training address the issue of human resource management	Yes (20)	100.0
Does the training on HRM influence the way you manage human resource in your school	Yes (20)	100.0
Did the training address matters of curriculum implementation?	Yes (19)	95.0
Does the training on curriculum implementation influence the way you implement curriculum in your school? Yes	Yes (20)	100.0

Did the training address the matters of project planning and implementation (PPI)?	Yes (19)	95.0
Does the training on PPI influence the way you plan and implement projects in your school?	Yes (19)	95.0

It can clearly be noticed that all the principals in the study area had attended the KEMI diploma course in line with the requirements set by the ministry of education and TSC to induct head teachers for effective execution of their respective mandates. Similarly it can be observed that all principals confirmed positively that they were taught management practices related to core issues of financial management, human resource management, curriculum and project planning and implementation. They further confirmed that the training had actually influenced the way they conducted the said management practices in their schools. This particular view corroborates well with teachers responses on the same theme as presented in table 8.

Table 8

Teacher Awareness about Principal Attending KEMI Course

	Frequency	Percent
Has your principal attended the KEMI diploma in education management training	Yes (133)	100.0
In your own opinion did your principal benefit from the programme	Yes (132)	99.2

It can be clearly observed from the table 8 that teachers were aware their principals had attended the KEMI education course as confirmed by all (100%) of them. Similarly, it can be noticed easily that majority of them were of the view that the KEMI course had benefitted their principals especially in managing the

said aspects within the school. On the basis of the foregoing background, analysis of the influence of KEMI training course on the aspects of management is discussed in sections 4.4.2 through 4.4.5

4.4.2 Influence of KEMI Diploma Training on Principals' Financial Management Practices

The first objective of the study sought to find out the influence of KEMI diploma training on principals' financial management in Matungulu sub- county. To achieve this objective, the questionnaire sought the principals' affirmation as to whether they were taught on aspects of financial management of which all of them responded in the affirmative. Next, the questionnaire items sought to determine the attitude levels of the principal regarding how they felt the training had influenced them on key matters of financial management in schools. Key among the financial aspects of which the attitude of the principals was determined included financial records, sourcing of funds, accountability, school budget, tendering committee and participatory budget preparation. A summary of the findings as to how the aspect of financial management was influenced by KEMI training is presented in table 9

Table 9

Influence of KEMI on Financial management

Financial Management	N	Mean	SD
proper management on financial records	20	4.50	.513
diversifying sources of finance	20	4.45	.759
proper accountability and transparency on finances	20	4.60	.503
Adherence to school budget	20	4.55	.510
Involvement of the stakeholders in budget preparation	20	4.30	.733
Constitution of the tendering committee	20	4.60	.503

On a scale of 1-5 where score ranges between 1.0-2.0 means strongly disagree, 2.0-3.0 disagree, 3.0-4.0 agree and 4.0-5.0 strongly agree, it can be noticed that that the mean indices for all the financial parameters were within the range of 4.0 -5.0, implying that the principals strongly agreed that the training had influenced the way they were managing financial resources in their respective schools. This finding is also in agreement with the question which sought to find out if the training on financial management improved the style of financial management in schools of which all teachers responded in the affirmative. Specifically, however, the principals agreed strongly that the training had helped them to have proper accountability and transparency in managing the resources as well as constituting the tender committees (mean =4.60). Similarly, they (principals) agreed that the training was influencing the way in which they were adhering to school budget (mean =4.55) and proper management of financial records (mean =4.50). The findings of this study are consistent with the recommendation by Pfau (1996) who

observed that head teachers required training on budget preparation, preparation of financial statements and resource mobilization among other financial aspects. Mwinjuma and Baki (2012) had also recommended that all head teachers be trained on sound financial management principles to enhance proper utilization of school funds

4.4.3 Influence of KEMI Diploma Training on Principals' Human Resource Management Practices

The second objective sought to establish the influence of KEMI diploma training on principals' Human Resource Management in Matungulu sub- County. In view of this, the first part of the questionnaire measuring this parameter sought to find out if the principals were trained on this aspect of management of which all answered in the affirmative- yes! Consequently, the study sought to seek the opinion through the likert type of scale on aspects of human resource management which the principals were taught during the training. Analysis of the results is summarized using means responses to the items in table 10

Table 10

Influence of KEMI on Human Resource Management

Human Resource Management	N	Mean	SD
Motivation of staff	20	4.85	.366
Student welfare	20	4.60	.503
Teachers welfare	20	4.60	.503
Non-teaching staff welfare	20	4.50	.607
Recommendation of teachers for upward mobility	20	4.65	.671
Delegation of duties	20	4.65	.489

It can clearly be noticed from table 10 that the mean range for the items that were responded to was between 4-5 implying that the principals strongly agreed to the fact that the training had influenced them positively in dealing with the aspect of human resources management. In particular, principals strongly agreed that the training had positively influenced their view on staff motivation (mean = 4.85). Other important areas also included delegation of duties and recommendation of teachers for upward mobility (mean= 4.65). This view corroborates well with the responses to the question where they were asked if they felt that training on HRM influenced their HRM activities in the school of which they all answered in the affirmative. It is important to note that good management of human resources leads to improved productivity and efficiency (Okumbe, 1990). Pfau (1996) observes that for effective performance, head teachers require training on aspects such as writing annual confidential reports for staff, maintaining good discipline throughout the school, disciplining or initiating discipline of teachers/staff,

resolving/handling conflicts when disputes occur, motivating teachers and staff, identifying training needs of staff, and guiding and training teachers and staff regularly (Pfau ,1996)

4.4.4 Influence of KEMI Diploma Training on Principals’ Curriculum Implementation Management Practices

The third objective sought to determine the influence of KEMI diploma training on principals’ curriculum implementation in Matungulu sub- County. In order to achieve this, the questionnaire items around this parameter solicited views from principals regarding the perceptions they held about the influence of the training in view of curriculum implementation. A summary of the results is presented in table 11

Table 11
Influence of KEMI on Curriculum Implementation

Curriculum Implementation	N	Mean	SD
Monitoring of professional records	20	4.75	.550
Time tabling	20	4.45	.686
Exposing teachers to seminars and workshops	20	4.45	.686
Benchmarking with other schools	20	4.50	.761
Availing teaching and learning materials	20	4.50	.761
Monitoring syllabus coverage	20	3.90	.912

It can be observed from table 11 that the aspect of curriculum implementation in view of the areas of monitoring syllabus coverage were not given a lot of emphasis (mean =3.90) as other areas in which the principals expressed a strong agreement to. It is worth noting however that the principals were in strong

agreement that the training had positively influenced the way of monitoring professional records (Mean= 4.75), benchmarking with other schools and availing teaching and learning materials (mean =4.50 each), timetabling and exposing teachers to workshops (mean = 4.45 each). Pfau (1996) observed that aspects of managing curriculum such as material development, monitoring of syllabus, timetabling and curricular assessment were critical components of the training programmes of head teachers. In general, when the principals were asked to indicate if the training had influenced the way of curriculum planning and implementation, nearly 99% of them responded in the affirmative while only 1% responded in the negative. This demonstrates that the principals indeed benefited from the KEMI training programme.

4.4.5 Influence of KEMI Diploma Training on Project Planning and Implementation Management Practices

The fourth and final objective of the study sought to find out the influence of KEMI diploma training on principals' project planning and implementation in Matungulu sub- County. In order to achieve this objective, six items were posed to the principals regarding various aspects of project planning and implementation. The principals were required to respond to these items in so far as their level of agreement with how the KEMI training had helped them in those particular aspects of project management. A summary of the responses are presented in table 12

Table 12

Project Planning and Implementation

Project Planning and Implementation	N	Mean	SD
Management of school plant	20	4.25	.786
Timely completion of projects	20	4.30	.979
Proposal writing	20	4.35	.745
Safety measures at school	20	4.50	.688
Community involvement on school projects	20	4.40	.754
Management of school management committee	20	4.25	1.020

From table 12, it can be observed that the KEMI training influenced the principals management of safety at school (mean 4.50), community involvement in school projects (mean = 4.40), proposal writing (mean= 4.35), timely completion of school projects (mean=4.30), and management of school plant (mean = 4.25). Generally, it can be concluded that the training programme influenced school managers in project management positively in view of the strong agreement held by most of them with respect to the various dimensions of project planning and management in the said study area. This observation is also in agreement with the fact that nearly 99% of the principals had confirmed that the training indeed influenced their management styles as far as management of projects was concerned. This finding will go a long way to address the concern by (Okumbe, 1998) who argued that most schools in the country have stalled projects, dilapidated structures, and register poor academic performance because principals who are programme managers lack basic skills in project management.

4.4.6 Comparative Analysis about KEMI Course by Teachers and Principals

Although this was not part of the objective that were being addressed by this study, it is worth reporting that during the course of analysis, this state of affair emerged and the researcher thought it wise to report on it as shown in table 13

Table 13

A Comparative view about KEMI training course by teachers and principals

	Principals		Teachers	
	N	Mean	N	Mean
Financial Management	20	4.50	133	4.23
Human resource Management	20	4.64	133	4.22
curriculum implementation	20	4.43	133	4.22
project planning	20	4.34	133	4.14

From the table 13, it can be observed that both teachers and principals held a strong positive view about the training offered by KEMI. In general, the training had influenced greatly the principals management of human resources (mean =4.64) followed by financial management (mean = 4.50), curriculum implementation (mean = 4.43) and project planning (mean = 4.34) in that order. Teachers on the other hand held the view that the training had benefitted the principals mostly in the area of financial management (mean = 4.23), human resource management and curriculum implementation each with mean= 4.22, and project planning (mean 4.14) in that order. It was therefore concluded that the strong positive view held by most teachers about the principals' KEMI training

course could be attributed to the fact that the principals had shown a change in the way they were managing aspects of HRM, finance, curriculum and project planning as reported by the teacher respondents since they were the major and indirect benefactors of the training programme.

Table 14: Correlation Analysis

N= 133		KEMI Diploma Course	Financial management	Human resource management	curriculum implementation and supervision	Project planning and implementation
KEMI Diploma Course	Pearson Correlation	1	.843**	.846**	.802**	.828**
	Sig. (2- tailed)		.000	.000	.000	.000
	N	133	133	133	133	133
Financial management	Pearson Correlation	.843**	1	.647**	.533**	.646**
	Sig. (2- tailed)	.000		.000	.000	.000
	N	133	133	133	133	133
Human resource management	Pearson Correlation	.846**	.647**	1	.596**	.592**
	Sig. (2- tailed)	.000	.000		.000	.000
	N	133	133	133	133	133
curriculum implementation and supervision	Pearson Correlation	.802**	.533**	.596**	1	.500**
	Sig. (2- tailed)	.000	.000	.000		.000
	N	133	133	133	133	133
Project planning and implementation	Pearson Correlation	.828**	.646**	.592**	.500**	1
	Sig. (2- tailed)	.000	.000	.000	.000	
	N	133	133	133	133	133

** . Correlation is significant at the 0.05 level (2-tailed).

It can be observed from the table that all the variables positively correlated with KEMI diploma training at the .05 level of significance. In particular financial management had a correlation coefficient of, $r(133) = .843$, human resource management had $r(133) = .846$, project planning had, $r(133) = .828$ and curriculum implementation with, $r(133) = .802$. It is also worth noting that the correlations were statistically significant ($p < .05$). This implies that the KEMI diploma course had a strong and positive association with the variables under consideration. Therefore, the more the head teachers attended the course, the more they were likely to improve on the competencies in the respective training areas and vice versa.

4.5 Hypotheses Testing

The first hypothesis of the study stated thus:

H₀₁: KEMI diploma training course does not have any influence on principals' financial management practise.

The hypothesis presumed that KEMI training course and financial management were statistically independent. To prove the validity of this claim, a correlation analysis was run at .05 level of significance and the correlation results findings are presented in table 15

Table 15***KEMI Diploma and Financial Management***

MODEL		ANOVA						COEFFICIENTS			
R	R Square	Model	Sum of Squares	Df	Mean Square	F	Sig.	Model	Unstandardized Coefficients	t	Sig.
.843 ^a	.711	Regression	43.540	1	43.540	322.382	.000 ^b	B			
		Residual	17.693	131	.135			(Constant)	.209	.926	.356
		Total	61.233	132				KEMI Diploma	.956	17.955	.000

a. Dependent Variable: Financial management

b. Predictors: (Constant), KEMI Diploma Course

From the table 15, it can be observed that the correlation coefficient, $r = R = .843$; was positive implying that there was a strong positive association between KEMI training course and principals financial management practices. Further, the coefficient of determination as depicted by the R- squared value (.711) in the model implies that the KEMI course could explain about 71 % of the total variance in financial management practice of the principals. It is also worth noting from the ANOVA model that, KEMI training course is a good predictor of financial management practice of principals, $F(1, 131) = 322$; $P < .05$. It can therefore be concluded that the principals' KEMI diploma course statistically significantly predicted the principals' financial management styles, $\beta = .956$; $t(131) = 17.96$, $p < .05$. Similarly, the KEMI diploma course accounted for a statistically significant proportion of variance in financial management, $R^2 = .711$; $F(1, 131) = 322.38$; $P < .05$). On the basis of this finding, the null hypothesis that stated that KEMI training course did not have a statistically significant influence

on principals' financial management was rejected and conclusion made that financial management practice of principals in schools heavily dependent on the successful undertaking of the KEMI training course. This finding is consistent with that of Odubaker (2007) who investigated the relationship between head teachers' management training programme and improvement of financial management competencies, and found out that there was a positive significant relationship between training in financial management and the head teachers' competencies in management. The second hypothesis of the study stated:

H₀₂: KEMI diploma training course does not have any influence on principals' human resource management practise.

The hypothesis presumed that KEMI training course and principal's human resource management practices were statistically independent. To prove the validity of this claim, a regression analysis was run at the.05 level of significance and a summary of these findings are presented in table 16

Table 16 KEMI diploma and Human resource Management

MODEL		ANOVA						COEFFICIENTS			
R	R Square	Model	Sum of Squares	Df	Mean Square	F	Sig.	Model	Unstandardized Coefficients	t	Sig.
.846 ^a	.716	Regression	43.443	1	43.443	330.238	.000 ^b	B			
		Residual	17.233	131	.132			(Constant)	.206	.924	.357
		Total	60.677	132				KEMI Diploma Course	.955	18.172	.000

a. Dependent Variable: Human resource management

b. Predictors: (Constant), KEMI Diploma Course

The regression coefficient as shown in table 16 is $R = .846$, implying a positive relationship between human resources management and KEMI diploma training course. An R – squared value of .716 in the model implies that the KEMI training course was able to explain about 72 % of the total variance in human resource management practices by the principals. Further, the regression model is considered a good fit for prediction $F(1,131) = 330.24$; $P < .05$. It can therefore be concluded that the principals’ KEMI diploma course statistically significantly predicted principals’ Human resource management practices, $\beta = .955$; $t(131) = 18.17$, $p < .05$. Similarly, the KEMI diploma course accounted for a statistically significant proportion of variance in financial management, $R^2 = .716$; $F(1,131) = 330.24$; $P < .05$. On the basis of this finding, the null hypothesis which stated that KEMI training course did not have a statistically significant influence on principals’ human resource management was rejected and conclusion made that

human resource management style of principals in schools heavily dependent on the successful undertaking of the KEMI training course. This finding equally confirms the findings by Odubuker (2007), who investigated the relationship between head teachers management training programme and improvement of personnel management competencies and found a positive significant relationship between training and personnel management competencies. The study also found a positive and significant relationship between training in school governance and the head teachers' competencies in management.

The third hypothesis formulated for the study stated thus.

H₀₃: KEMI diploma training course does not have any influence on principals' curriculum implementation management practise.

The hypothesis presumed that KEMI training course and principal's curriculum implementation styles were statistically independent. To prove the validity of this claim, a regression analysis was run at the .05 level of significance and a summary of these findings are presented in table 17.

Table 17

KEMI diploma and curriculum implementation

MODEL		ANOVA						COEFFICIENTS			
R	R Square	Model	Sum of Squares	Df	Mean Square	F	Sig.	Model	Unstandardized Coefficients	t	Sig.
.802 ^a	.644	Regression	51.944	1	51.944	236.823	.000 ^b	B			
		Residual	28.733	131	.219			(Constant)	-.169	-.586	.559
		Total	80.677	132				KEMI Diploma Course	1.045	15.389	.000

a. Dependent Variable: curriculum implementation

b. Predictors: (Constant), KEMI Diploma Course

It can be observed from table 17 that the regression coefficient, $R = .802$; was positive implying that there was a strong positive relationship between KEMI training course and principals style of curriculum implementation and supervision. Further, the coefficient of determination as depicted by the R-squared value (.644) in the model implies that the KEMI course could explain about 65 % of the total variance in styles of curriculum implementation and supervision by the principals. The ANOVA model also indicates that KEMI training course is a good predictor of curriculum implementation and supervision style of principals, $F(1, 131) = 236$; $P < .05$. It can therefore be concluded that the principals' KEMI diploma course statistically significantly predicted principals' curriculum implementation and supervision styles, $\beta = 1.05$; $t(131) = 15.39$, $p < .05$. Therefore, it can be argued that the KEMI diploma course accounted for a

statistically significant proportion of variance in curriculum implementation and supervision, $R^2 = .644$; $F(1,131) = 236$; $P < .05$). On the basis of this finding, the null hypothesis that stated that KEMI training course did not have a statistically significant influence on principals' curriculum implementation and supervision was rejected and conclusion made that curriculum implementation and supervision style of principals in schools heavily dependent on the successful undertaking of the KEMI training course. This finding is consistent with that of Odubaker (2007) on the relationship between head teachers management training programme and curriculum management in primary schools and found a positive significant relationship between training in curriculum management and the head teachers' competencies in management. Finally,

The fourth hypothesis stated as follows:

H₀₄: KEMI diploma training course does not have any influence on principals' project planning and implementation management practise.

The hypothesis presumed that KEMI training course and principals project planning and implementation styles were statistically independent. To prove the validity of this claim, a regression analysis was run at the .05 level of significance and a summary of the findings presented in table 18.

Table 18

KEMI Diploma and Project Planning and Implementation

MODEL		ANOVA						COEFFICIENTS			
R	R Square	Model	Sum of Squares	Df	Mean Square	F	Sig.	Model	Unstandardized Coefficients	t	Sig.
.828 ^a	.686	Regression	51.822	1	51.822	285.938	.000 ^b	B			
		Residual	23.742	131	.181			(Constant)	-.246	-.941	.348
		Total	75.564	132				KEMI Diploma Course	1.043	16.910	.000

a. Dependent Variable: curriculum implementation

b. Predictors: (Constant), KEMI Diploma Course

It can be observed from table 18 that the regression coefficient, $R = .828$; was positive implying that there was a strong positive relationship between KEMI training course and principals style of project planning and implementation. Further, the coefficient of determination as depicted by the R- squared value (.686) in the model implies that the KEMI course could explain about 69 % of the total variance in styles of project planning and implementation by the principals. The ANOVA model also indicates that KEMI training course is a good predictor of project planning and implementation style of principals, $F(1, 131) = 286$; $P < .05$. It can therefore be concluded that the principals' KEMI diploma course statistically significantly predicted principals' project planning and implementation styles, $\beta = 1.04$; $t(131) = 16.91$, $p < .05$. Therefore, it can be

argued that the KEMI diploma course accounted for a statistically significant proportion of variance in project planning and implementation, $R^2 = .686$; $F(1,131) = 286$; $P < .05$). On the basis of this finding, the null hypothesis that stated that KEMI training course did not have a statistically significant influence on principals' project planning and implementation was rejected and conclusion made that project planning and implementation style of principals in schools heavily dependent on the successful undertaking of the KEMI training course. In spite of this finding, it is worth noting however that the perceived effectiveness of project management by principals in secondary schools is not an easy task as different schools have different financial capabilities, and resource distribution (Okumbe, 1998).

Conclusion

From the results of hypothesis testing it can be inferred that there are significant relationships between KEMI training course and financial management, human resource management, curriculum implementation and project management practices in schools. This implies that the more the principals are trained through KEMI, the more they are to perfect on these practices which will eventually lead to efficiency in utilisation of resources thus leading to effectiveness in the management of schools.

It is important to note that training of school managers is a critical factor worth the investment of time, material and financial resources for the overall success of the school. The findings from this study have clearly demonstrated that there is a positive and significant relationship of the KEMI head teachers' training

programme and the various aspects of school management such as financial management, human resources management, project management and curriculum development and implementation. This implies that performance of head teachers in schools is contingent upon them undertaking the KEMI diploma training course in order to hone their managerial competencies. It is also worth noting that when these aspects of school management in view of finance, human resource, and project planning and curriculum management are observed to the letter, institutional success is guaranteed. Therefore the KEMI training is important as it makes the head teachers' to be developed so as to fit better in the job (Fillipo 1984.), as most of them are picked from class room to head without the necessary requisite competencies in management (Okumbe,1998)

CHAPTER FIVE

SUMMARY OF FINDING, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a synoptic view of the summary of the study, study findings, conclusions, and recommendations for policy and suggestions for further study.

5.2 Summary of the Study

This study sought to investigate the influence of KEMI principals' Diploma in education management training on their management practices of public secondary schools in Matungulu Sub County, Machakos County. Using an descriptive research design, the study sought to achieve the following specific objectives: to determine the influence of KEMI diploma training on principals' financial management practices in Matungulu Sub-county, to establish the influence of KEMI diploma training on principals' Human Resource management practices in Matungulu Sub-county, to determine the influence of KEMI diploma training on principals' curriculum Implementation management practices in Matungulu Sub-county and to find out the influence of KEMI diploma training on principals' project planning and implementation management practices in Matungulu Sub-county. The study was based on Albert Bandura's social cognitive theory of 1986 and used the desriptive survey research design. Questionnaires were used as main tool for data collection.

The target population included all the 28 public secondary schools in Matungulu Sub-County with 457 teachers and 28 principals.

The sampling was done using their Yanane formula of 1967 and a sample size of 26 principals and 213 teachers from public secondary schools were sampled. The reliability of the instrument was done through test-retest technique while the validity of the instrument was done through seeking expert opinion from the school of Education, SEKU. The formulated hypotheses were tested at 0.05 level of significance and interpretation was done using the coefficient of determination r^2 to predict the amount of total variance that could be explained in the dependent variables on the basis of the independent variables measure. Descriptive and inferential methods were used to analyse data.

5.3 Findings of the Study

5.3.1 Findings in Line with Demographics

Majority (nearly 65%) of the teachers were between the ages of 31 and 50 years. A few (26%) were however in the age range of below 30 years while about 9% were in the age range of above 50 years. Nearly 95% of the principals were aged above 41 years while only 5% had an age range falling between 31-40 years, There were more male teachers and principals in the study area compared to the female teachers and principals. Specifically, out of the 133 teacher respondents, there were 74 male teachers representing nearly 56% of the total population of teachers as opposed that of female teachers. Majority (68%) of teachers had a

graduate qualification while about 90% of the principals had either graduate or a post graduate qualification.

Majority (60%) of the principals had a headship experience of between 5-10 years followed by those with an experience of between 11-15 years. All the principals in the study area had attended the KEMI diploma course as it is a requirement set by the ministry of education and TSC and they have been taught management practices related to core issues of financial management, human resource management, curriculum and project planning and implementation.

5.3.2 Findings in Line with Study Objectives

The Principals' KEMI training had a positive influence in the manner of dealing with the financial management aspect of the schools. Specifically, the principals agreed strongly that the training had helped them to have proper accountability and transparency in managing the resources as well as constituting the tender committees (mean =4.60). Similarly, they agreed that the training was influencing the way in which they were adhering to school budget (mean =4.55) and proper management of financial records (mean =4.50). Generally, the principals' KEMI diploma course statistically and significantly predicted the principals' financial management styles, $r = .956$; $t(131) = 17.96$, $p < .05$. The KEMI diploma course also accounted for a statistically significant proportion of variance in financial management of the principals, $R^2 = .711$; $F(1,131) = 322.38$; $P < .05$.

The KEMI diploma training has a positive influence in the manner of dealing with the aspect of human resources management by principals in schools. In particular,

principals strongly agreed that the training had positively influenced their view on staff motivation (mean = 4.85), delegation of duties and recommendation of teachers for upward mobility (mean= 4.65). In general the principals' KEMI diploma course statistically significantly predicted principals' Human resource management styles, $\beta = .955$; $t(131) = 18.17$, $p < .05$. Similarly, the KEMI diploma course accounted for a statistically significant proportion of variance in human resources management, $R^2 = .716$; $F(1,131) = 330.24$; $P < .05$).

Although there was an influence of the principals KEMI training on curriculum, the area of monitoring syllabus coverage was not given a lot of emphasis in the training (mean = 3.90). This can be attributed to the fact that the component is taught at the pre service training of teachers' level and hence does not require much attention here. However, there was a strong agreement that the training had positively influenced the way of monitoring professional records (mean = 4.75), benchmarking with other schools and availing teaching and learning materials (mean = 4.50), timetabling and exposing teachers to workshops (mean = 4.45). Therefore on the macro level, it can be argued that the principals' KEMI diploma course statistically significantly predicted the principals' curriculum implementation and supervision styles, $\beta = 1.05$; $t(131) = 15.39$, $p < .05$. Further, it was established that the KEMI diploma course accounted for a statistically significant proportion of variance in curriculum implementation and supervision, $R^2 = .644$; $F(1,131) = 236$; $P < .05$).

Finally, the study found out that the KEMI training influenced the principals project planning and implementation especially in management of safety at

school (mean 4.50), community involvement in school projects (mean = 4.40), proposal writing (mean= 4.35), timely completion of school projects (4.30), and management of school plant (mean = 4.25). Additionally, it was established that principals' KEMI diploma course statistically significantly predicted principals' project planning and implementation styles, $\beta = 1.04$; $t(131) = 16.91$, $p < .05$. The study further found out that the KEMI diploma course accounted for a statistically significant proportion of variance in project planning and implementation, $R^2 = .686$; $F(1,131) = 286$; $P < .000$.

5.4 Conclusion

The aim of this study was to establish the influence of KEMI diploma training course on principals' management practices in public secondary schools in Matungulu sub- County. In view of this, the findings have revealed that the KEMI diploma course statistically significantly predicts financial management, human resource management, curriculum implementation and project planning and implementation practises of principals ($p < .05$). This led to the rejection of the null hypotheses which stated that; KEMI diploma training course does not have influence on principals' financial, human resource, curriculum implementation, project planning implementation management practises. It can therefore be concluded that the KEMI training by the principals has a significant influence on management practices (financial management, human resource management, curriculum implementation and project planning and implementation) by principals in public schools in Matungulu Sub-county.

5.5 Recommendations

On the basis of the conclusion that the KEMI diploma course has a significant influence on principals' management practices in schools, this study recommends as follows:

- i) That the training on management practices be made part and parcel of the pre service training curriculum for teachers. Concerted efforts should be made in order to have teacher trainees well grounded on the aspects of management before they graduate to ensure an adequate pool of education managers are produced in advance rather than waiting for them to be promoted in order to undergo the INSET programmes
- ii) Going forward, the Ministry of Education (MOE) should make the training curriculum for KEMI extend beyond the diploma level to the degree level training and cover intensely the four studied management practices in addition to aspects of resource mobilization, procurement management, participatory monitoring and evaluation and proposal development skills for the principals and other school managers.
- iii) The KEMI diploma training course should be made a policy to all education managers whether in a private or public institution in Kenya. This will ensure that quality management is enhanced in every educational institution for qualitative improvement in education

5.6 Suggestions for Further Study

This study delved into finding out the influence of KEMI diploma training on principals' management practices in public secondary schools in Matungulu Sub-County. On the basis of this, the study suggests as follows:

- i) A similar study can be conducted to find out the influence of KEMI diploma course in the entire Machakos county public secondary schools
- ii) A further study can be conducted in other counties in Kenya to establish if the KEMI course has similar effects as has been found in Matungulu sub county
- iii) A study can be replicated in the same sub county using a different research design and data collection method such as interviewing ministry of education officials to find out if the principals have benefited from such INSET training

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APPENDIX A : Introduction Letter

The Headteacher

P.o Box -

Tala

Dear Sir/Madam

RE: DATA COLLECTION FOR MASTER OF EDUCATION RESEARCH PROJECT.

I am a post graduate student at the University of South Eastern Kenyan University undertaking Master of Education degree course. As a part of my study I am required to carry out a research to determine the influence of KEMI principal diploma in education management training course on management practices of public secondary schools in matungulu sub county.

I therefore request you to participate in this study by filling in the questionnaire provided. This information will be used for research purposes only and with utmost confidentiality therefore, feel free to respond to the questionnaire accordingly.

Thank you for agreeing to participate in the study

Pauline Mbesa Musembi

APPENDIX B : Questionnaire for Principals

I am postgraduate student of South Eastern Kenya University conducting a research on the **“Influence of KEMI principal diploma in education management training course on management practices of public secondary schools in Matungulu Sub County, Kenya.”**

Instructions: Please answer the questions objectively and truthfully as possible. Do not write your name anywhere on your questionnaire. Provide information as accurately as possible for it to be useful in this study. Use a tick () to indicate your response where appropriate.

BACKGROUND INFORMATION

1. What is your age?
 - Less than 30 years
 - 31 – 40 years
 - 41 – 50 years
 - More than 50 years
2. What is your gender?
 - Male
 - Female
3. What is your Education qualification?
 - Untrained
 - Diploma
 - Graduate
 - Post Graduate

4. What is the nature of your school?

- National
- County
- Sub county 54

5. What category is your school?

- Day
- Boarding
- Day and boarding

7. How long have you been a principal?

- below 5 years
- 5 - 10 years
- 11- 15 years
- 16 – 20 years
- Over 20 years

PART B: The influence of KEMI financial management training on secondary schools management

1a) Did you attend the KEMI diploma course? A) Yes b) No

b) If no give reasons.....

.....

.....

2) a) If yes were you taught anything on financial management

a) Yes b) No

3 a) Does the training on financial management influence your financial management practices in your school? A) Yes b) No

b) If yes, please indicate the level of agreement or disagreement with the statement on the influence of training on the following financial management practices

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Training help me improve on:	5	4	3	2	1
Proper management of financial records					
Diversifying sources of finance					
Proper accountability and transparency of finances					
Adherence to school budget					
Involvement of the stakeholders in budget preparation					
Constitution of the tendering committee					
Any other specify					

c) If No give reason

.....

Part C: The influence of KEMI human resource management training on secondary schools management

1 a) Did the training address the issue of human resource management?

A) Yes b) No

b) Does the training on human resource management influence the way you manage human resource in your school? A) Yes b) No

3.0 If yes, please indicate the level of agreement or disagreement with the statement on the influence of training on the following Human Resource Management practices

Statement	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
Motivation of staff					
Student welfare					
Teachers welfare					
Non-teaching staff welfare					
Recommendation of teachers for upward mobility					
Delegation of duties					
Any other specify					

c) If no Give reasons.....

**Part C: The influence of KEMI curriculum implementation diploma training
on secondary schools management**

1a) Did the training address matters of curriculum implementation?

b) Does the training on curriculum implementation influence the way you
implement curriculum in your school?

A) Yes b) No

4.0 If yes, please indicate the level of agreement or disagreement with the
statement on the influence of training on the following curriculum
management practices

Statement	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
Monitoring of professional records					
Time tabling					
Exposing teachers to seminars and workshops					
Monitoring syllabus coverage					
Availing teaching and learning materials					
Benchmarking with other schools					
Any other specify					

c) If No give reason.....

Part D: The influence of KEMI project planning and implementation training on secondary schools management.

1. a) Did the training address the matters of planning and implementation? A)

Yes b) No

b) Does the training on project planning and implementation influence the way you plan and implement projects in your school? A) Yes b) No

2. If yes, please indicate the level of agreement or disagreement with the statement on the influence of project planning and implementation training on secondary schools management.

Statement	Strongly agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
Management of school plant					
Timely completion of projects					
Proposal writing					
Safety measures at school					
Management of school management committee					
Community involvement on school projects					
Any other specify					

c) if No give reasons.....

APPENDIX C: Questionnaire for the Teachers

I am postgraduate student of South Eastern Kenya University conducting a research on the **“Influence of KEMI principal diploma in education management program on management of public secondary schools in Matungulu Sub County, Kenya.”**

Instructions: Please answer the questions objectively and truthfully as possible.

Do not write your name anywhere on your questionnaire. Provide information as accurately as possible for it to be useful in this study. Use a tick () to indicate your response where appropriate.

PART A BACKGROUND INFORMATION

1. What is your age?

Less than 30 years

31 – 40 years

41 – 50 years

More than 50 years

2. What is your gender?

Male

Female

3. What is your Education qualification?

Untrained

Diploma

Graduate

Post Graduate

5. What category is your school?

Day

Boarding

Day and boarding

7. How long have you been a teacher?

Below 5 years

5 - 10 years

11- 15 years

16 – 20 years

Over 20 years

PART B: INFLUENCE OF HEAD TEACHERS' DIPLOMA IN EDUCATION MANAGEMENT PROGRAM ON MANAGEMENT OF PUBLIC SECONDARY SCHOOLS IN MATUNGULU SUB COUNTY, KENYA.

8. Has your principal attended the KEMI diploma in education management training? Yes No

9. If no give reasons.....

10 In your own opinion did your principal benefit from the programme? Yes No

11. If yes give reason your answer.....

12. If no Give reasons.....

The statements below give the status of your head teacher on matters of school management. Give your opinion based on observations made on whether there has been improvement on the following areas after the head teacher attended the KEMI diploma in education management training program.

Statement	Highly improved	Improved	Remained the same	Slightly deteriorated	Deteriorated
Financial management					
Human resource management					
curriculum implementation and supervision					
Project planning and implementation					
Any other					

Thank you for Your Co-operation

APPENDIX D: Introduction Letter from Seku



SOUTH EASTERN KENYA UNIVERSITY

OFFICE OF THE DIRECTOR

BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
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020-2531395 (NAIROBI)
Email: bps@seku.ac.ke

Our Ref: /E55/TAL/20196/2013

Date: Thursday, June 04, 2015

Pauline Mbesa Musembi
Reg. No. E55/TAL/20196/2013
C/O Dean, School of Education

Dear Pauline,

**RE: MASTER OF EDUCATIONAL ADMINISTRATION AND PLANNING RESEARCH
THESIS**

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document entitled, *"The Influence of Head Teachers' Diploma in Education Management Practices of Public Secondary Schools in Matungulu Sub-County"*

Following a successful presentation of your Master Proposal, the School of Education in conjunction with the Directorate, Board of Post graduate Studies (BPS) have approved that you proceed on and carry out your research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Joash Migosi and Dr. David Mulwa. You should ensure that you liaise with your supervisors at all times. In addition, you are required to fill in a Progress Report (**SEKU/ARSA/BPS/F-02**) which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection as a critical stage in your Master of Education in Educational Administration and Planning.

Dr. Josphert Kimatu

Ag. Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs
Dean, School of Education
Chairman, Department of Education Administration and Planning
Dr. Joash Migosi
Dr. David Mulwa
BPS Office To file

APPENDIX E: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No.

Date:

NACOSTI/P/15/7037/6698

29th July, 2015

Pauline Mbesa Musembi
South Eastern Kenya University
P.O. Box 170-90200
KITUL

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The influence of head teachers' diploma in education management training on management practices of public secondary schools in Matungulu Sub County,"* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **4th December, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Machakos 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. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.


The County Director of Education
Machakos County.

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


APPENDIX F: Research Permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **5980**


CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. PAULINE MBESA MUSEMBI
of SOUTH EASTERN KENYA UNIVERSITY,
0-90131 TALA, has been permitted to
conduct research in Machakos County

on the topic: THE INFLUENCE OF HEAD
TEACHERS' DIPLOMA IN EDUCATION
MANAGEMENT TRAINING ON
MANAGEMENT PRACTICES OF PUBLIC
SECONDARY SCHOOLS IN MATUNGULU
SUB COUNTY

for the period ending:
4th December, 2015

Permit No : NACOSTI/P/15/7037/6698
 Date Of Issue : 29th July, 2015
 Fee Received :Ksh 1,000



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Applicant's Signature

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Director General
National Commission for Science, Technology & Innovation