A STUDY OF HEADTEACHERS' PERCEPTION TOWARDS KESI IN-SERVICE PROGRAMMES IN PUBLIC SECONDARY SCHOOLS IN NAIROBI PROVINCE

BY

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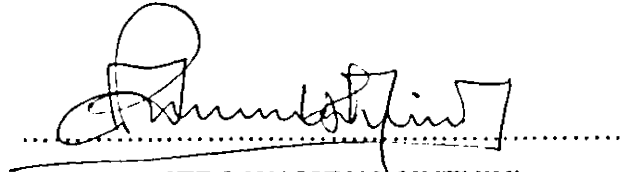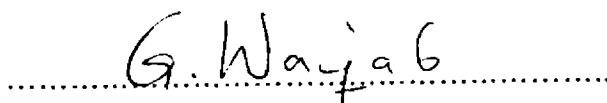And Planning

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DECLARATION

This project is my original work and has never been presented for any degree in any other university.

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DEDICATION

This research work is dedicated to my mother Anastasia and my father Samuel for their love and inspiration that has enabled me to excel and further my studies.

ABSTRACT

The need for headteachers' training on management is very vital for an organisation such as a school as it not only builds confidence but also prepares the particular headteacher to be adequately armed to cope with the emerging changes in educational management.

Prior to the establishment of KESI in 1981, headteachers employed all methods within their disposal coupled with what they learned in college to manage schools. These could however, not suffice as society and educational institutions became more and more complex.

The purpose of this study was to identify the perceptions that headteachers held towards the in-service programmes organised by KESI. The study was carried out in public secondary schools in Nairobi province. The literature review was organised under the following subheadings: need for professional training; Kenya Education Staff Institute (KESI); training activities for secondary school headteachers; participants' involvement in programmes design and evaluation; appraisal of professional development programmes and critical concerns for school administrators.

The study was an ex-post facto design and the targeted population consisted of headteachers in public secondary schools in Nairobi province.
Two types of research instruments were used; one was administered to secondary school headteachers in Nairobi province while the other was administered to KESI course facilitators. The headteacher's questionnaire was divided into three sections

A, B and C where some of the items in the questionnaire were structured while others were open-ended. Section A of the headteachers' questionnaire gathered demographic data and training background. Section B gathered data on such programmes components as topics for newly appointed headteachers, the in-service duration the quality of training personnel, content mastery and delivery, training techniques and the aspects they would recommend for improvement of KESI in-service programmes. Section C explored headteachers' perception on course content, course duration and the participants' perceptions on the training personnel rated on a five point Likert Scale.

The KESI staff questionnaire gathered more information on their opinions and their perceptions on KESI in-service programmes and training personnel's perceptions on headteachers' needs.

To determine reliability of the instruments, a pilot study was conducted in five schools randomly selected from the public secondary schools in Nairobi. After establishing the reliability and validity of the instruments, they were then administered to 37 public secondary schools in Nairobi province and 4 KESI staff. The questionnaire return rate was 100%.

The analysis of data consisted of Analysis of Variance (ANOVA) and the level of significance was set at 0.05. Seven null hypotheses were tested. The following are the findings of the study:

i)   Public secondary school headteachers in Nairobi province perceived KESI in-service programmes to be relevant, but they were not adequate to meet their administrative needs.

ii)   Managerial and financial role of a headteacher; finance and budgeting; types of fraud and their prevention in financial management; fees defaulting and difficult parents; emerging issues such as drugs, HIV and AIDS, homosexuality; students indiscipline; procurement; laws governing education and their implication; industrial / labour laws; democratisation; influence of the media on education and how to use a deputy without abdicating were the major administrative challenges that headteachers face with financial management and human resource management being the most imminent.

iii) Secondary school headteachers' perception of KESI in-service programmes were not affected by such variables as administrative experience, level of education, number of times of attending KESI courses, as the headteachers felt that learning is a lifetime process and one needs to keep abreast of the dynamism in education management.

iv)   Headteachers in public secondary schools felt that headteachers should attend KESI in-service courses after every three to four years.

v)   All headteachers should attend KESI organised courses irrespective of their school sizes.

vi)   KESI courses are relevant to all headteachers in all public secondary schools and not only to newly appointed heads.

vii) Headteachers in public secondary schools in Nairobi province felt that KESI in-service programmes were not affected by the number of years

taken since in-service by KESI and their gender as they all needed to be "properly equipped" so as to cope with emerging challenges in school administration.

The recommendations of the study are as follows:

i) KESI course co-ordinators should endeavour to consult headteachers on the topics they wish to be covered especially the ones they are weak in, before such packages are offered to clientele (headteachers).

ii) A management information system should be created so as to provide feedback to KESI course co-ordinators on headteachers who have attended their courses and those who have not.

iii) Courses on financial management, human resource management and student discipline should be intensively and extensively covered since they are still problem areas to headteachers even after attending KESI in-service courses.

iv) KESI personnel's content delivery is good but they should endeavour to improve.

v) Ample time should be allocated on each topic covered during KESI in-service courses if topics are to have meaningful impact on headteachers' management skills.

vi) Headteachers should be appointed on the basis of qualification, experience and performance if they are to make impact in the institutions they head.

vii) Alternative funding for KESI activities should be sourced so as to bridge the current shortage of professional staff; improve quality of

training equipment and achieve 100% participation by all concerned educational managers.

viii) KESI should be made autonomous and course co-ordinators to hold advanced degrees and have them recruited directly by KESI itself.

The following research areas are suggested for further research:

i) Replication of this study using an interview schedule as the research instrument with headteachers.

ii) A comparative study on the perceptions of public secondary school headteachers on KESI in-service programmes in rural and urban setting.

iii) A study of the perceptions of KESI in service programmes by provincial directors of education and their deputies in the ministry of education.

iv) A study of the perceptions of KESI in-service programmes by private secondary school headteachers in Nairobi province.

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CHAPTER ONE

INTRODUCTION

1.0   Background to the Study

The need for headteachers' training on management has been accelerated in recent years by the fact that headteachers have had to deal with change on an unprecedented scale (Buckley, 1990). As a result, Buckley adds, a large number of headteachers have come to accept the fact that good management will lead to more effective teaching and learning. National Association of Headteachers in their paper "School Management" (1988) observes that;

If management development is a continuous and natural part of staff development, the requirement for sudden and dramatic training programmes on appointment to new posts is considerably necessary. Specific programmes could then concentrate on adding to the development of individuals to prepare them to take on the roles of deputy head or head (1988:5).

In regard to staff development in Africa, Rwegasira (1988) points out that the trouble in many African countries is that good recruitment policies, good staff development and appraisal and good remuneration policies are usually present in Medium Developed Institutions (MDIs) and where they are, they are not put into effect for various reasons. The net result is that the staff position and strength of such institutions is weak; frequently with most established posts remaining vacant.

The role of the headmaster is vital as far as smooth running of the school is concerned.

Mbiti (1974) observes that;

The Chief executive of a school is the headmaster. The success of any school depends on how effective he is as an administrator... as an educator and as far as the proper direction in knowledge development is concerned, the headmaster must seek to expose each child in his school to functional education (1974:48-53).

The need for managerial training as far as the headteacher is concerned is further echoed by Drucker (1999) who points out that the individual manager needs development just as much as company and society do. He should first keep himself alert and mentally alive. He needs to keep himself challenged. He must acquire today the skills, which will make him effective tomorrow.

Nti (1972) in a bid to emphasize training for efficiency points out that, public servants in Kenya tend to see training as being for promotion, he further asserts that training should be a career long affair. It should be job related, properly costed and of high quality. It should be built into the system and have fairly precise objective. The trainers should themselves be trained and to achieve high standards, top management should take on a coaching role in respect of their subordinates. The top people also need to be retrained from time to time to overcome managerial obsolescence. In any case, to make training effective, the organizers must be trained; and as jobs of public servants are becoming more and more managerial, courses should reflect this and be more performance oriented.

In an effort to justify the rationale for having an education managerial training institute run by the government, Republic of Kenya (1989) in "A brief to the World Bank Mission on KESI" pointed out that most of the officers of the Ministry of Education (MoE) including secondary and primary school headteachers are recruited from among trained teachers who might have excelled in the classroom but nevertheless not received any administrative training as such. KESI therefore undertakes the in-service training of Education administrative and managerial personnel, on the auspices of the Ministry of Education in order to enhance and facilitate the effective and efficient implementation of all educational plans, programmes and policies. Similar sentiments on lack of training are expressed by the Koech Report (1999) where it postulates that;

Heads of institutions are central to the successful management of educational institutions and implementation of the total curriculum..... Appointments are usually made from serving teachers, most of whom have had no prior training in institutional management. Such lack of training adversely affects effective management of educational institutions and the maintenance of quality and high standards of education and training (Republic of Kenya, 1999:221).

The 1989-1993 Development Plan points out the need to continuously adapt to the changing skill requirements in the economy, where the Government has found it necessary to emphasize training so as to ensure the country is provided with adequate manpower for both the public and private sectors.

Drucker in Cole (1999) observes that;

Manager development must embrace all managers in the enterprise. It must aim at challenging all to growth and self-development. It must focus on performance rather than on promise and on tomorrow's requirements rather than those of today (Cole, 1999:316)

Cole (1999) further adds that in a formal system, management development arises from needs expressed in plans and manpower reviews as influenced by the corporate culture, or value system. Present and future needs for managers imply recruitment and succession planning measures. Improvements in performance are dealt with by a variety of training and development activities, which are evaluated individually, and in some cases, may also be subjected to management development audit as a whole.

Career planning specialists at the International Labour Organisation have observed that;

Headteachers should be trained in management, the ratio of teachers to pupils should be increased.... as for now it seems like teachers in sub-saharan Africa and moreso those in managerial positions are just "a bunch of club wielding militia battling brigades armed with laser guns" (Kigotho, **East African Standard.** May 6th 2004:14).

The government of Kenya places great importance to secondary level of education because it prepares the youth for their responsibilities in adulthood (Republic of Kenya, 1988). According to 1997-2010 Master plan, this level of education is used for selection into universities and training in middle-level

trades and professions. The plan further adds that secondary education plays a crucial role in creating the country's human resource base at a level higher than primary education. It is on these assertions that it can be pointed out that; "the dynamic society in which secondary school heads are operating demands constant appraisal of their training programmes" (Kalai, 1998:1). This implies that the present day headteachers are likely to be facing a different set of challenges from their counterparts of yester years. This stems from the fact that changes in the taught curriculum are likely to have far-reaching effects on education which places different job demands on institutional heads. This study therefore sought to identify the perceptions that secondary school headteachers in Nairobi province public schools hold towards KESI in-service programmes.

There has been an articulated need to train and expose educational administrators to continuous professional development activities. This is because as it is observed; school heads are placed in positions of great responsibility where they are expected to "guide and direct teachers and students". This observation is further supported by the Ministry of Education which points out that; "school heads are responsible for planning, organizing, directing, controlling, innovating, co-ordinating and actualizing the educational goals and objectives of the institution and the country" (Republic of Kenya; Management Guidelines 1998:1). This Ministerial standpoint holds water to date and is further evidenced by the recent revelation that: "the Ministry of Education will henceforth only appoint teachers on job group 'M' to head secondary schools as principals. Heads currently on job group 'L' would not

be demoted, but must be upgraded within the next one year to be eligible to continue heading the schools they head,"(Kenya News Agency, **Kenya Times,** May 5th 2004:11).

The Kamunge report notes that:

Heads of institutions are appointed from serving teachers most of whom had no prior training in institutional management. Such lack of training adversely affects effective management of educational institutions and maintenance of high quality standards of education and training (Republic of Kenya, 1988:111).

Added to this observation is the contention that "lack of training has been responsible for a great deal of inefficiency and ineffectiveness so commonly observed in the performance of many educational systems in Africa" (Maranga, 1993:19).

From these highlights it can be argued that the professional attitudes of heads, their skills and knowledge are perhaps the most significant of the school factors determining the quality of state education today. In addition it is doubtful whether any initial training course can fully prepare the headteacher even for his first headship post.

One further agrees with the 1957 Yearbook Committee of the National Society for the study of Education, which pointed out that:

Planned programmes in in-service education are...essential to adequate professional improvement of school personnel. The demands now being made upon schools and upon the people who are responsible for the quality of schools make it impracticable to place full dependence upon

pre-service preparation and the initiative of the individual to better himself in-service (Henderson, 1978:14).

It is in taking cognizance of such dire needs of training school administrators who had to deal with unscrupulous bursars and account clerks who could embezzle funds without the least detection from a headteacher, not mentioning other malpractices in schools administration; that the World bank presented a rationale to the Kenya Government to establish Kenya Education Staff Institute (KESI)"to train school headteachers, inspectors of schools, education officers, accountants, bursars, supplies officers and generally all cadres in the Ministry of Education" as pointed out by Olembo, Karagu and Wanga 1992:223.

The institute (KESI) was established in 1981 after the recommendations of a committee appointed by the Government of Kenya (Republic of Kenya, 1980:2). Its activities have mainly been confined to primary and secondary school headteachers. Besides this, in order to achieve its vision which is Knowledge, Experience and Skills for Improvement (KESI). The institute performs the following functions among others:

1. Liaises with various sectors of the Ministry of Education in the identification of staff educational development needs and in-service for the purpose of designing programmes and strategies to meet the needs.

2. Co-ordinates the preparation and publication of instructional materials for the professional and administrative personnel working in the field of education.

3. Functions as a resource centre for the production and dissemination of information on education and training programmes in liaison with other institutions running professional and administrative courses; and conducts research and evaluation on staff training and development programmes in the field of education.

1.1   Statement of the Problem

It is worth noting that even in a period of educational stability, it would be desirable for educational administrators to take the opportunity to renew and extend their professional equipment, as well as 'consolidating their own education as people.' This is because, "We are living in a period of rapid and continuing change, resulting from both demands outside the educational world, such as the pressures of national interest and from the demands of educational research and development"(Henderson, 1978:14).

It is therefore imperative for educational administrators to respond to changes imposed from outside their own immediate context, which are matters of local or national policy, perhaps with non-educational connotations.

In addition to the above it can be observed that: "Educational Management has no choice as to whether to train teachers and other employees or not. All employees regardless of their previous training, education and experience must be given further training and development. This is because the competence of employees will never last forever, due to such factors as curriculum change, technological change, transfers and promotion" (Okumbe, 2001:84).

All these citations are necessitated by the fact that organizations exist to fulfill certain stated goals. In relation to this it has been noted that organizations have official goals (What they purport to be doing-although they may not actually be doing that) and operative goals (What such organizations are doing in practice).

"It is in view of these sentiments, that it is possible for a discrepancy to exist between what an organization claims to be doing and what it is intended to be doing" (Kalai, 1998:5) It is therefore in recognition of such a possible discrepancy that Okumbe (1987:123) recommended a study to determine whether there is any difference in administrative performance among secondary school headteachers before and after KESI in-service programmes.

A study by Kalai (1998) described the functions of KESI, its operational modalities, and reasons for professional development among educational administrators. It also examined the perceived effectiveness of its in-service programmes. This study however, consisted of thirty-four respondents drawn

from Kitui district purposively sampled on the basis of having been in serviced since the inception of KESI courses (Kalai, 1998). Even though the study gave very useful insights on KESI activities, it did not address the extent to which each topic, in the KESI syllabus was perceived to be relevant and adequate to help secondary school heads cope with the current job challenges confidently and competently.

In addition the sampling of thirty four respondents in one district out of 3170 who had been in serviced by KESI in the country by then is not a representative sample according to Krejcie and Morgan (1970:608) where they hold that thirty four respondents cannot adequately represent 3170 secondary school heads who had been exposed to in-service activities by KESI in 1998 when Kalai conducted the study.

In view of the above there was a need for a study to determine whether secondary school headteachers in Nairobi province perceived the in-service courses provided by KESI to be adequate and relevant to help them address their current job challenges more confidently and competently.

It is worth establishing this because as Hove (1979:57) laments:
Even though the general outline of the programmes may remain the same year after year, its content must be continuously adapted to changing conditions. The staff must be alert to check continuously on the merit of the programmes by studying the degree of its success of its graduates by getting an estimate of strong and weak points of its programmes from its graduates.

Secondary school headteachers should therefore be keenly listened to when they express their administrative needs because they are the actual consumers of the in-service training packages.

1.2 Purpose of the Study

The purpose of this study was to identify the perceptions that public secondary school headteachers in Nairobi province hold towards the in-service programmes organized by KESI. Perceptions on such components as course content, in-service training techniques, course duration and the course facilitators were examined. The study also aimed at establishing whether there are certain demographic and institutional variables that have an effect on perception towards in-service training programmes as well as general professional development activities.

1.3 Objectives of the Study

The study aimed at achieving the following objectives. These were to:

1. Establish whether public secondary school headteachers in Nairobi province perceived KESI in-service programmes to be adequate and relevant to meet their administrative needs.

2. Identify the administrative challenges that such school headteachers face so that their needs can be better addressed during in-service and other professional development.

3. Find out whether secondary school headteachers' perceptions of KESI are affected by such variables as administrative experience, level of education, number of times of attending KESI courses and their age.

4. Determine whether secondary school headteachers' perceptions of KESI are affected by their school size, the number of years taken since in-service date and their gender.

1.4 Hypotheses

From the foregoing objectives, the following hypotheses were tested:

HO_1 There is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their administrative experience.

HO_2 There is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their level of education.

HO_3 There is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and the number of times of attending KESI organized courses.

HO_4 There is no significant difference between secondary school headteachers perceptions of KESI in-service programmes and their age.

HO_5 There is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their school size.

HO$_6$ There is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and the number of years taken since in-service by KESI.

HO$_7$ There is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their gender.

1.5 Significance of the study

The research findings of this study may be of help in training teachers in management and leadership in Universities and training colleges so that future teachers will be equipped with appropriate, flexible leadership styles that may improve efficiency and effectiveness in the institutions they teach.

The study also aimed at providing feedback to KESI training staff and other planners of professional development activities on the perceived priority areas of in-service for effective secondary school administration and management. Such contribution will go along way in helping planners of management courses to plan on the basis of perceived needs and hence appropriately allocate time as per the perceived need.

From the research findings, it may be clear to policy makers and planners of education on the preferred modalities of acquiring professional growth for secondary school headteachers. Identifying such modalities will give these agencies of in-service a fore knowledge of perceived needs and hence meaningfully address such needs.

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1.6   Limitations of the study

It was very invaluable to have an extensive and a country-wide study involving a representative sample, of all KESI in-serviced secondary school headteachers which would give a clearer picture of these KESI programmes. However, the numerous respondents used went against this because headteachers like the rest of the public servants are required to serve anywhere where their services are required in the republic. It is for this reason that one province was involved rather than all the provinces in the country.

The researcher also wished to contact all the KESI personnel to comment on their perceptions of the in-service programmes and the headteachers they trained. This was however not possible because they are scattered all over the country engaged in these in-service programmes. In addition it is worth noting that it was not possible to control the attitudes of the respondents, which may affect the validity of their responses. This is because respondents might at times give socially acceptable answers in order to avoid offending the researcher (Mulusa, 1990).

1.7   Delimitations of the study

The study was conducted in Nairobi province only. This province is predominantly urban and conditions in it could be unique and different from those of other provinces in Kenya. The research findings of this study therefore can only be generalized to the rest of the country with caution.

1.8 Basic Assumptions of the study

The following were the basic assumptions:-

1. The respondents (headteachers) would give accurate responses to the questionnaires.

2. Secondary school headteachers are aware of their in-service needs and would seek for measures to meet these needs through various in-service agencies.

3. Owing to numerous changes that are taking place in the society, educational administration is a shared area of operation between headteachers, parents, students and boards of governors.

4. Educational administration is a dynamic area of study and practice that needs constant in-depth research and deliberations by those in the field of operation in order to articulate educational needs, aspirations and demands that are emerging with the ever-changing socio-economic structures which have effects on the school systems.

1.9 Definitions of Significant Terms.

The following are definitions of significant terms in the study:

1. **Administrative needs:** refers to forms of knowledge, skills and attitudes that are required by secondary school headteachers for effective task execution.

2. **Educational level:** refers to the highest academic certificate that is held by a secondary school headteacher. Two categories will be considered in this study, graduates and non-graduates.

3. **Headteachers' perceptions:**   refers to opinion expressed either in statement form or an attitude scale as held by secondary school headteachers on KESI in-service programmes.

4. **In-service agencies:** refers to organizations that offer administrative training programmes meant to improve the performance of educational administrators in the discharge of their duties. Examples include KESI, Kenya National Union of Teachers (KNUT) and Kenya Secondary Schools Heads' Association (KSSHA).

5. **Professional development activities:** refers to programmes that are organized by different in-service agencies (and at times universities) in order to enhance the professional knowledge, skills and attitudes to enable headteachers to function more effectively and efficiently.

6. **School size:** refers to the total number of students enrolled in a given school.

7. **Secondary school headteacher:** refers to a head of secondary school, whether male or female who is in-charge of classes ranging from form one to form four.

8. **Training:** refers to the process of bringing an employee to an agreed standard of proficiency through practice and instruction. It is a process of bringing secondary school headteachers to the expected levels of administrative proficiency.

9. **In-service Programmes:** refers to administrative training programmes offered to teachers already in the service meant to improve the performance of educational administrators in the discharge of their

duties. They are programmes aimed at bringing secondary school headteachers to the expected levels of administrative proficiency.

10. Public Secondary schools: refers to secondary schools maintained or assisted out of public funds.

1.10 Organisation of the study

The study was organized into five chapters. Chapter one consisted of background to the study, statement of the problem, purpose, objectives, hypotheses, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definitions of significant terms as used in the study.

Chapter two explored the reviewed literature on professional development, needs of educational administrators, KESI in-service activities, participants involvement in programmes design and evaluation, critical requirements of the school heads and the variables that are likely to affect perceptions on administrative training programmes, conceptual framework and summary of Literature review.

Chapter three consists of the research methodology which is divided into the following sub-topics: research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

Chapter four consists of data analysis and discussion of the findings while chapter five comprises of the summary of the findings, conclusions and recommendations and suggestions for further research.

2.0 Introduction

This section presents an analysis of the literature review on the need for administrative preparation of educational administrators and secondary school headteachers in particular. Perceptions regarding adequacy and relevance of training programmes are examined.

The chapter is sub-divided into seven themes as follows:-

Rationale behind administrative training and professional growth; Kenya Education Staff Institute (KESI) and its training activities; need for participant involvement in programmes design and evaluation; appraisal of administrative training programmes; perceived competency areas for school administrators and a summary on literature review.

The section ends with a conceptual framework.

2.1 Need for Professional Training

Studies in Kenya have indicated the need for adequate preparation for secondary school headteachers. Submissions made to the Koech Commission (1999) revealed that the apparent inertia within the education system is largely due to systems of management which are incapable of dealing with crisis and new challenges, and that if a revolution is needed in education, then it is with education management. In its recommendations on secondary school administration the Koech Commission postulates that;

The headteacher sets the tone of the school and has the responsibility of creating a healthy environment conducive to effective learning. Therefore, in an attempt to improve secondary education, the paramount need is to identify and train the right people to head schools. Headteachers must be persons with appropriate academic and professional qualifications, experience, ability, competence, integrity and initiative. They must also have undergone courses on institutional and financial management (Republic of Kenya, 1999:225).

Changing roles and expectations are making the role of a school headteacher to be very challenging as expressed by Kowalchuk (1990) who observes that principalship is constantly changing with increasing expectations, pressures and responsibilities which must be addressed when planning professional development activities. Similar sentiments were shared by secondary school headteachers in a conference when they demanded more autonomy in discharging their work duties (Muya, **Daily Nation,** June 24,1995:15). Changes such as introduction of cost sharing and devolution of some of the management decisions to the school level call for a competent school head.

These kind of administrators are not many simply because:-

Heads of institutions are appointed from among serving teachers most of whom had no prior training in institutional management. Such lack of training adversely affects effective management of educational institutions and maintenance of quality and high standards of education and training (Republic of Kenya, 1988:111).

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As Kalai (1998) notes; most of the headteachers contacted openly agreed that they had served for a long time before they could get an opportunity to attend courses organized by KESI. Owing to lack of professional support for educational administrators during their initial years of service Dennison and Shenton (1987) point out that secondary school heads resort to a number of ways to acquire skills and knowledge for the job. These ways include inter-alia working with a mentor, reading books on management, observing others as they act and react to organizational situations, self discovery, experience on the job and course attendance. This view is shared by Mbiti when he postulates that;

> Many teachers have been and will be given a headmastership without any formal preparation for it. It is therefore necessary for the student teacher to familiarize himself with some ideas which are related to the work of a headmaster so that he can be reasonably well equipped with the basic knowledge needed for the job (1974:48).

While the methods so far mentioned have been used by secondary school heads even here in Kenya, it should be noted that they cannot suffice or be equated to actual training in matters of school administration. It is in view of this that HMI (1977) emphasized the substantial professional learning needs of headteachers especially because they have ultimate responsibility for institutional quality and the development needs of colleagues. This was further supported by Hall et al's study "Headteachers at Work" (1986) which pointed out that many headteachers fail to undertake effectively enough a

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range of professional tasks particularly those linked to professional development. This need for secondary school heads is given more weight by Sogomo (1998) when he asserts that; heads of secondary schools play dual roles in schools. They are professionals as well as administrators at the same time. This dichotomy can bring about role conflicts if the individual does not balance the two well. As a professional the teachers under him or her consider him or her as the 'leading professional' in the institution. As an administrator, the head is also the 'Chief executive' of the organization. It is therefore in light of this that during 'a brief, to the World Bank Mission on KESI' Republic of Kenya (1989) highlighted that during the various KESI training sessions headteachers acquire additional knowledge, skills and right attitudes and also share their broad experiences in educational administration and management; in an effort to cope with the challenges arising from continuous innovations and reforms in our professional system in a more professional manner.

According to Trevaskis (1969) seven study areas namely; Rhodesia, Kenya, Zambia, Uganda, Tanzania, Ghana and Lesotho organized in-service training programmes to improve the managerial, administrative and supervisory skills of participants. The two main groups of participants were:

(i) headteachers;

(ii) education officers and inspectors.

In Rhodesia the proposal for the headmasters' course (Ministry of Education, African Division) was first made in 1964 when it was generally recognized that for the newly trained teacher the most important period in his/her teaching

career was the first two or three years in the teaching service. During this period, the supervision, guidance and sympathy of the headmaster plays a major role. In addition, it was realized that headmasters were appointed without managerial or administrative experience and hence the Ministry of Education saw the need to organize courses to cater for this vital ingredient in the teaching career. This then saw the start of such courses in 1966 with a training period of two weeks.

In Zambia a series of one-day conferences for headmasters was held in all the provinces by the provincial inspectorates. These conferences were designed to bring headmasters together to discuss common problems of school management and organization. Besides this the headmasters were to meet officers of the Ministry to discuss matters related to the curriculum and recent developments recommended by the central inspectorate for inclusion in individual syllabus of the curriculum.

In Uganda a four-week residential course was made for fifty headmasters at the in-service training college at Buloba. In Tanzania a series of one-day conferences was held for fifty primary school teachers through the regional education offices. Discussions centered on school syllabuses, school management and supervision. In Kenya there was no exception of such courses for headmasters as it prevailed in similar predicaments. These courses were therefore planned, organized and supervised by a team of five Canadians operating under an agreement between the governments of Kenya

and Canada (External Aid Office). The headquarters of this team was at Kenya Institute of Education (K.I.E) and Kenyatta College.

From the foregoing it can be asserted that headteachers need to be exposed to in-service courses and seminars in order to improve their leadership behaviour not only in Kenya but also in the continent of Africa among other continents because as Maranga (1993) argues; a great deal of ineffectiveness and inefficiency in education that is so common in African countries is due to lack of formal preparation for institutional heads. It is on the same note that besides improving the quality of education in our institutions, that Bradley (1991) echoes the importance of training educational administrators in that:

i)   It makes the administrators feel valued in the job they do.

ii)   It makes educational managers do their job well so that they receive the positive feedback essential for job satisfaction and motivation.

iii)   It helps them participate and prepare for changes in their work.

iv)   It encourages them to derive excitement and satisfaction from their involvement in change.

v)   It makes them feel willing and competent to contribute constructively to the development of the school.

So as to realize the expressed in-service objectives as Wamalwa (1974) notes;

Trainers and policy makers must search for the type of training content that will help to impart specific expertise founded upon a clearly established body of knowledge. It is in view of this observation that

headteachers will be required to express their perceptions on the relevance and adequacy of KESI training programmes with an aim of effecting modifications where adequacies might exist.

One of the major areas of school administration that makes training imperative is management of school finances especially at this era of scarcity of resources in many countries. This is of vital importance because as Mbiti notes:

> The headteacher must realize that his major task is to make the school's purpose clear to everyone; to see that the necessary equipment and monetary resources are available for school use, and to motivate his staff, the pupils and the parents to produce a lively school spirit as well as excellence in work performance (1974:49).

Prudent financial management is necessary because as Olembo pointed:

> The public has invested a lot in the education of young people in the country. If the investment is not entrusted in the hands of well-trained headteachers, there is no guarantee that much can be expected from our schools (1977:29-30).

All these discussions point out the dire need that there is for constant training of school heads. This is echoed by Hughes (1972) where he observes that at one extreme the governing body and appointment committees of headteachers, due to the nature of duties done by these heads may no longer consider headteachers and principals **primus inter pares** (first amongst

equals) but emphasize instead, the importance of the 'chief executive' role. In addition a number of countries as Neave (1992) notes, have revised their educational priorities particularly as industrial decline, technological change and economic constraints have forced the pace of change. This increasing emphasis on the importance of education to economic development and prosperity has provoked a revaluing of headteachers in-service provision. Similar assertions are supported by Pepin when he notes that:

> This has led to in-service concept of the role of in-service education and training (INSET) bringing a stronger emphasis on "Lifelong learning" and 'continuing' development as well as recognition that in-service education and training "serves as a catalyst for the continuous adjustments which have to be made in dynamic systems" (1995:8).

To improve the professional proficiency of educational administrators, KESI was established in 1981. The extent to which its clientele perceive the training programmes offered to them as meeting their administrative needs is still a matter of concern since there is no summative evaluation that examined what secondary school headteachers wholly think of these courses.

2.2 Kenya Education Staff Institute (KESI) Training Activities for Secondary School headteachers.

KESI was established in 1981 under Legal Notice Number 19 with a responsibility of developing the managerial capacity of staff in the Ministry of Education (Republic of Kenya, 1999). This was in response to declining

productivity in education cited as caused mainly by lack of relevant administrative skills and managerial knowledge as noted by Eshiwani (1987). Besides this as Wamalwa observes:

> The education system, like many other systems has grown so complex that managerial training of personnel for educational administration and supervision is now mandatory if the system is to realize its educational objectives. Therefore the policy of the Government is to utilize training both pre-service and in-service, as an instrument for meeting its development targets (1972:2).

KESI training activities span cycles of about five stages namely:

i)   Identification of training needs.

ii)   Planning and goal setting for the identified needs.

iii) Preparation of training materials and laying of course/programmes groundwork.

iv)   Implementation of course/programmes.

v)   Evaluation and review of the course/programmes (MoEST,1995).

The two weeks in-service courses organized by KESI are targeted at primary and secondary school headteachers, education officers, and inspectors of schools, Teachers' Service Commission agents, account clerks, bursars and assistant auditors (Olembo, Karagu and Wanga, 1992).

The in-service programmes are organized mainly during the month of April and August (Olembo, 1992). Secondary school headteachers programmes content falls mainly into three broad areas namely;

i) Practical day-to-day school administration and organizational matters.

ii) Management of school finances and store-keeping.

iii) Management aspects of school administration.

The core areas that educational administrators are exposed to include:

a) Curriculum implementation, supervision and evaluation.

b) guidance and counseling and discipline.

c) office management and record keeping.

d) book-keeping and financial control.

e) management of education.

f) physical planning and development.

g) legal provisions in education.

h) human and public relations.

Other topics that have been included in secondary heads' syllabus because of their relevance to headteachers work according to Olembo, Karagu and Wanga (1992:223) include:

i) The role of provincial administration in the development of education.

ii) Public and family life education.

iii) Public health requirements in schools.

iv) The Teachers' Service Commission's role in staffing, appointment and discipline of duties.

v) Decision-making and delegation of duties.

The main motive behind KESI in-service programmes aims at making headteachers:

i)   Define their role clearly.

ii)   Delegate responsibilities to staff and effectively monitor performance of duties by teachers in school.

iii)   Relate appropriately to staff and the local community members.

iv)   Make rational decisions based on careful assessment of the prevailing circumstances.

v)   Communicate clearly and effectively.

vi)   Set up appropriate filing and record keeping system.

vii)   Manage and control finances and stores in the school.

viii) Motivate staff and students to reach the highest levels of work performance (Olembo,Karagu and Wanga 1992:223).

In addition to the above activities KESI also offers training consultancy

Services, where four officers according to Republic of Kenya (1989) were

trained under United Nations Education Scientific and Cultural organization

(UNESCO) project on Training of Trainers (TOT) programmes 1987-1988 on

Educational Management and Administration in Kenya and Zimbabwe. These

are the officers who offer the said services, not only here in Kenya but also

elsewhere, where the Somalia Democratic Republic is a case in point.

Publication of training materials as it is noted that;

KESI professional staffs have developed training materials based on the assessed needs of particular target groups since 1981. The materials are updated by KESI tutors during the training programmes (Republic of Kenya, 1989).

The stated objectives set by KESI are very noble, but a dire need exists to establish from programmes participants whether the stated objectives have been achieved; and if so to what extent. A major criteria of determining whether a training programmes is a worthy one, is the extent to which it leads to the acquisition of professional skills among those it is administered. Professional proficiency can only be realized through constant participant involvement in programmes design and evaluation, aspects that are discussed in the following pages.

2.3   Participants' Involvement in Programmes Design and Evaluation

The rationale behind an evaluation training programmes is to establish whether the training activities have led to the desired outcomes among the course participants. Worthen and Sanders (1987:22) define evaluation as:

The formal determination of the quality, effectiveness, or value of the programmes, product, project, process, objective or curriculum.

What emerges from the above definition is that programmes evaluation is meant to improve similar programmes in future through content modification by inclusion of some relevant content or by change of modes of content delivery as per clientele needs. In some circles, programmes evaluation

evoked fear, doubt and mistrust. It should however, not be so because it is not a faultfinding or finger-pointing exercise. The overriding motive behind evaluation should be to make a programmes suit clientele needs better in view of changing demands in work situations. Slater perceives evaluation as playing three major roles;

> Firstly, it is a means of establishing an understanding of our current position in relation to our aims and objectives. Secondly, it allows us to re-define, where applicable, our aims and objectives therefore improving our effectiveness and efficiency. Finally, it is a means of accounting to an external agent about our performance (1988:85).

To be able to establish the contribution of a training programmes, the participants in such a programmes have to be consulted. The next section discusses the reasons why consultation is important. Loacker observes that;

> It is important to take into consideration principles behind adult learning if any form of training and professional development activities are to have the desired impact. Such principles include voluntary participation, respect among participants, co-operation between leaders and learners, encouraging and fostering critical reflection, self-directed learning and building upon learners' past experiences (1993:38-40).

Given that secondary school headteachers are adults, it is important that the stated principles are used during training. It is important to determine what mode of content delivery is likely to be used and when and with what results. Failing to observe this, may lead to a situation where a training programmes

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does not realize the intended objectives. Gikanga (1989) concurs with this standpoint by pointing out that training needs in an individual(s) are assessed by comparing the difference if any, between the expected level of performance and actual performance. Staff training and staff development is meant to either close or significantly reduce such a gap. In view of this, it is therefore important not to assume that we know what the clientele needs are, but rather to give them a chance to express what they perceive to be their critical requirements.

Roberts (1993) suggests that principals should be involved in making meaningful projections into the future administrative requirements. This involvement is likely to create a hallow effect which can enhance participation in such programmes and subsequent implementation of the training package. The current challenge in managing of schools as perceived by Watson and Fullan (1992) is to create in a school a culture that empowers individuals to learn and develop and enables the school to respond to change effectively. This means that at the root of these issues is the need to harmonise and balance the professional development needs of schools, teams and individuals and to ensure that needs from each source are prioritized and provided for as far as practicable.

The major objective behind any training as Fullan observes;

> "is to foster specific alteration of attitudes. Such a change can only be realized if the participants together with the programmes personnel posses a solid understanding of dynamics of change" (1991:141).

Such understanding can only result if headteachers are consulted through follow-up studies to indicate their current concerns in educational administration. The section which follows examines principals' perceptions on professional development programmes.

2.4   Appraisal of Professional Development Programmes

A number of studies have given a rich array of findings, which give insights on principals' perceptions and concerns on their professional programmes. Whether these programmes have any impact or root is far from conclusion among researchers. Pepin (1995) in a review of in-service provision within the European Union and EFTA/EEA countries, stresses the development of a growing European consensus over the objectives of in-service training. This incorporated first the need to meet teachers' personal and professional development; second, the need to improve the quality of education through a focus on teaching, the curriculum and school organization; and third the need to enhance teachers' knowledge and understanding of the social and environmental milieu.

In a study to ascertain clienteles' perceptions regarding the effectiveness of five service models, Daresh (1988) sent a self administered survey questionnaire to a secondary school group of 250 Ohio elementary and secondary school principals. In rating the models, respondents indicated that, the most effective form of in-service model was networking because it solicited and encouraged participants' input and sharing among colleagues. The least effective model of in-service was the state sponsored institute,

which were perceived as merely prescriptive in nature. Clients preferred situations where they could actively engage in their own problem solving without having an authority figure over them. Participants indicated that they only took university courses to meet specific certification requirements mandated by their employers. Many principals stated that they had attended institutes and academies because of their need for professional growth and the perception that they could learn specific skills, which they required for their jobs (Daresh, 1988).

An in-depth study was conducted by Keys (1989) to determine the perceptions of participants of Administrative Leadership Development Programmes (ALDP) in Seskatchewan. Perceived effectiveness was expressed by respondents who had participated in the programmes. The results of the study indicated that the Administrative Leadership Development Programmes (ALDP) conformed to the guidelines of an effective in-service. The results established that changes occurred in schools as a direct result of the programmes. The principals believed that there was merit in in-service because it produced real identifiable changes in their work.

Contrary to the above findings where attendance of training programmes resulted in identifiable changes, a number of other studies reflect different findings. Hariri (1982) In a study that sought to determine the adequacy of educational administrators' preparation programmes in Saudi Arabia. The study also sought to establish whether differences existed in school climate between schools with trained heads and those without trained headteachers

as perceived by the teachers who worked under such headteachers. A stratified, random sample of 358 intermediate teachers from cities of Mecca, Riyadh and Damman were divided into two groups. Of these, 164 teachers had trained principals while 189 teachers were under principals who had not been trained. From the total number of respondents, 88 per cent (316 respondents) return rate was realized. Data was analysed by use of descriptive analysis, chi-square testing and general linear model (Multiple regression).

The findings revealed that the training of the principals did not account for any significant variation in proportion of dependent variables of:

a.   Competency of the principals as perceived by teachers; and

b.   The school climate as perceived by teachers.

However, the location of the schools in Hariri's study proved to be statistically significant. A recommendation was made for the modification of the administrative training programmes so that they could produce pre-determined change in behaviour (Hariri, 1982:31).

Some research findings indicate that positive changes can occur as a result of conducting in-service programmes for the principals. Heck (1992) studied the relationship between the training conducted by Indiana Principal Leadership Academy (I.P.L.A) and the resultant behaviours and practices of its graduates. Two survey instruments were used to gather perceptual data on the graduates rating of IPLA training, the degree of improvement observed in

the principals' leadership and the principals' perception of their ability to bring change in students' achievement. 84 percent of the respondents expressed great satisfaction with the training with none showing total dissatisfaction. It was concluded that IPLA had, and continues to have impact on public schools through the training it offers to the principals. On the same wave, identifying areas where change was realized during KESI in-service programmes was perceived as important in that it could lead to appropriate time allocation and emphasis during in-service training. Adjustments can also be made to reflect on the current administrative challenges faced by school heads. This view explains why in Australia as noted by Knight (1992) in the late 1980's and early 1990s saw a developing discontinuity between the liberal-progressive reforms of the 1970s and increasing government attempts to link education more closely with business and vocational needs. A key Australian Government aim has appeared to be the development of an 'education industry' making Australia a 'clever country' with multi-skilled flexible workforce. Knight et al (1991) adds that Australian Government publications like 'Teachers' Learning' 'improving Australian Schools through In-service teacher Training and development' articulates its attempts to re-construct teacher education as a support for its economic imperatives and changed circumstances.

Hallinger and Anast (1992) explored the nature of professional development of IPLA and the degree to which it accomplished its goals for administrative leadership during the four years of its operation. Data were collected through observation, documentation and a series of interviews with the current

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participants and graduates. The respondents expressed satisfaction over the quality of instruction and the multi-method approach adopted to achieve the content of the knowledge gained and said they preferred initial presentation of materials followed by group discussion which focused on practical applications (Hallinger and Anast, 1992:410-430). This study by Hallinger and Anast had similar results to those of Heck's (1992) study which concluded that IPLA provides safe, supportive learning environment through fostering a sense of closeness. The research noted that feedback on school based changes after IPLA training was limited and that the principals felt that these put a damper on their efforts to produce the best results from their endeavours. In spite of this limitation, principals declared that IPLA had helped them in clarifying their roles as instructional leaders of their schools. They also said that they could risk as a result of the confidence that they had acquired at the academy. They felt that they communicated more effectively within and without the school community; they were better role models, for the professional and personal improvement and they perceived themselves to be performing in a more professional manner according to IPLA conception of instructional leadership. Principals also stated that they were more flexible in working with others and had a clear vision of their schools direction and that they were more skilful in intrinsic and extrinsic rewarding of their schools (Hallinger and Anast, 199:410-430).

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Consulting of programmes participants is important in that it can enlighten programmes organizers and policy makers on the parts of the training content

that are likely to lead to professional improvement. In addition it motivates the participants in future courses as Pepin observes;

> teachers have a right to pursue professional development and a duty to update their knowledge, but these rights and duties are rarely considered obligatory, on the one hand because budgets do not allow for it, and on the other hand because training can have a positive effect only if it is desired and freely chosen (1995:22).

In a study to determine the influences of chief executives in schools, Musella and Leithwood (1993) concluded that effective schools can only result from a deliberate effort to provide opportunities for continued professional growth and self-renewal of principals and teachers. Professional growth of principals can only be realistic if it addresses the critical concerns of school administrators and hence the need for clear understanding of those concerns by those who design such training programmes.

2.5   Perceived Critical Concerns for School Administrators

Grant (1970) noted the important role that inspectors of schools and headteachers play in school management. A model was therefore designed for the two groups. Certain factors were underscored as very vital for effective in-service to take place. These were enumerated as:

(i)   Flexibility in content and activity.

(ii)   Readiness of the participants.

(iii)   Democratic organization.

(iv)   Active participation of the participants

(v)   Appropriate physical conditions

(vi)   Individualization.

(vii)   Intrinsic and extrinsic motivation and

(viii)   Dynamic leadership and application through follow-up activities.

Glover (1996) further notes that inspection has been incorporated as a way of auditing achievement and checking teacher performance in schools, colleges or further and higher education. Fullan (1990) asserts the need for headteachers personal lives to be viewed holistically, while Oldroyd and Hall (1991) argue that needs identification is 'a valuable In-service Education and Training (INSET) activity in its own right'. Properly handled, it can promote professional reflection particularly when it is linked to and raises awareness about school and curriculum review and development plans. In light of this Grant (1970 in DAI:1223) recommended that separate funds could be made available through a state treasury vote to be used exclusively for administrators' professional development.

To determine the extent of perceived in-service needs, Bundy (1973: in DAI: 6610) conducted a study in which the preferred sponsoring agencies, were identified, the quality of the existing programmes examined, the extend of participation looked into as well as examining factors that enhanced or retarded participation in in-service programmes. The perceived needs of Illinois school administrators were found to vary somewhat in accordance with the size and the type of district served. It was recommended that in-service activities should reflect these differences. The administrators perceived a need for in-service in order to establish a plan for accountability for the school district, initiating curriculum study, gaining a better understanding of professional negotiations, implementing effective public relations

and developing a staff organization plan for implementing educational objectives of the school. The study cited heavy work schedules as the major hindrance to in-service. The pre-service experiences on factors that can promote or hinder KESI in-service programmes will be identified from training facilitators and programmes participants. Findings, conclusions and recommendations will be made in chapter four of this study.

Trimble (1993) examines a primary school's staff development policy, arguing that needs analysis should not be about weaknesses or problems but should instead focus on developing the necessary skills to 'boost morale, increase job satisfaction, improve productivity and ultimately make the way children learn more effective.' He further adds that where a positive organizational culture exists which includes shared needs identification, planning and prioritization; development is more closely linked with personal professional growth, although meeting demands still frequently required the allocation of scarce resources, with all the attendant difficulties.

Kroll (1975) investigated the training levels and the experiences that junior high school principals in Southern California had acquired in preparation for their administrative roles. By use of a two-page questionnaire 234 principals were identified, and they were in-charge of public high schools. The findings indicated a need to establish continuing education in a bid to meet the existing needs of school principals. The professional organizations were challenged to assume the responsibility of updating the needs of their members. Co-operation among in-service agencies like State Department of Education and Universities were recommended.

The respondents expressed preference of handling topics by experts through workshops and preferably having evening sessions. The professional organizations were the preferred sponsors while the university lecture theatre was the preferred location. Needs for continuing education existed in management of school finances especially in the sub-area of budget preparation, budget presentation to school committee, inventory management, accounting procedures, purchasing methods and projection of facilities and equipment (Kroll, 1975:70).

Similar standpoint is echoed by the National Staff Development Council (1995:7 quoted in website, http//www.ncrel.org/educatrs/profdevl/pd500.htm) where it is observed that:

> Along with the demand for quality professional development comes the need
> to be accountable. Professional development programmes must be assessed to
> document their value to the school organization, individual educator, and
> ultimately the students. To ensure the effectiveness of each professional
> development effort, evaluation must be seen as an ongoing process that is
> initiated in the earliest stages of programmes planning and continued beyond
> programmes completion (1995:7).

In a study to identify the basic competencies perceived by principals to be essential for the successful performance of principalship, Green (1976) used a 7-point-Likert scale to determine the manner of acquisition of such competences. Graduate course-work, pre-service teaching experience, as principal, administrative internship, independent study and in-service training programmes were expressed as the main ways of acquiring competencies for principalship. A need for competency training was expressed in human relations, communication, personnel management,

evaluation, pupil control, fiscal matters, legal orientation, curriculum and instruction, central office relationships, student activities and school plant organization and control. Eight of the ten ranked most important competences were in human relations category. The assumption of the author that age and experience would have an effect on the in-service needs was not supported by the analysed data (Green, 1976). The variable of age, experience, educational level among others will be examined in the current study to establish whether they have effects on perceptions towards in-service training programmes. From the findings of the present study, it will be possible to identify those areas of school administration that secondary school headteachers find challenges in so that they can be addressed during professional development activities.

Martoccia (1977) conducted a study in which factors that might effect on principal-teacher relations were examined. From the findings of the study, secondary school headteachers' age and educational level did not significantly affect their perception of how members of staff perceived them. Whether secondary school headteachers' age and educational level have an effect on their perceptions towards training programmes will be established in chapter four.

Pinkcompee (1978) investigated the perceived in-service needs of secondary school heads in Thailand and the techniques of meeting such needs. The study sought to determine whether there were significant relationships between perceived needs and principals age, years of experience, professional degrees received, size of schools and the locations. The contingency co-efficient values were used to determine the

degree of relationship that existed between independent and dependent variables and the individual judgement towards areas of in-service.

The respondents selected and ranked areas for further in-services as: staff personnel services, curriculum and instruction, school business and management, school law, pupil personnel services, school community relationships, school plant, planning and human relations. All respondents were in agreement on areas on in-service regardless of any of the stated variables contrary to some studies in which variables of age, level of education, school size and others did not significantly affect the perceptions on training needs and training programmes of school administrators, a study by Klein (1976) indicated strong relationships between those variables and areas of perceived needs. A relationship existed between the principals' sex, age, experience and the perceived areas of critical requirements. It was also pointed out that the principal ineffectiveness highly correlated with administrative behavior.

In relation to this study Bell (1988) observes that:

> The size of school will in particular have implications for the role which a head performs. Issues such as delegation and the extent of any teaching commitment will affect the ways in which the head is able to discharge his functions, especially those with a full-time teaching commitment (1988:149).

Karagu (1982) found that headteachers and teachers with different levels of education differed significantly in their perceptions of the role of secondary school headteachers. Although the difference between perceptions of respondents and the size of their school enrolment was not great to meet the standards set for the study, some notable relationship existed in the mean scores. The headteachers in larger secondary schools tended to show a higher degree of willingness to members of

staff than the case was in smaller and medium sized secondary schools. The years of teaching experience did not significantly affect respondents' in their perceptions of the role of secondary school headteachers. Although the difference between perceptions of respondents and the size of their school enrolment was not great to meet the standards set for the study, some notable relationship existed in the mean scores. The headteachers in larger secondary schools tended to show a higher degree of willingness to members of staff than the case was in smaller and medium sized secondary schools. The years of teaching experience did not significantly affect respondents' perceptions; however, some notable relationship existed in the mean scores. A case in point is where independent decision-making was reflected more in headteachers with more than ten years experience of class-room teaching. This study by Karagu (1982) recommended preparatory programmes for school heads before assuming office coupled with constant updating programmes in form of in-service activities.

To support this Loakwood (1999, cited in website;

http://www.ncrel.org/technlgy/tc1000.htm) notes that;

> In fact, professional development...will not be successful unless the principal is invested in the process. This conception of leadership sees the principal almost as a master teacher, rather than an administrator limited to coping with the minutiae of school life and divorced from the demand for instructional leadership (1999:17).

In a study that sought to establish whether in-service interest varied between catholic and public school principals in central Illinois, McGraw (1982) found that the principals' age, sex and the level of education proved significant in affecting the

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perceived in-service needs of school principals (McGraw, 1982 in DAI:4232). In study to determine leadership behaviour among secondary school heads in Nairobi and Machakos by Mang'oka (1977), academic background and administrative experience were found to be significantly related to headteachers and teachers' perception towards the role of a secondary school headteacher. The variables of:

(i) Academic background (ii) administrative experience, were examined to determine whether they have an effect on headteachers' perception of relevance and adequacy of KESI in-service programmes.

To ensure that in-service training programmes have achieved their stated objectives, a necessity exists to establish those factors that programmes participants consider to be of importance in meeting their training needs. The Government of Kenya in 1978 appointed a committee that looked into financing, organization and evaluation of in-service training programmes of primary school teachers. Recommendations were made to solve the problems that were hindering effective in-service programmes (Republic of Kenya, 1978).

The importance of continuous training and re-training in management has further been stressed by the National Committee on Educational Objectives and Policies (NCEOP Report: 323) It states:

Continuous lifelong educational training is an essential requirement for all those entrusted with complexities of public administration. As services develop they become increasingly complex and those in charge must continuously enhance their knowledge and skills if they are to maintain high levels of competence. The NCEOP would like to see this become a regular practice in respect of managerial

and other professional attributes of educational personnel at all levels of responsibility (Republic of Kenya, 1976:323).

It is therefore in view of this that the establishment of KESI may be viewed as implementing the NCEOP recommendation and is supported by the justification contained in the report.

Orwa (1986) conducted a study that touched on the functions of KESI and the effects of training on primary schools achievement in national examinations. The study however did not address headteachers perceptions because the institute was at its infancy. It is therefore necessary to have a follow-up study, representative enough to reflect the realities of KESI in-service programmes not only as perceived by headteachers in Kitui district as in Kalai's study (1998) but also as they are perceived by participants elsewhere in the country, and in this case Nairobi province.

Koech (1994) in a study to determine the professional development needs of secondary school headteachers indicated that the needs of female headteachers tended to be higher than those of the male headteachers. It was also established from the collected and analysed data that the category and the size of the school did not directly reflect on the needs of secondary school heads, on the basis of their needs and demographic data (Koech, 1994). The study echoed sentiments expressed by Orwa (1986) and Okumbe (1987) that Kenya Education Staff Institute should be affiliated to a national university so that the institute can benefit from the teaching staff in the department of educational administration and planning. Similar sentiments are further expounded by the Koech Commission (1999) where it is observed that:

The Commission learnt that in terms of day-to-day operation, the institute has been treated as an appendage of the ministry and that even its establishment under Legal Notice has not helped to vest it with autonomy. For example the present staff, at KESI is deployed there by the Ministry and the Teachers' Service Commission; and there is minimal staff selection and development by the institute. Some of these officers were said to be either rejects or failures, whose services were not seriously required by the Ministry or the Teachers' Service Commission (Republic of Kenya, 1999:239-240).

Koech Commission (1999) recommended that in view of the highlights given, KESI be established as a body-corporate bearing the name, National Centre for Educational Management, Training and Research.

A study by Fungo (1984) indicated that there was substantial proportion of academically and professionally incompetent headteachers. The study pointed out that in-service courses seemed to have done very little in preparation of headteachers for their leadership roles. Very little understanding seemed to exist among headteachers on the implications of the changed system of education. It was noted that although headteachers were making efforts to improve school environments, the facilities, supplies, materials and personnel, such efforts were inadequate and inappropriate for successful implementation of the programmes. Given that such challenges were faced at the primary level, the present study will identify those challenges that secondary school headteachers have to content with in discharging their duties and responsibilities.

School administrators usually face difficult challenges and harrowing times during their first year of service. Holcomb (1989) studied the orientation, the in-service and the support that was provided to principals in their first year of practice and their perceptions of its adequacy. A descriptive survey method was used in which a sample of 50 new principals was drawn from each of the nine geographic zones for representative national sample of 450 respondents. The overall response rate was 54.7 percent. The survey instrument design was based on twenty-seven profiencies identified in the literature review, as essential for success of a beginning principal. Subjects were asked to rate the overall perception of adequacy of the support provided for them and to specifically rate the importance of each proficiency and the support they received for it. Respondents were asked to describe up to three types of support they received for each proficiency in terms of format and sponsor and identify one type of support they would most recommend. Only 14.3 percent gave the desired response indicating overall satisfaction with the support they received. There were no significant differences based on the demographic variables of age, race and gender. Human relations skills topped the list of the most important of the skills while such received the support. Respondents expressed preference for self-initiated reading, university courses, district sponsored peer support and relationships with subordinates, predecessors, district discussion groups, workshops, formal mentors and professional associations. University was the preferred method of acquiring skills for task analysis as principals in such areas as delegation of duties, decision-making and time management. District discussion groups were mainly recommended in acquiring skills for building rapport with parents, teachers, students, community and in building e spirit de corps (Holcomb, 1989 in DAI:2729).

In an effort to ascertain the aspects of principals' job that present problems different from those attributed to lack of preparation, school context or location, Aitken (1992) examined how principals viewed the various tasks and activities in terms of management and leadership distinction. The findings of the study indicated that few heads were trained in fiscal and analytical matters. The principals stated that they least enjoyed the financial responsibilities because of a perceived lack of adequate preparation. There was further indication that the weight of the responsibilities did not correspond with the preparation principals had received in some areas of school management. Management of school finances has been repeatedly cited as a major challenge that school heads have to contend with by such scholars as Kroll (1975), Green (1976) and Pinkcompee (1978) who have been cited earlier while human relations comes second as a challenge to school heads.

Rice (1984) made an effort to design a model for in-service whose main objectives are: (i) to enhance headteachers' commitment to personal professional growth and that of those the school head is working with (ii) improve inter personal skills in the areas of human relations and communication (iii) develop a repertoire of instructional strategies (iv) improve his planning, teaching and evaluating process an (v) equip administrators with the ability to plan for change and provide the appropriate working environment.

Such training model is quite fitting because as Ogunniyi (1974:39-40) aptly noted "the only panacea for educational and administrative problems that for long have bedeviled Africa is through training of educational administrators." Training for its own sake however cannot suffice. Relevant, adequate training that address the

needs of participants is what is required in order to identify administrative content areas that may be in need for modification, emphasis and to correctly address current needs in school administration, as school heads perceive them. This concurs with what Speck (1996: in website;htt/p://www.ncrel.or/techlgy/tc 1000.htm) observes:

> A high-quality professional development programmes is conducted as an ongoing process, not one-shot approach. Professional development takes time and must be conducted over several years for significant change in educational practices to take place. Substantial change in school practice typically takes four to seven years and in some cases longer. Administrators must take into account this long time frame, and teachers must be prepared to be involved in professional development throughout their careers (1996:35).

2.6 Summary on Literature Review.

This section has discussed the dire need that there is for relevant and adequate training of secondary school headteachers in Kenya. It has pointed out that training for its own sake cannot suffice.

An analysis has been made on research on the main rationale behind professional development activities for secondary school headteachers. A discussion on participant involvement in programmes design and evaluation has been made. An analysis on research findings on the necessity for continuing educational administration and updating programmes has been done. Whether or not some variables have an effect on headteachers' perception on training programmes has been discussed. Reviewed literature

has indicated that professional development activities have not produced the expected results among educational administrators. As such a need for involving programmes participants has been expressed. In brief, KESI training personal need to take into consideration different training aspects when administering the headteachers in-service programmes so that such programmes can adequately address the current and the critical concerns of school administrators.

In addition to this the study sought to establish whether public secondary school headteachers perceived KESI in-service programmess to be adequate and relevant to meet their administrative needs. It also sought to identify the administrative challenges that school headteachers face so that their needs can be better addressed during in-service and other professional developments.

Further still, the study sought to establish whether secondary school headteachers perception of KESI are affected by such variables as administrative experience, level of education, number of times of attending KESI courses and their age.

Lastly, the study determined whether secondary school headteachers perception of KESI in-service programmess were affected by their school size, the number of years taken since in-service date and their gender.

2.7 Conceptual Framework

Figure 1. Conceptual Framework for the study

Headteacher

Curriculum Evaluation

Management

Staff
Development

- Ability to effectively run the school plant
- Clear and effective communication
- Clear guidelines in instructional supervision
- Appropriate filing and record keeping system
- Ability to maintain and control school finances
- Ability to plan for change in the school
- Student and staff motivation to reach the highest work levels

Delegation of Duties

| Deputy Head Teacher | Teachers | Parents | Students | Support Staff |

Concerted efforts by all members of the school

High standards of performance in the school

As postulated by Kalai (1998):

> Secondary school headteachers in Kenya are in dire need of exposure to continuous professional growth activities. This is because they need to keep abreast with emerging educational trends as well as develop the capacity to deal with day-to-day challenges (1998:41).

In light of this it can then be pointed out that there are four major elements which are of vital importance as far as headteachers development activities are concerned. The four elements or touchstones will produce a headteacher who will work towards achieving a good school. If any of these touchstones is missing, then the foundations on which we build our schools are unsafe. A headteacher cannot afford being unconversant with these major elements. It is therefore more appropriate to think of these elements as overlapping circles with management as the core element. It will be realised that management as Bell(1988) observed is perhaps the one in which teachers including headteachers, have received little or no training at all in the past.

These elements once incorporated in training programmes of educational administrators will produce headteachers who will exhibit the following behaviours:

(i)   Ability to effectively run the school plant.

(ii)   Clear and effective communication.

(iii) Clear guidelines in instructional supervision.

(iv)   Appropriate filing and record keeping system.

(v)   Ability to manage and control school finances.

(vi)   Ability to plan for change in the school

(vii) Student and staff motivation to reach the highest work levels.

Once these behaviours are exhibited, it means there will be delegation of duties where the deputy head, teachers, students, parents and support staff will play their rightful roles, hence working towards one goal of attaining high standards of performance in the school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section deals with the description of the methods applied in carrying out the research study. It is divided into the following subsections: research design, target population, sample and sampling procedure, research instruments, validity of the instruments, reliability of the instruments, data collection procedure and data analysis techniques.

3.1 Research Design

This study used an ex-post facto design. Charles (1988) points out

that the cause, which is the independent variable in ex-post facto research, cannot be manipulated because it is genetically fixed (for example, sex and age), circumstances do not allow manipulation of variables/factors (such as date of birth and place of birth) or those that are culturally ingrained (for example language, values and customers).

An ex-post facto design was selected for this study because the researcher was not in a position to manipulate the variables of the study like age, sex, academic qualifications, professional grade and experience, administrative experience and size of the school.

3.2 Target Population

The target population is defined as all members of a real or hypothetical set of People, events or objects to which a researcher wishes to generalize the results of the research study (Borg and Gall, 1989). The target population for

this study consisted of headteachers in public secondary schools in Nairobi province.

According to the Ministry of Education Report (MOE, 2003) there are 48 public secondary schools in Nairobi province, where 28 are girls' schools, 17 boys' schools, 12 mixed schools and one approved school which in this case was considered as a special school. Therefore, the target population comprised of 47 headteachers in Nairobi province.

Those schools which did not have had the same headteacher for a period of one year and above were excluded from the study. This is because a period less than one year is considered inadequate time for a headteacher to realize his/her training and administrative needs as far as running the school is concerned. Besides this, a period less than one year is inadequate for the headteacher to have established himself/herself in a given school.

3.3   Sample and Sampling Procedure

There are 48 headteachers in Nairobi Province. Since this population is small, the researcher took all the respondents as sample. One of these schools found in Nairobi is a special school, so the headteacher was excluded from the study. The rationale for taking all the respondents was to take care of non-respondents if any during the main study. Another reason for taking the whole target population is that research on training and administrative needs in educational institutions is the epitome of sound policies needed in this era of educational dynamism. Therefore, inclusion of all members of the population would give a general picture of the issue being examined.

5 out of the 47 headteachers were randomly sampled for the pilot study.

Currently there are 11 training officers at KESI, who are inclusive of the Director and the Deputy Director. Purposive sampling was used where 4 of these officers were used as a sample. The rationale behind this is that the researcher used the longest serving officers who are believed to be more knowledgeable on the operations of KESI. In addition, purposive sampling is different from other sampling in that researchers do not simply study whoever is available, but use their judgement to select a sample that they believe, based on prior information, and would provide the data they need, Fraenkel and Wallen (1996).out of the 11 officers were used for the pilot study. These were excluded from the main study.

3.4   Research Instruments

Two types of research instruments were used to gather information for this Study. One type of questionnaire was administered to 42 secondary school headteachers in Nairobi province. The other type of questionnaire was administered to 4 KESI resource persons to establish their perceptions regarding the in-service programmes that they facilitate.

The headteachers questionnaire was divided into sections A, B and C. Some of the items in the questionnaire were structured while others were open ended. Section A of the questionnaire gathered information on headteachers' demographic data and their training background. Section B had ten items sub-divided into sub-sections. The KESI syllabus with twelve items rated for relevance and adequacy of coverage constituted one sub-section. The KESI in-service syllabus was rated on a three –point scale where respondents could indicate the syllabus coverage as having been "Excellent" which was

given a rating of 3 while "Satisfactory" was rated as 2 and "poor" as 1. Individual score for every topic was added up, making it possible for the highest rating to be 36 points. The least a respondent could rate the KESI in-service programmes is 12; entering poor for all the topics.

Headteachers were asked to indicate the extent to which they perceived each topic to be relevant to their day-to-day tasks in school administration. The rest of the items in Section B were used to gather data on such programmes components as areas for newly appointed headteachers, the in-service duration, the quality of training personnel in content masterly and delivery, training techniques and aspects that they would recommend for improvement of KESI in-service programmes.

Section C which had ten items explored headteachers' perceptions on course content, course duration, training techniques and the participants' perceptions on the training personnel. All the programmes components in this section were rated on a five point likert scale which was rated as:

Strongly Agree   =   5

Agree   :   =   4

Undecided   =   3

Disagree   =   2

Strongly Disagree   =   1

Respondents' responses for the ten questions in this category had the highest score of 50; indicating respondents' very favourable perception. Some of the items in the questionnaire for KESI staff were open-ended in order to gather

more information on their opinions and perceptions of KESI in-service programmes, the challenges that face in-service training programmes and training personnel's perceptions of headteachers needs.

3.4.1 Validity of the Instruments.

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda, 1999:99). To enhance validity of the questionnaires, a pre-test (pilot study) was conducted on a population similar to the target population (Mulusa, 1988). In this case, five headteachers out of the targeted 47 were randomly sampled for the pilot study, each coming from the following category of schools: one girls' boarding, one boys' boarding, one girls' day one boys' day and one mixed school.

To further improve validity of the instruments, the researcher consulted University Lecturers who are experts in the area of educational administration.

3.4.2 Reliability of the Instruments

According to Roscoe (1969) the split-half method is used to establish the Coefficient of internal consistency. This method involves splitting the statements of a test into two halves (odd and even items). The study has 53 items which were separated into odd and even items. All odd numbers items for example 1, 3, 5, 7.... are placed in one subtest while the even numbered items for example 2,4,6,8, are placed in another subtest. Then the scores of the two subtests are computed for each individual and then these two sets of

scores are correlated using Pearson's Product- Moment correlation coefficient formula as indicated below.

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

The correlation obtained nevertheless, represents the reliability coefficient of only half the test and because reliability is related to the strength of the test, a correlation must be effected so as to obtain the reliability of the whole test.

To make this correlation the spearman Brown Prophesy Formulae indicated below is applied:

$$Re = \frac{2r}{1+r}$$

3.5 Data Collection Procedures

The research instruments were personally administered by the researcher for both the pilot and the main study. A research permit was obtained from the office of the President. Thereafter, the office of the Provincial Director of Education, Nairobi province was contacted before the commencement of the main study.

Completed questionnaires were collected immediately after their completion. Where it was not be possible to pick the questionnaires immediately, arrangements were made on when to pick the completed questionnaire in order to avoid any interruption to the normal school running.

Research instrument to the KESI resource persons were also personally delivered.

3.6   Data Analysis Techniques

Data was edited first to inspect the data pieces and identify those items Wrongly responded to, spelling mistakes in the responses and any blank spaces left unfilled by the respondents. The different forms were then gathered and each form of data analysed accordingly. Calculation of frequency distributions, percentages, and headteachers' demographic information was presented. Frequency tables and percentages were used to present the challenges that headteachers have to contend with. Discussion and description in prose form was made on perceived areas of administrative challenges.

To indicate the preferred training areas by secondary school headteachers, frequency tables and percentages were used. To test the hypotheses about significant differences between and within means, the t-test and one-way-Analysis of Variance (ANOVA) was used. The t-test was used for two independent means to determine whether the observed difference between two sample means is as a result of chance or whether it represents a true difference between populations. In this study the hypothesis between secondary school headteachers' perception of KESI in-service programmes and the following: (i) sex and the number of times of in-service was tested by use of t-test. This is because only two independent groups like males and females and those who have undergone in-service training once while others have undergone twice are tested by t-test (Arnold, Rosenfeld, Zirkel 1983:176).

The 0.05 level of significance was used to reject or not to reject the hypotheses. The Statistical Package for Social Sciences (SPSS) provided the

formulae necessary to allow hypothesis testing. The formula for the t-test of two independent means is as shown:

$$t = \frac{X_1 - X_2}{\sqrt{\left[\frac{\Sigma x_1^2 + \Sigma X_2^2}{n_1 + n_2 - 2}\right]\left[\frac{1}{n_1} + \frac{1}{2_2}\right]}}$$

To determine whether there is any significant difference between secondary school headteachers' perception of KESI in-service programmes and (i) their administrative experiences; (ii) levels of education; (iii) the school size; (iv) the date of KESI in-service and (v) age; the Analysis of Variance was used at 0.05 level of significance. The one-way Analysis of variance compares groups which differ on one independent variable with two or more levels. Where the F-ratio was significant at 0.05 level, the null hypothesis was rejected and the alternative hypothesis accepted.

CHAPTER FOUR

DATA ANALYSIS

4.0   Introduction

The main focus of this chapter was to report the results of the data collected in the study. This chapter is divided into 5 parts. The first part presented information on the demographic data of the headteachers.   The second part dealt with the perception of headteachers on pre-service school administration training. The third part presented information on perception of headteachers on KESI in-service programmes. The fourth part presented information on the effect of headteachers demography on their perception towards KESI in-service programmes, the fifth part dwelt on the perception of KESI facilitators on the in-service programmes. Finally, the sixth part dwelt on the test of hypotheses.

Questionnaire return rate

There were two types of questionnaires administered by the researcher, one to headteachers and another as a KESI in-service programmes facilitators' evaluation questionnaire

A total number of 42 questionnaires were administered to the headteachers in public secondary schools in Nairobi. Five of them were administered on 5 randomly chosen headteachers as pilot. The remaining 37 questionnaires were returned duly filled in the study thus the questionnaire return rate was 100.0%. 6 questionnaires were administered to the KESI staff. 2 of these questionnaires were administered randomly chosen facilitators as pilot while the remaining 4 were purposively administered to 4 KESI facilitators believed to be the longest serving and more

knowledgeable in the operations of KESI. All the 4 questionnaires were returned duly filled making the return rate 100%.

4.1 ANALYSIS OF DEMOGRAPHIC DATA OF THE RESPONDENTS

The data presented in this section of the study was obtained from completed headteachers' questionnaires in public secondary schools in Nairobi province.

HEADTEACHERS' DEMOGRAPHIC DATA

4.1.1 Headteachers' gender

Table 1: Headteachers' gender

	Frequency	Percent
MALE	24	64.9
FEMALE	13	35.1
Total	37	100.0

The data concerned with gender of the headteachers indicated that population sample was 37 headteachers. The data in Table 1 indicated that there are 13 (35%) female headteachers and 24 (65%) male headteachers in public secondary schools in Nairobi.

4.1.2 Headteachers' age

Table 2: Headteachers' age

	Frequency	Percent
36-40 YEARS	1	2.7
41-45 YEARS	11	29.7
46 YEARS AND ABOVE	25	67.6
Total	37	100.0

The data concerned with age of the headteachers (table 2), indicated that there are 1 (2.7%) headteachers was aged between 36-40 years, 11 (29.7%)

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aged between 41-45 years while the rest of the headteachers 25 (67.6%) were 46 years old and above.

4.1.3 Headteachers' academic qualifications

Table 3: Headteachers' academic qualifications

	Frequency	Percent
DIPLOMA IN EDUCATION/S1	1	2.7
ATS	6	16.2
BEd	18	48.6
BA WITH PGDE	1	2.7
BSc WITH PGDE	3	8.1
BA & Ed	3	8.1
MASTERS	5	13.5
Total	37	100.0

The data in Table 3 indicated that most of the headteachers, 18 (48.6%) of had a Bachelor of Education degree, 6 (16.2%) had Approved Teacher Status, 5 (13.5%) had a Masters degree. The data in Table 3 also revealed that only one (2.7%) headteacher had a Bachelor of Arts with a postgraduate diploma in Education, another with Diploma in Education and very few (8.1% each) headteachers with Bachelor of Arts and Education and Bachelor of Science with a post graduate Diploma in Education.

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4.1.4 Headteachers' teaching experience before headship

Table 4: Headteachers' academic qualifications before headship

		Frequency	Percent
Valid	BELOW 1 YEAR	1	2.7
	1-5 YEARS	2	5.4
	6-10 YEARS	9	24.3
	11-15 YEARS	7	18.9
	16 AND ABOVE	17	45.9
	Total	36	97.3
Missing		1	2.7
Total		37	100.0

The data in Table 4 revealed that most of the headteachers, 17 (45.9%) had

served as classroom teachers for 16 years and above before elevation to

headship. 9 (24.5%) had taught for between 6 – 10 years, 7 (18.9%) for 11 –

15 years, 2 (5.4%) for 1 – 5 years with only one (2.7%) having served as a

classroom teacher for less than 1 year before elevation to headship. 1

headteacher did not respond to this question.

4.1.5 Headteachers' administrative experience

Table 5: Headteachers' administrative experience

	Frequency	Percent
1-5 YEARS	16	43.2
6-10 YEARS	8	21.6
11-15 YEARS	7	18.9
16-20 YEARS	3	8.1
OVER 20 YEARS	3	8.1
Total	37	100.0

The data in Table 5 indicated that most of the headteachers, 16 (43.2%) had

school administration experience of 1 – 5 years, 8 (21.6%) had 6 – 10 years

experience, 7 (18.9%) had 11 – 15 years of experience while the rest (8.1%

each) had 16 – 20 years of experience and over 20 years of experience in school administration.

4.1.6 Size of school

Table 6: Schools' student population

	Frequency	Percent
1-240 STUDENTS	5	13.5
241-480 STUDENTS	14	37.8
481-720 STUDENTS	11	29.7
721-960 STUDENTS	5	13.5
OVER 960 STUDENTS	2	5.4
Total	37	100.0

Table 7: School size

	Frequency	Percent
SMALL SCHOOL	5	13.5
MEDIUM SCHOOL	30	81.1
BIG	2	5.4
Total	37	100.0

The data concerned with the size of schools depending on students population (table 6) indicated that most of the schools (37.8%) had a student population of 241 – 480, 11 schools (29.7%) had a student population of 481 – 720 while only 5 (13.5%) had a student population of 721 – 960 and 1 – 240 each. Only 2 (5.4%) schools had a student population of over 960. On further categorisation of the schools size, data in table 7 revealed that most of the schools (81.1%) were medium sized with a student population of 241 – 720 students, 5 (13.5%) of the schools were categorised as small while only 2 (5.4%) of the schools were categorised as big as per their student population.

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4.1.7 Type of school

Table 8: Type of school

	Frequency	Percent
GIRL'S BOARDING	5	13.5
BOYS BOARDING	5	13.5
MIXED DAY	9	24.3
BOYS DAY	11	29.7
GIRLS' DAY	6	16.2
MIXED BOARDING	1	2.7
Total	37	100.0

The data in Table 8 indicated that there were 11 (29.7%) boys' day public secondary schools in Nairobi Province. 9 schools (24.3%) were mixed day, 6 schools (16.2%) were girls' day schools while girls' boarding and boys' boarding schools were 5 (13.5%) each. Only 1 school was a mixed boarding school.

Table 9: School type / years of experience as a headteacher cross tabulation

			YEARS OF EXPERIENCE AS A HEADTEACHER					Total
			1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	OVER 20 YEARS	
SCHOOL TYPE	GIRL'S BOARDING	Count		4			1	5
		Row %		80.0%			20.0%	100.0%
		Column %		50.0%			33.3%	13.5%
		Total %		10.8%			2.7%	13.5%
	BOYS BOARDING	Count	1		2	1	1	5
		Row %	20.0%		40.0%	20.0%	20.0%	100.0%
		Column %	6.3%		28.6%	33.3%	33.3%	13.5%
		Total %	2.7%		5.4%	2.7%	2.7%	13.5%
	MIXED DAY	Count	7	2				9
		Row %	77.8%	22.2%				100.0%
		Column %	43.8%	25.0%				24.3%
		Total %	18.9%	5.4%				24.3%
	BOYS DAY	Count	4	1	3	2	1	11
		Row %	36.4%	9.1%	27.3%	18.2%	9.1%	100.0%
		Column %	25.0%	12.5%	42.9%	66.7%	33.3%	29.7%
		Total %	10.8%	2.7%	8.1%	5.4%	2.7%	29.7%
	GIRLS' DAY	Count	4	1	1			6
		Row %	66.7%	16.7%	16.7%			100.0%
		Column %	25.0%	12.5%	14.3%			16.2%
		Total %	10.8%	2.7%	2.7%			16.2%
	MIXED BOARDING	Count			1			1
		Row %			100.0%			100.0%
		Column %			14.3%			2.7%
		Total %			2.7%			2.7%
Total		Count	16	8	7	3	3	37
		Row %	43.2%	21.6%	18.9%	8.1%	8.1%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Total %	43.2%	21.6%	18.9%	8.1%	8.1%	100.0%

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The data in Table 9 indicated that most of the headteachers, 43%, had an experience of 1 - 5 years as headteachers most of whom (77.8%) were in mixed day schools.

Table 10: School type /academic qualification cross tabulation

			ACADEMIC QUALIFICATION							Total
			DIPLOMA IN EDUCATION /S1	ATS	BEd	BA WITH PGDE	BSc WITH PGDE	BA & Ed	MASTERS	
SCHOOL TYPE	GIRL'S BOARDING	Count			2	1		1	1	5
		Row %			40.0%	20.0%		20.0%	20.0%	100.0%
		Column %			11.1%	100.0%		33.3%	20.0%	13.5%
		Total %			5.4%	2.7%		2.7%	2.7%	13.5%
	BOYS BOARDING	Count		1	3			1		5
		Row %		20.0%	60.0%			20.0%		100.0%
		Column %		16.7%	16.7%			33.3%		13.5%
		Total %		2.7%	8.1%			2.7%		13.5%
	MIXED DAY	Count		2	7					9
		Row %		22.2%	77.8%					100.0%
		Column %		33.3%	38.9%					24.3%
		Total %		5.4%	18.9%					24.3%
	BOYS DAY	Count		2	5		2	1	1	11
		Row %		18.2%	45.5%		18.2%	9.1%	9.1%	100.0%
		Column %		33.3%	27.8%		66.7%	33.3%	20.0%	29.7%
		Total %		5.4%	13.5%		5.4%	2.7%	2.7%	29.7%
	GIRLS' DAY	Count	1	1	1		1		2	6
		Row %	16.7%	16.7%	16.7%		16.7%		33.3%	100.0%
		Column %	100.0%	16.7%	5.6%		33.3%		40.0%	16.2%
		Total %	2.7%	2.7%	2.7%		2.7%		5.4%	16.2%
	MIXED BOARDING	Count							1	1
		Row %							100.0%	100.0%
		Column %							20.0%	2.7%
		Total %							2.7%	2.7%
Total		Count	1	6	18	1	3	3	5	37
		Row %	2.7%	16.2%	48.6%	2.7%	8.1%	8.1%	13.5%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Total %	2.7%	16.2%	48.6%	2.7%	8.1%	8.1%	13.5%	100.0%

Table 11: Gender / academic qualification cross tabulation

			ACADEMIC QUALIFICATION							Total
			DIPLOMA IN EDUCATION/ S1	ATS	BEd	BA WITH PGDE	BSc WITH PGDE	BA & Ed	MASTERS	
GENDER	MALE	Count	1	3	14		2	2	2	24
		Row %	4.2%	12.5%	58.3%		8.3%	8.3%	8.3%	100.0%
		Column %	100.0%	50.0%	77.8%		66.7%	66.7%	40.0%	64.9%
		Total %	2.7%	8.1%	37.8%		5.4%	5.4%	5.4%	64.9%
	FEMALE	Count		3	4	1	1	1	3	13
		Row %		23.1%	30.8%	7.7%	7.7%	7.7%	23.1%	100.0%
		Column %		50.0%	22.2%	100.0%	33.3%	33.3%	60.0%	35.1%
		Total %		8.1%	10.8%	2.7%	2.7%	2.7%	8.1%	35.1%
Total		Count	1	6	18	1	3	3	5	37
		Row %	2.7%	16.2%	48.6%	2.7%	8.1%	8.1%	13.5%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Total %	2.7%	16.2%	48.6%	2.7%	8.1%	8.1%	13.5%	100.0%

The data in Table 10 indicated that 48.6% of the headteachers were Bachelor of Education degree holders, most of whom (77.8%) were in mixed day schools. The data in table 11 indicated that most of the headteachers holding a Bachelor of Education degree (77.8%) were male. Out of 5 headteachers with a Masters degree, 3 (60%) of them were female.

Table 12: Gender / years of experience as a headteacher cross tabulation

			YEARS OF EXPERIENCE AS A HEADTEACHER					Total
			1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	OVER 20 YEARS	
GENDER	MALE	Count	11	1	6	3	3	24
		Row %	45.8%	4.2%	25.0%	12.5%	12.5%	100.0%
		Column %	68.8%	12.5%	85.7%	100.0%	100.0%	64.9%
		Total %	29.7%	2.7%	16.2%	8.1%	8.1%	64.9%
	FEMALE	Count	5	7	1			13
		Row %	38.5%	53.8%	7.7%			100.0%
		Column %	31.3%	87.5%	14.3%			35.1%
		Total %	13.5%	18.9%	2.7%			35.1%
Total		Count	16	8	7	3	3	37
		Row %	43.2%	21.6%	18.9%	8.1%	8.1%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Total %	43.2%	21.6%	18.9%	8.1%	8.1%	100.0%

Table 13: Size of school / yrs of experience as a headteacher cross tabulation

			YRS OF EXPERIENCE AS A HEADTEACHER					Total
			1-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	OVER 20 YEARS	
SIZE OF SCHOOL	1-240 STUDENTS	Count	5					5
		Row %	100.0%					100.0%
		Column %	31.3%					13.5%
		Total %	13.5%					13.5%
	241-480 STUDENTS	Count	8	2	4			14
		Row %	57.1%	14.3%	28.6%			100.0%
		Column %	50.0%	25.0%	57.1%			37.8%
		Total %	21.6%	5.4%	10.8%			37.8%
	481-720 STUDENTS	Count	2	5	2	2		11
		Row %	18.2%	45.5%	18.2%	18.2%		100.0%
		Column %	12.5%	62.5%	28.6%	66.7%		29.7%
		Total %	5.4%	13.5%	5.4%	5.4%		29.7%
	721-960 STUDENTS	Count	1	1			3	5
		Row %	20.0%	20.0%			60.0%	100.0%
		Column %	6.3%	12.5%			100.0%	13.5%
		Total %	2.7%	2.7%			8.1%	13.5%
	OVER 960 STUDENTS	Count			1	1		2
		Row %			50.0%	50.0%		100.0%
		Column %			14.3%	33.3%		5.4%
		Total %			2.7%	2.7%		5.4%
Total		Count	16	8	7	3	3	37
		Row %	43.2%	21.6%	18.9%	8.1%	8.1%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		Total %	43.2%	21.6%	18.9%	8.1%	8.1%	100.0%

The data in Table 12 indicated that 6 (25%) of the male headteachers, had administrative experience as headteachers of 16 years and above. There were no female headteachers with such similar administrative experience.

The data in table 13 indicated that 5 (14.1%) of the headteachers had a school administration experience of 16 years and above and were in schools with student population of 481 and over. 8 (21.6%) of the headteachers had a headship experience of 1-5 years and were in schools of student population of 241 – 480.

Table 14: Size of school (category) / age cross tabulation

			AGE			Total
			36-40 YEARS	41-45 YEARS	46 YEARS AND ABOVE	
SIZE OF SCHOOL	SMALL SCHOOL	Count			5	5
		Row %			100.0%	100.0%
		Column %			20.0%	13.5%
		Total %			13.5%	13.5%
	MEDIUM SCHOOL	Count	1	11	18	30
		Row %	3.3%	36.7%	60.0%	100.0%
		Column %	100.0%	100.0%	72.0%	81.1%
		Total %	2.7%	29.7%	48.6%	81.1%
	BIG SCHOOL	Count			2	2
		Row %			100.0%	100.0%
		Column %			8.0%	5.4%
		Total %			5.4%	5.4%
Total		Count	1	11	25	37
		Row %	2.7%	29.7%	67.6%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%
		Total %	2.7%	29.7%	67.6%	100.0%

The data in table 14 indicated that 18 (48.6%) of the headteachers were in medium sized schools and were aged 46 years and above

4.2 ANALYSIS OF HEADTEACHERS' PERCEPTION ON PRE-SERVICE TRAINING DATA OF THE RESPONDENTS

Table 15: Length of service as deputy head

	Frequency	Percent
1-5 YEARS	21	56.8
6-10 YEARS	12	32.4
OVER 10 YEARS	4	10.8
Total	37	100.0

The data in table 15 indicated that 21 (56.8%) of the headteachers had served as deputy headteachers for 1-5 years before elevation to headship.

Table 16: Does being a deputy prepare one for headship?

	Frequency	Percent
YES	35	94.6
NO	2	5.4
Total	37	100.0

The data in table 16 revealed that 32 (94.6%) of the headteachers felt that serving as a deputy head had prepared them for headship duties. The respondents felt that deputising was in itself, an on-the-job training for headship.

Table 17: Does teacher training expose one in educational administration?

	Frequency	Percent
YES	30	81.1
NO	7	18.9
Total	37	100.0

The data in table 17 indicated that 30 (81.1%) of the headteachers felt that pre-service teacher training did expose them to educational administration. The respondents felt that the theory of educational administration prepared

them face the administrative challenges that they could meet in real school management situations.

Table 18: Did pre-service course help in ones work as a headteacher?

		Frequency	Percent
Valid	YES	24	64.9
	NO	6	16.2
	NOT APPLICABLE	3	8.1
	Total	33	89.2
Missing		4	10.8
Total		37	100.0

The data in table 18 indicated that 24 (72.7%) of the respondent headteachers felt that the pre-service course did help them in their duties as headteachers.

4.3 ANALYSIS OF HEADTEACHERS' PERCEPTION ON KESI IN-SERVICE TRAINING PROGRAMMES DATA OF THE RESPONDENTS

Table 19: Have you attended any educational administration courses as a head

	Frequency	Percent
YES	35	94.6
NO	2	5.4
Total	37	100.0

The data in table 19 indicated that 35 (94.6%) of the headteachers had attended some educational administration courses during their service as headteachers.

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Table 20: Times of attendance of KESI courses

	Frequency	Percent
ONCE	15	40.5
TWICE	16	43.2
THRICE	3	8.1
MORE THAN THRICE	3	8.1
Total	37	100.0

The data in table 20 indicated that 16 (43.2%) of the headteachers had attended KESI in-service courses twice while 15 (40.5%) had attended the same courses only once.

Table 21: Years when attended KESI courses

	Frequency	Percent
1980s	8	21.6
1990s	8	21.6
2000	5	13.5
2001	1	2.7
2002	11	29.7
2003	3	8.1
2004	1	2.7
Total	37	100.0

The data in table 21 indicated that most of the headteachers, 11 (29.7%) started attending the KESI in-service courses in 2002. 8 (21.6%) had attended the KESI in-service courses in the 1980s. Only 1 (2.7%) headteacher started attending the courses in 2004.

Table 22: If no, would you wish to have been consulted on topics before course?

		Frequency	Percent
Valid	YES	31	83.8
	NO	5	13.5
	Total	36	97.3
Missing		1	2.7
Total		37	100.0

The analysis revealed that no headteacher was ever consulted on the topics to be covered in course prior to attendance. Data in Table 22 however revealed that 31 (83.8%) of the respondents would have wished to be consulted on the topics before attending the course. This consultation would have ensured that they are trained in the areas they thought they were weak in.

Table 23: Did KESI course redo topics on administration done elsewhere?

	Frequency	Percent
YES	33	89.2
NO	4	10.8
Total	37	100.0

Table 24: Is topic duplication useful

	Frequency	Percent
YES	30	81.1
NO	7	18.9
Total	37	100.0

The data in table 23 indicated that most of the headteachers, 33 (89.2%), felt that the course they took at KESI covered the same topics covered in other fora. However, the data in table 24 revealed that 30 (81.1%) of the headteachers felt that such duplication of topics, when especially done by different in-service agencies, was useful in their day to day running of schools as it re-emphasised and reinforced information on the key areas in school administration.

Table 25: Should heads be grouped by experience during training

	Frequency	Percent
YES	16	43.2
NO	21	56.8
Total	37	100.0

The data in table 25 indicated that 21 (56.8%) of the headteachers felt that headteachers should not be grouped according to their length of headship

experience during training in KESI courses. The respondents felt that free mingling of the heads during the courses enabled them to share experiences and therefore learn much from each other. The respondents however felt that priority should be given to those headteachers with less than 5 years of school administration experience since they required to be made aware of the emerging issues in school administration.

Table 26: Which group should have priority in in-service training?

		Frequency	Percent
Valid	WITH LESS THAN 5 YR EXPERIENCE	31	83.8
	WITH OVER 5 YRS EXPERIENCE	5	13.5
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 26 indicated that most of the headteachers, 31 (83.8%), felt that heads with administrative experience of less than 5 years should be given priority in in-service training.

Table 27: Would heads with 10 years and over experience gain from KESI training

	Frequency	Percent
YES	33	89.2
NO	4	10.8
Total	37	100.0

The data in table 27 indicated that 33 (89.2%) of the respondent felt that headteachers with headship experience of 10 years and over would gain from KESI in-service training. The headteachers felt that learning is a lifetime process.

A majority of the respondent felt that the major challenges they faced were on financial administration, human resource management and discipline.

Table 28: Methods recommended to headteachers in solving their day to day administrative challenges

METHOD	YES		NO	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
consulting experienced heads	27	73.0	10	27.0
attending heads conferences and seminars	16	43.2	21	53.8
attend KESI courses	32	86.5	5	13.5
consulting PEOs	24	64.9	13	35.1
consulting TSC and agents	12	32.4	25	67.5
reading texts, and journals	24	64.9	13	35.1
taking advanced degrees in administration	9	24.3	28	75.7
attending provincial heads meetings	12	32.4	25	67.5

The data in table 28 revealed that 27 (73.0%) of the respondents "consulted experienced head," as one of the methods recommended to headteachers in solving their day to day administrative challenges that headteachers, 32 (86.5%) of them preferred to attend KESI organised courses, 24 (64.9%) of them preferred to consult their Provincial Directors of Education while another 24 (64.9%) of them preferred to read books, texts and journals on educational administration. The least popular method used by the headteachers (24.3%) in solving their day to day administrative challenges was taking advanced degree courses in educational administration.

4.4 ANALYSIS OF HEADTEACHERS' PERCEPTION ON RELEVANCE OF KESI IN-SERVICE TRAINING PROGRAMMES

Table 29: Headteachers' frequency of coverage and relevance of KESI in-service training topics

TOPIC	OFTEN		RARELY	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
MANAGERIAL ROLE OF A HEAD	13	35.5	5	13.5
HUMAN AND PUBLIC RELATIONS	14	37.8	4	10.8
COMMUNICATION	14	37.8	4	10.8
MOTIVATION OF STUDENTS AND STAFF	12	32.4	6	16.2
DECISION MAKING AND PROBLEM SOLVING	13	35.1	5	13.5
PLANNING AND DEVELOPMENT	12	32.4	6	16.2
LEGAL PROVISIONS IN EDUCATION	12	32.4	6	16.2
MANAGEMENT OF SCHOOL FINANCES	14	37.8	4	10.8
BOOK AND STORE KEEPING	9	24.3	9	24.3
ROLE OF PROVINCIAL ADMINISTRATION IN EDUCATION	12	32.4	6	16.2
OFFICE MANAGEMENT AND INFORMATION STORAGE	10	27.0	8	21.6
CURRICULUM DESIGN, IMPLEMENTATION AND EVALUATION	13	35.1	5	13.5

Table 30: Headteachers' perception on relevance of KESI in-service training programmes:

TOPIC	VERY RELEVANT		NOT RELEVANT	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
MANAGERIAL ROLE OF A HEAD	29	78.4	7	18.9
HUMAN AND PUBLIC RELATIONS	28	75.7	8	21.6
COMMUNICATION	30	81.1	6	16.2
MOTIVATION OF STUDENTS AND STAFF	29	78.4	7	18.9
DECISION MAKING AND PROBLEM SOLVING	30	81.1	6	16.2
PLANNING AND DEVELOPMENT	26	70.3	10	27.0
LEGAL PROVISIONS IN EDUCATION	32	86.5	4	10.8
MANAGEMENT OF SCHOOL FINANCES	35	94.6	1	2.7
BOOK AND STORE KEEPING	24	64.9	12	32.4
ROLE OF PROVINCIAL ADMINISTRATION IN EDUCATION	22	59.5	14	37.8
OFFICE MANAGEMENT AND INFORMATION STORAGE	24	64.9	12	32.4
CURRICULUM DESIGN, IMPLEMENTATION AND EVALUATION	32	86.5	4	10.8

The data in table 29 revealed that the majority of the respondents; 14(37.8%) felt that human and public relations, communication and management of the school finances were often covered during KESI in-service training programmes. 9(24.3%) respondents felt that book and storekeeping was rarely covered in the KESI course.

In table 30, the data revealed that 32(86.5) respondents felt that in KESI in-service training programmes, "legal provisions in education", and "curriculum design, implementation and evaluation", are very relevant topics.

14(37.8%) respondents felt that "role of provincial administration in education", is not a relevant topic in the KESI course.

Table 31: Would you recommend KESI course to other heads

		Frequency	Percent
Valid	YES	33	89.2
	NO	2	5.4
	Total	35	94.6
Missing	System	2	5.4
Total		37	100.0

The data in table 31 indicates that 33(89.2%) of the headteachers would recommend the KESI courses to other school heads who have not been exposed to them.

2(5.4%) headteachers felt that they would not recommend, while 2(5.4%) school heads did not respond to this item.

Table 32: Opinion of time allocated to KESI course

		Frequency	Percent
Valid	NOT ADEQUATE	16	43.2
	SATISFACTORY	11	29.7
	ADEQUATE	9	24.3
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

Table 33: Time adequate for a KESI course

		Frequency	Percent
Valid	2 WEEKS	10	27.0
	3 WEEKS	7	18.9
	4 WEEKS	13	35.1
	OVER 1 MONTH	6	16.2
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

According to the data in table 32, 16(43.2%) of the respondents felt that the time allocated to KESI course is not adequate, 11(29.7%) felt that the time allocated was satisfactory, while 9(24.3%) felt that the time is adequate. 1(2.7%) head did not respond to this item.

In table 33, the data shows that 13(35.1%) respondents felt that the adequate time for a KESI course is 4 weeks while 6(16.2%) respondents felt that for a KESI course, "over 1 month" would be the adequate time.

Table 34: Content delivery by KESI training personnel

		Frequency	Percent
Valid	FAIR	9	24.3
	GOOD	24	64.9
	EXCELLENT	3	8.1
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

Table 34's data shows that 24(64.9%)respondents felt that content by KESI training personnel is good, while 9(24.3%) felt that it is fair, 3(8.1%)respondents felt that the content delivery by KESI training personnel is excellent, 1(2.7%) respondent did not respond to this item.

Table 35; Technique: lecture

		Frequency	Percent
Valid	VERY FREQUENTLY	21	56.8
	FREQUENTLY	14	37.8
	RARELY	1	2.7
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 35 shows that 21(56.8%) of the respondents felt that in the KESI course the lecture technique was very frequently used, 14(37.8%) felt that it is only used frequently while 1(2.7%) felt that it is rarely used 1(2.7%) did not give a response to the item.

Table 36; Technique: group discussion

		Frequency	Percent
Valid	VERY FREQUENTLY	6	16.2
	FREQUENTLY	24	64.9
	RARELY	6	16.2
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 36 indicates that 24(64.9%) respondents felt that the technique is only frequently used 6(16.2%) of the respondents felt that in the KESI course the group discussion technique is very frequently used, while 6(16.2%) felt that it is rarely used. 1(2.7%) did not respond to the item.

Table 37; Technique: subject experts

		Frequency	Percent
Valid	VERY FREQUENTLY	12	32.4
	FREQUENTLY	14	37.8
	RARELY	8	21.6
	NEVER	2	5.4
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

In table 37 the data shows that 14(37.8%) respondents felt that the subject experts technique is only frequently used in the KESI course, 12(32.4%) felt that it is used very frequently, 8(21.6%) felt that the technique is rarely used while 2(5.4%) felt that the technique is never used.1 (2.7%) did not respond to the item.

Table 38; Technique: role playing

		Frequency	Percent
Valid	FREQUENTLY	9	24.3
	RARELY	14	37.8
	NEVER	13	35.1
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

According to table 38 the data indicates that 9(24.3%) of the respondents felt that the role playing technique is frequently used in the KESI course, 14(37.8%) felt that the technique is rarely used while 13(35.1%) felt that the technique is never used.1 (2.7%) did not respond to the item.

Table 39; Technique: field trips

		Frequency	Percent
Valid	VERY FREQUENTLY	1	2.7
	RARELY	8	21.6
	NEVER	27	73.0
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

In table 39, the data indicates that 27(73.0%) headteachers felt that the technique is never used, 8(21.6%) felt that the technique is rarely used,1(2.7%) respondent felt that the field trips technique is very frequently used in the KESI course, 1(2.7%) did not give a response to the item.

Table 40; Technique: case studies

		Frequency	Percent
Valid	FREQUENTLY	16	43.2
	RARELY	15	40.5
	NEVER	5	13.5
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

In table 40, the data shows that 16(43.2%) of the respondents felt that the case studies technique is frequently used, 15(40.5%) felt that the technique is rarely used while 5(13%) felt that the technique is never used. 1(2.7%) did not respond to this item.

The headteachers also suggested that resource persons from the cooperate world for example experienced managers and chief executives who are good in communication should be used; methodology should be changed and use of overhead projectors and PowerPoint employed and lastly the venue should be conducive for participants so as to improve content delivery.

Table 41: Overall rating of KESI training techniques

		Frequency	Percent
Valid	FAIR	7	18.9
	GOOD	26	70.3
	EXCELLENT	1	2.7
	Total	34	91.9
Missing	System	3	8.1
Total		37	100.0

The data in table 41 indicates that 26(70.3%) of the respondents felt that training techniques used by KESI personnel are good, 7(18.9%) felt that they are fair while 1(2.7%) felt that they are excellent. 3(8.1%) of the respondents did not give a response to this item.

Table 42: Areas of administration that KESI did not meet your needs?

		Frequency	Percent
Valid	YES	19	51.4
	NO	15	40.5
	Total	34	91.9
Missing	System	3	8.1
Total		37	100.0

In table 42, the data shows that 19(51.4%) of the respondents felt that there are areas of secondary school administration that KESI did not meet in their needs, 15(40.5%) felt that there are no areas that KESI did not meet their needs while 3(8.1%) did not respond to this item.

Table 43: Issues expected but not addressed by KESI?

		Frequency	Percent
Valid	YES	17	45.9
	NO	14	37.8
	Total	31	83.8
Missing	System	6	16.2
Total		37	100.0

Table 43's data shows that 17(45.9%) of the school heads felt that there are issues that were not addressed by KESI though expected, 14(37.8%) felt that there are no issues that KESI did not address. 6(16.2%) of the respondents did not respond to the item.

The respondents suggested that the following topics should be included and covered adequately during KESI in-service courses: managerial and financial role of a headteacher; finance and budgeting; types of fraud and their prevention in financial management; fees defaulting and difficult parents; emerging issues such as: drugs, HIV and AIDS; homosexuality; students' discipline; procurement; laws governing education and their implication;

industrial / labour laws; communication; role of the Teachers Service commission; democratisation and guidance and counselling; influence of media on education and lastly how to use a deputy head and not to abdicate.

Table 44: Should a headteacher attend in-service only once in a life time?

		Frequency	Percent
Valid	YES	1	2.7
	NO	35	94.6
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

Table 45: After how many years should a headteacher attend a second KESI course?

		Frequency	Percent
Valid	1-2	11	29.7
	3-4	19	51.4
	5-6	5	13.5
	7-8	1	2.7
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

In table 44, the data shows that 35(94.6%) of the respondents felt that a headteacher should not attend in-service only once in a lifetime, 1(2.7%) felt that they should attend once while 1(2.7%) did not give response to the item.

In table 45, the data indicates that 19(51.4%) of the respondents felt that the school heads should attend a second KESI course after 3-4 years, 11(29.7%) felt that they should attend after 1-2 years, 5(13.5%) felt that they should attend after 5-6 years while 1(2.7%) felt that they should attend after 7-8 years. 1(2.7%) of the respondents did not respond to this item.

The respondents further revealed that it is not sufficient for a headteacher to be in-serviced by KESI once in a life time because there is need for constant reminder on school administration, learning is lifelong and one needs to keep

abreast with the dynamism of school administration as society becomes more and more complex.

Table 46: Overall rating of KESI programmes in meeting heads needs

		Frequency	Percent
Valid	NOT USEFUL	1	2.7
	USEFUL	20	54.1
	VERY USEFUL	15	40.5
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 46 indicates that 20(54.1%) of the respondents felt that KESI in-service programmes are useful in meeting heads needs, 15(40.5%) felt that they are very useful while 1(2.7%) felt that they are not useful. 1(2.7%) of the school heads did not respond to this item.

Table 47: KESI in-service are only relevant to newly appointed heads

		Frequency	Percent
Valid	STRONGLY DISAGREE	15	40.5
	DISAGREE	21	56.8
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 47 portrays that 21(56.8%) of the headteachers disagreed with the statement that KESI in-service programmes are only relevant to newly appointed heads, 15(40.5%) strongly disagreed while 1(2.7%) did not respond to the item.

Table 48: KESI course relevant to headteacher

		Frequency	Percent
Valid	STRONGLY DISAGREE	2	5.4
	UNDECIDED	2	5.4
	AGREE	15	40.5
	STRONGLY AGREE	17	45.9
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

In table 48's data, 17(45.9%) of the respondents strongly agreed that KESI courses are relevant to headteachers day-to-day activities in school administration, 15(40.5%) agreed with the statement while 2(5.4%) strongly disagreed and 2(5.4%) were undecided. 1(2.7%) of the respondents did not respond to the item.

Table 49: Too much theory in attended KESI courses

		Frequency	Percent
Valid	STRONGLY DISAGREE	4	10.8
	DISAGREE	14	37.8
	AGREE	16	43.2
	STRONGLY AGREE	2	5.4
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 49 shows that 16(43.2%) of the respondents agreed that there is too much theory in KESI courses that they attended, 14(37.8%) disagreed, 4(10.8%) strongly disagreed while 2(5.4%) strongly agreed. 1(2.7%) of the respondents did not respond to the item.

Table 50: Healthy discussion between participants

		Frequency	Percent
Valid	STRONGLY DISAGREE	1	2.7
	AGREE	17	45.9
	STRONGLY AGREE	18	48.6
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 50 indicates that 18(48.6%) of the respondents strongly agreed that the discussion between participants during KESI courses provided a healthy learning experience, 17(45.9%) agreed while1 (2.7%) strongly disagreed.

Table 51: Mastery of content from resource persons,

		Frequency	Percent
Valid	STRONGLY DISAGREE	2	5.4
	DISAGREE	5	13.5
	UNDECIDED	4	10.8
	AGREE	22	59.5
	STRONGLY AGREE	3	8.1
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 51 indicates that 22(59.5%) of the respondents agreed that the resource persons of KESI in-service programmes had a thorough mastery of course content, 5(13.5%) disagreed, 4(10.8%) were undecided, 3(8.1%) strongly agreed while 2(5.4%) strongly disagreed.

Table 52: Instructors in touch with reality in schools

		Frequency	Percent
Valid	STRONGLY DISAGREE	2	5.4
	DISAGREE	10	27.0
	UNDECIDED	4	10.8
	AGREE	15	40.5
	STRONGLY AGREE	5	13.5
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 52 shows that 15(40.5%) headteachers agreed that the course instructors were in touch with the realities of secondary school administration,10(27%) disagreed, 5(13.5%) strongly agreed and 4(10.8%) were undecided while 2(5.4%) strongly disagreed with the statement.

Table 53: Quick coverage of topics was of little help to heads

		Frequency	Percent
Valid	STRONGLY DISAGREE	6	16.2
	DISAGREE	10	27.0
	UNDECIDED	1	2.7
	AGREE	18	48.6
	STRONGLY AGREE	1	2.7
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

Table 53's data indicates that 18(48.6%) respondents agreed that too quick coverage of topics during KESI in-service programmes made the courses to be little help to school headteachers, 10(27%) disagreed, 6(16.2%) strongly disagreed, while 1 each (2.7%) was undecided and strongly disagreed respectively.

Table 54: Course content covered theoretically not practically

		Frequency	Percent
Valid	STRONGLY DISAGREE	4	10.8
	DISAGREE	11	29.7
	AGREE	15	40.5
	STRONGLY AGREE	6	16.2
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 54 shows that 15(40.5%) of the respondents agreed that the course content was covered in a rather academic than practical way, 11(29.7%) disagreed, 6(16.2%) strongly agreed, while 4(10.8%) strongly disagreed and 1(2.7%) did not respond to the statement.

Table 55: Instructors unable to respond adequately to questions from heads

		Frequency	Percent
Valid	STRONGLY DISAGREE	5	13.5
	DISAGREE	23	62.2
	UNDECIDED	1	2.7
	AGREE	6	16.2
	STRONGLY AGREE	1	2.7
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 55 indicates that 23(62.2%) of the respondents disagreed that instructors of most of the courses were unable to respond adequately to headteachers' questions, 6(16.2%) agreed, 5(13.5%) strongly disagreed and 1 each (2.7%) was undecided and strongly agreed respectively.

Table 56: Exposure to course important irrespective to heads experience

		Frequency	Percent
Valid	STRONGLY DISAGREE	1	2.7
	AGREE	17	45.9
	STRONGLY AGREE	18	48.6
	Total	36	97.3
Missing	System	1	2.7
Total		37	100.0

The data in table 56 indicates that 18(48.6%) of the respondents strongly agreed that headteachers should be exposed to in-service training regardless of the administrative experience, 17(45.9%) agreed, and only 1(2.7%) strongly disagreed with this statement.

4.5   PERCEPTIONS OF KESI FACILITATORS ON THE IN-SERVICE PROGRAMMES:

Table 57: Role played by facilitators in KESI in-service programmes: co-ordinator

	Frequency	Percent
Co-ordinator	3	75.0
trainer	3	75.0

The data in table 57 revealed that 3 of the 4 facilitators were co-ordinators and trainers of KESI in-service programmes. All the respondent facilitators started engaging in KESI activities in 2003.

Table 58: Any administrative role that prepared you for role in KESI

	Frequency	Percent
YES	3	75.0
NO	1	25.0
Total	4	100.0

Table 59: Role in school administration

		Frequency
Valid	HOD	3
Missing	System	1
Total		4

The data in table 58 revealed that 3 of the 4 facilitators had engaged in administrative roles that prepared them for their roles in KESI in-service programmes. 3 out of 4 of the facilitators had acted as heads of department prior to their involvement in KESI in-service programmes as revealed in table 59.

Table 60: Any KESI role familiarization steps for facilitators

	Frequency	Percent
YES	3	75.0
NO	1	25.0
Total	4	100.0

The data in table 60 revealed that 3 of the 4 respondent facilitators underwent familiarisation of their roles at KESI prior to their active participation in the KESI in-service programmes.

Table 61: Highest academic qualification

	Frequency	Percent
BEd	3	75.0
MASTERS	1	25.0
Total	4	100.0

3 of the facilitators were bachelor of education degree holders while one had a master's degree as revealed in table 61.

Table 62: Major challenges experienced by newly appointed heads

	Frequency	Percent
Lack of management skills	2	50.0
Lack of financial skills	3	75.0
Hostile community	1	25.0
Indisciplined students	1	25.0

The data in table 62 revealed that 2 of the facilitators felt that the major challenges met by newly appointed secondary school heads was the lack of managerial skills while 3 facilitators felt that the major challenge was the lack of financial skills. The facilitators further suggested that the headteachers should be extensively and intensively in-serviced in the mentioned challenge areas.

Table 63: Considerations for appointment of heads

	Frequency	Percent
qualifications	3	75.0
Past performance	3	75.0

The data in table 63 revealed that 3 out of 4 facilitators felt that headteachers should be appointed on the basis of their qualifications and experience while 3

facilitators felt that past performance should be the consideration for appointment of heads.

Table 64: Areas of school administration that heads perform poorly even after KESI

	Frequency	Percent
YES	3	75.0
NO	1	25.0
Total	4	100.0

The data in table 64 revealed that 3 of the facilitators believed that there were areas of school administration that the school heads performed poorly even after participating in the KESI in-service programmes. The facilitators felt that headteachers still performed poorly in the areas of financial management, human resource management and curriculum implementation. The facilitators suggested that a training follow-up should be made so as to help headteachers tackle the challenge areas more effectively.

Table 65: Challenges KESI faces in implementing its training objectives

	Frequency	Percent
YES	3	75.0
NO	1	25.0
Total	4	100.0

Table 65 revealed that 3 of the 4 facilitators did face challenges in the course of implementing the training objectives. It was revealed that these challenges included shortage of professional staff, inadequate finance and lack of training equipment. The facilitators suggested that the ministry of education should retain KESI staff for stability and continuity and sponsor all courses or solicit for funds so as to achieve 100% participation by all concerned education managers.

Table 66: Selected heads who turned down the offer

	Frequency	Percent
YES	1	25.0
NO	3	75.0
Total	4	100.0

The data in table 66 revealed that 1 facilitator felt that there were some selected heads of schools who had turned down the offer to attend the KESI in-service programmes. The facilitator felt that the reasons for turning down the offers were that the KESI programmes coincided with other further studies programmes offered elsewhere. The facilitators however suggested that the KESI courses should be considered as an added advantage for promotion and that the ministry of education should sponsor the training of headteachers, especially those in small schools in order to ensure full attendance of the headteachers in the KESI in-service courses. The respondents further suggested that there should be established a management system to monitor the heads that had attended the KESI in-service programmes and those who had not and that the KESI training should be de-centralised through training of trainers which will lead to capture of large numbers of heads. The respondents felt that KESI should be made autonomous, restructure its courses for the various target group categories, for example, certificate, diploma and degree. It should improve terms and conditions of service for its staff in order to attract highly qualified staff.

Table 67: Does KESI have enough qualified training staff

	Frequency	Percent
YES	1	25.0
NO	3	75.0
Total	4	100.0

Table 67 had data that revealed that 3 of the facilitators believed that KESI did not have enough qualified staff. The facilitators felt that this situation was caused by the government's embargo on employment of new staff and poor terms of service offered. The facilitators suggested that KESI should advertise and recruit its staff directly, motivate its staff and provide

opportunities to higher educational certification like masters' degrees and doctor of philosophy degrees and upgrade the institution's status comparable to a university college.

4.6 HEADTEACHERS PERCEPTION OF KESI IN COMPARISON TO THEIR ADMINISRATIVE EXPERIENCE, LEVEL OF EDUCATION, NUMBER OF TIMES OF ATTENDING KESI COURSES, SCHOOL SIZE, NUMBER OF YEARS TAKEN SINCE IN-SERVICE DATE AND THEIR GENDER

Table 68: Years of experience as a headteacher * overall rating of KESI programmes in meeting heads needs cross tabulation

			OVERALL RATING OF KESI PROGRAMMES IN MEETING HEADS NEEDS			Total
			NOT USEFUL	USEFUL	VERY USEFUL	
YEARS OF EXPERIENCE AS A HEADTEACHER	1-5 YEARS	Count		9	7	16
		Row %		56.3%	43.8%	100.0%
		Column %		45.0%	46.7%	44.4%
		Total %		25.0%	19.4%	44.4%
	6-10 YEARS	Count		4	3	7
		Row %		57.1%	42.9%	100.0%
		Column %		20.0%	20.0%	19.4%
		Total %		11.1%	8.3%	19.4%
	11-15 YEARS	Count	1	1	5	7
		Row %	14.3%	14.3%	71.4%	100.0%
		Column %	100.0%	5.0%	33.3%	19.4%
		Total %	2.8%	2.8%	13.9%	19.4%
	16-20 YEARS	Count		3		3
		Row %		100.0%		100.0%
		Column %		15.0%		8.3%
		Total %		8.3%		8.3%
	OVER 20 YEARS	Count		3		3
		Row %		100.0%		100.0%
		Column %		15.0%		8.3%
		Total %		8.3%		8.3%
Total		Count	1	20	15	36
		Row %	2.8%	55.6%	41.7%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%
		Total %	2.8%	55.6%	41.7%	100.0%

Headteachers with 1-5 years of experience

The data in table 68 revealed that 9 (56.3 %) of the respondents felt that KESI courses were useful in meeting head's needs while 7 (43.8%) felt that the courses were very useful in meeting heads needs.

Headteachers with 6-10 years of experience

4 (57.5%) respondents felt that the courses are useful while 3 (42.9%) felt the courses were useful.

Headteachers with 11-16 years of experience

5 (71.4%) respondents felt that the courses are very useful while 1 (14.3% each) felt the course were useful and not useful respectively.

Headteachers with 16-20 years of experience

3 (100%) of the respondents felt that the courses were useful.

Headteachers with over 20 years of experience

3 (100%) of the respondents felt that the courses were useful.

Table 69: Academic qualification of headteachers * overall rating of KESI programmes in meeting heads needs cross tabulation

			OVERALL RATING OF KESI PROGRAMMES IN MEETING HEADS NEEDS			Total
			NOT USEFUL	USEFUL	VERY USEFUL	
ACADEMIC QUALIFICATION	DIPLOMA IN EDUCATION/S1	Count			1	1
		Row %			100.0%	100.0%
		Column %			6.7%	2.8%
		Total %			2.8%	2.8%
	ATS	Count		4	2	6
		Row %		66.7%	33.3%	100.0%
		Column %		20.0%	13.3%	16.7%
		Total %		11.1%	5.6%	16.7%
	BEd	Count	1	10	6	17
		Row %	5.9%	58.8%	35.3%	100.0%
		Column %	100.0%	50.0%	40.0%	47.2%
		Total %	2.8%	27.8%	16.7%	47.2%
	BA WITH PGDE	Count			1	1
		Row %			100.0%	100.0%
		Column %			6.7%	2.8%
		Total %			2.8%	2.8%
	BSc WITH PGDE	Count		1	2	3
		Row %		33.3%	66.7%	100.0%
		Column %		5.0%	13.3%	8.3%
		Total %		2.8%	5.6%	8.3%
	BA & Ed	Count		2	1	3
		Row %		66.7%	33.3%	100.0%
		Column %		10.0%	6.7%	8.3%
		Total %		5.6%	2.8%	8.3%
	MASTERS	Count		3	2	5
		Row %		60.0%	40.0%	100.0%
		Column %		15.0%	13.3%	13.9%
		Total %		8.3%	5.6%	13.9%
Total		Count	1	20	15	36
		Row %	2.8%	55.6%	41.7%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%
		Total %	2.8%	55.6%	41.7%	100.0%

The data in table 69 revealed that most of the respondents (55.6%) felt that KESI programmess were useful in meeting head needs while 41.7% felt that the courses were very useful.

Table 70: Times of attendance of KESI courses by headteachers * overall rating of KESI programmes in meeting heads needs cross tabulation

			OVERALL RATING OF KESI PROGRAMMES IN MEETING HEADS NEEDS			Total
			NOT USEFUL	USEFUL	VERY USEFUL	
TIMES OF ATTENDANCE OF KESI COURSES	ONCE	Count	1	9	5	15
		Row %	6.7%	60.0%	33.3%	100.0%
		Column %	100.0%	45.0%	33.3%	41.7%
		Total %	2.8%	25.0%	13.9%	41.7%
	TWICE	Count		5	10	15
		Row %		33.3%	66.7%	100.0%
		Column %		25.0%	66.7%	41.7%
		Total %		13.9%	27.8%	41.7%
	THRICE	Count		3		3
		Row %		100.0%		100.0%
		Column %		15.0%		8.3%
		Total %		8.3%		8.3%
	MORE THAN THRICE	Count		3		3
		Row %		100.0%		100.0%
		Column %		15.0%		8.3%
		Total %		8.3%		8.3%
Total		Count	1	20	15	36
		Row %	2.8%	55.6%	41.7%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%
		Total %	2.8%	55.6%	41.7%	100.0%

The data in table 70 revealed that most (55.6%) of the respondents who had attended KESI courses once to those who had attended more than thrice felt that the programmess were useful in meeting heads needs while 41.7% felt that they were very useful. Only 1 (2.8%) respondent felt that the case programmess were not useful in meeting heads needs.

Table 71: Size of school * overall rating of KESI programmes in meeting heads needs cross tabulation

| | | | OVERALL RATING OF KESI PROGRAMMES IN MEETING HEADS NEEDS | | | Total |
			NOT USEFUL	USEFUL	VERY USEFUL	
SIZE OF SCHOOL(CATEGORY)	SMALL SCHOOL	Count		3	2	5
		Row %		60.0%	40.0%	100.0%
		Column %		15.0%	13.3%	13.9%
		Total %		8.3%	5.6%	13.9%
	MEDIUM SCHOOL	Count		16	13	29
		Row %		55.2%	44.8%	100.0%
		Column %		80.0%	86.7%	80.6%
		Total %		44.4%	36.1%	80.6%
	BIG	Count	1	1		2
		Row %	50.0%	50.0%		100.0%
		Column %	100.0%	5.0%		5.6%
		Total %	2.8%	2.8%		5.6%
Total		Count	1	20	15	36
		Row %	2.8%	55.6%	41.7%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%
		Total %	2.8%	55.6%	41.7%	100.0%

The data in table 71 revealed that 20 (55.6%) respondents felt that KESI programmess were useful in meeting heads needs while 15 (41.7%) felt they were very useful. Only 1 (2.8%) felt they were not useful.

Table 72: After how many years should a headteacher attend a second KESI course * overall rating of KESI programmes in meeting heads needs cross tabulation

			OVERALL RATING OF KESI PROGRAMMES IN MEETING HEADS NEEDS			Total
			NOT USEFUL	USEFUL	VERY USEFUL	
AFTER HOW MANY YEARS SHOULD A HEADTEACHER ATTEND A SECOND KESI COURSE	1-2	Count		6	5	11
		Row %		54.5%	45.5%	100.0%
		Column %		30.0%	33.3%	30.6%
		Total %		16.7%	13.9%	30.6%
	3-4	Count	1	10	8	19
		Row %	5.3%	52.6%	42.1%	100.0%
		Column %	100.0%	50.0%	53.3%	52.8%
		Total %	2.8%	27.8%	22.2%	52.8%
	5-6	Count		4	1	5
		Row %		80.0%	20.0%	100.0%
		Column %		20.0%	6.7%	13.9%
		Total %		11.1%	2.8%	13.9%
	7-8	Count			1	1
		Row %			100.0%	100.0%
		Column %			6.7%	2.8%
		Total %			2.8%	2.8%
Total		Count	1	20	15	36
		Row %	2.8%	55.6%	41.7%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%
		Total %	2.8%	55.6%	41.7%	100.0%

The data in table 72 revealed that 20 (55.6%) felt that KESI courses were useful in meeting heads needs while 15 (41.7%) felt they were very useful and only 1 (2.8 %) felt the programmess were not useful in meeting heads needs. 13 (54.2%) out of 24 male respondents felt that KESI courses were useful in meeting heads needs while 10 (41.7%) felt they were very useful and only one male respondent felt that KESI courses were not useful in meeting heads needs.

The data further reveals that 7 (58.3%) out of 12 female respondents felt that KESI courses were useful in meeting heads needs while 5 (41.7%) felt that the courses were very useful.

Table 73: Gender * overall rating of KESI programmes in meeting heads needs cross tabulation

			OVERALL RATING OF KESI PROGRAMMES IN MEETING HEADS NEEDS			Total
			NOT USEFUL	USEFUL	VERY USEFUL	
GENDER	MALE	Count	1	13	10	24
		Row %	4.2%	54.2%	41.7%	100.0%
		Column %	100.0%	65.0%	66.7%	66.7%
		Total %	2.8%	36.1%	27.8%	66.7%
	FEMALE	Count		7	5	12
		Row %		58.3%	41.7%	100.0%
		Column %		35.0%	33.3%	33.3%
		Total %		19.4%	13.9%	33.3%
Total		Count	1	20	15	36
		Row %	2.8%	55.6%	41.7%	100.0%
		Column %	100.0%	100.0%	100.0%	100.0%
		Total %	2.8%	55.6%	41.7%	100.0%

4.7 TEST OF HYPOTHESES:

The data presented in this section were results of analysing headteachers' perception of KESI in-service programmes in relation to selected variables from the demographic and school information sought by the questionnaire. These included the headteachers' administrative experience, their level of education, age, gender, school size, number of times attending KESI organised courses and the number of years taken since in-service by KESI.

In testing all the hypotheses for significant relationships between the selected variables, One-way analysis of variance (ANOVA) was used. All the hypotheses were considered significant or non significant at 0.05 confidence level. The researcher restated the hypotheses and presented evidence linked to their testing separately in the following subsections.

4.7.1 Headteachers' perceptions of KESI in-service programmes and their administrative experience:

To determine whether significant differences existed in the headteachers perceptions of KESI in-service programmes and their administrative experience, hypothesis one (HO₁) was tested. The hypothesis postulated stated that

(HO₁): there is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their administrative experience.

Table74: Years of experience as a headteacher

	Sum of Squares	df	Mean Square	F	Critical value	Sig
Between Groups	6.271	2	3.136	1.875	4.17	.170
Within Groups	51.846	31	1.672			
Total	58.118	33				

The F-Value of 1.875 and a critical value of 4.17 in Table 74 revealed that there was no significant difference between the headteachers' perceptions of KESI in-service programmes and their administrative experience. Thus the null hypothesis was not rejected.

4.7.2 Headteachers' perceptions of KESI in-service programmes and their level of education:

To determine whether significant differences existed in the headteachers perceptions of KESI in-service programmes and their level of education, hypothesis two (HO$_2$) was tested. The hypothesis postulated stated that

(HO$_2$): there is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their level of education.

Table75: Headteachers' Level of Education

	Sum of Squares	df	Mean Square	F	Critical value	Sig
Between Groups	13.197	2	6.598	2.449	4.17	.103
Within Groups	83.538	31	2.695			
Total	96.735	33				

The F-Value of 2.449 and a critical value of 4.17 in Table 75 revealed that there was no significant difference between the headteachers' perceptions of KESI in-service programmes and their level of education. Thus the null hypothesis was not rejected.

4.7.3 Headteachers' perceptions of KESI in-service programmes and the number of times of attending KESI organised courses

To determine whether significant differences existed in the headteachers perceptions of KESI in-service programmes and the number of times of attending KESI organised courses, hypothesis three (HO$_3$) was tested. The hypothesis postulated stated that

(HO₃): there is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and the number of times of attending KESI organised courses.

Table76: Headteachers' Number of Times of Attending KESI Organized Courses.

	Sum of Squares	df	Mean Square	F	Critical value	Sig
Between Groups	2.550	2	1.275	1.537	4.17	.231
Within Groups	25.714	31	.829			
Total	28.265	33				

The F-Value of 1.537 and a critical value of 4.17 in Table 76 revealed that there was no significant difference between the headteachers' perceptions of KESI in-service programmes and the number of times of attending KESI organised courses. Thus the null hypothesis was not rejected.

4.7.4 Headteachers' perceptions of KESI in-service programmes and their age.

To determine whether significant differences existed in the headteachers perceptions of KESI in-service programmes and their, hypothesis four (HO₄) was tested. The hypothesis postulated stated that

(HO₄): there is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their age.

Table77: Headteachers' Age.

	Sum of Squares	df	Mean Square	F	Critical value	Sig
Between Groups	.188	2	.094	316	4.17	.732
Within Groups	9.253	31	.298			
Total	9.441	33				

The F-Value of 0.316 and a critical value of 4.17 in Table 77 revealed that there was no significant difference between the headteachers' perceptions of KESI in-service programmes and their age. Thus the null hypothesis was not rejected.

4.7.5 Headteachers' perceptions of KESI in-service programmes and their school size.

To determine whether significant differences existed in the headteachers perceptions of KESI in-service programmes and their school size, hypothesis five (HO_5) was tested. The hypothesis postulated stated that

(HO_5): there is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their school size.

Table78: Headteachers and School Size

	Sum of Squares	df	Mean Square	F	Critical value	Sig
Between Groups	1.179	2	.590	3.886	4.17	.031
Within Groups	4.703	31	.152			
Total	5.882	33				

The F-Value of 3.886 and a critical value of 4.17 in Table 78 revealed that there was no significant difference between the headteachers' perceptions of

KESI in-service programmes and their school size. Thus the null hypothesis was not rejected.

4.7.6 Headteachers' perceptions of KESI in-service programmes and the number of years taken since in-service by KESI

To determine whether significant differences existed in the headteachers perceptions of KESI in-service programmes and the number of years taken since in-service by KESI, hypothesis six (HO$_6$) was tested. The hypothesis postulated stated that

(HO$_6$): **there is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and the number of years taken since in-service by KESI.**

Table79: Headteachers and Years Taken since in-service

	Sum of Squares	df	Mean Square	F	Critical value	Sig
Between Groups	1.179	2	.590	1.094	4.17	.347
Within Groups	16.703	31	.539			
Total	17.882	33				

The F-Value of 1.094 and a critical value of 4.17 in Table 79 revealed that there was no significant difference between the headteachers' perceptions of KESI in-service programmes and the number of years taken since in-service by KESI. Thus the null hypothesis was not rejected.

4.7.7 Headteachers' perceptions of KESI in-service programmes and their gender.

To determine whether significant differences existed in the headteachers perceptions of KESI in-service programmes and their gender, hypothesis seven (HO7) was tested. The hypothesis postulated stated that

(HO7): **there is no significant difference between secondary school headteachers' perceptions of KESI in-service programmes and their gender.**

Table80: Headteachers and Gender

	Sum of Squares	df	Mean Square	F	Critical value	Sig
Between Groups	.182	2	.091	.373	4.17	.692
Within Groups	7.582	31	.245			
Total	7.765	33				

The F-Value of 0.373 and a critical value of 4.17 in Table 80 revealed that there was no significant difference between the headteachers' perceptions of KESI in-service programmes and their gender. Thus the null hypothesis was not rejected.

CHAPTER FIVE

SUMMARY, RESEARCH FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.0   Summary of the study

The need for headteachers' training on management is very vital in an organization such as a school as it not only builds confidence but also prepares the concerned headteacher to be fully armed to cope with the emerging changes in Educational Management.

The purpose of this study was to identify the perceptions that headteachers held towards the in-service programmes organised by KESI. The study was carried out in public secondary schools in Nairobi province. The literature review was organised under the following subheadings: need for professional training; Kenya Education Staff Institute (KESI) training activities for secondary school headteachers; participants' involvement in programmes design and evaluation; appraisal of professional development programmes and critical concerns for school administrators.

The study was an ex-post facto design and the targeted population consisted of headteachers in public secondary schools in Nairobi province.

Two types of research instruments were used; appendix A and appendix B. Appendix A was administered to secondary school headteachers in Nairobi province while appendix B was administered to KESI course facilitators. Appendix A was divided into three sections A, and C where some of the items

in the questionnaire were structured while others were open-ended. Section A of the headteachers' questionnaire gathered demographic data and training background. Section B gathered data on such programmes components as areas for newly appointed headteachers, the in-service duration the quality of training personnel, content mastery and delivery, training techniques and the aspects they would recommend for improvement of KESI in-service programmes. Section C explored headteachers' perception on course content, course duration and the participants' perceptions on the training personnel rated on a five Point likert scale.

The KESI staff questionnaire gathered more information on their opinions and their perceptions on KESI in-service programmes and training personnel's perceptions on headteachers' needs.

To determine reliability of the instruments, a pilot study was conducted in five schools randomly selected from the public secondary schools in Nairobi. After establishing the reliability and validity of the instruments, they then administered to 37 public secondary schools in Nairobi province and 4 KESI staff. The questionnaire return rate was 100%.

The analysis of data consisted of Analysis of Variance (ANOVA) and the level of significance was set at 0.05. Seven null hypotheses were tested.

5.1 Summary of the research findings:

i) The research findings revealed that public secondary school headteachers in Nairobi province perceived KESI in-service programmes to be relevant, but they were not adequate to meet their administrative needs.

ii) From the research findings, it was also revealed that managerial and financial role of a headteacher; finance and budgeting; types of fraud and their prevention in financial management; fees defaulting and difficult parents; emerging issues such as drugs, HIV and AIDS, homosexuality; students discipline; procurement; laws governing education and their implication; industrial / labour laws; democratisation; influence of the media on education and how to use a deputy without abdicating were the major administrative challenges that headteachers face with financial management and human resource management being the most imminent.

iii) The research findings further revealed that secondary school headteachers' perception of KESI in-service programmes were not affected by such variables as administrative experience, level of education, number of times of attending KESI courses, as the headteachers felt that learning is a lifetime process and one needs to keep abreast of the dynamism in education management.

iv) Another finding of the research is that headteachers in public secondary schools felt that headteachers should attend KESI in-service courses after every three to four years.

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v) The research findings further revealed that all headteachers should attend KESI organised courses irrespective of their school sizes.

vi) Another finding of the research is that KESI courses are relevant to all headteachers in all public secondary schools and not only to newly appointed heads.

vii) Lastly, the research findings revealed that headteachers in public secondary schools in Nairobi felt that KESI in-service programmes were not affected by the number of years taken since in-service by KESI and their gender as they all needed to be "properly equipped" so as to cope with emerging challenges in school administration.

5.2 Conclusions of the study:

From the findings of the study, conclusions were made from the analysis of the data and testing of the stated hypotheses.

It can be concluded that the headteachers in public secondary schools in Nairobi perceived KESI courses to be necessary and acted as tools of their day to day work.

The research further revealed that the headteachers in public secondary schools need to combine knowledge gained from KESI in-service courses with that of other in-service agencies so as to have a clear reminder and understanding of the problem areas. On the same note, the research revealed that there is need for varying the methodology used by KESI personnel and involvement of resource persons from the corporate world.

Lastly, the headteachers administrative experience, level of education, number of times of attending KESI courses, age, school size, number of years taken since in-service by KESI and gender do not affect the headteachers perception towards KESI in-service programmes.

5.3 Recommendations:

ix) KESI course co-ordinators should endeavour to consult headteachers on the topics they wish to be covered especially the ones they are weak in, before such packages are offered to clientele (headteachers)

x) A management information system should be created so as to provide feedback to KESI course co-ordinators on headteachers who have attended their courses and those who have not.

xi) Courses on financial management, human resource management and student discipline should be intensively and extensively covered since they are still problem areas to headteachers even after attending KESI in-service courses.

xii) KESI personnel's content delivery is good but they should endeavour to improve.

xiii) Ample time should be allocated on each topic covered during KESI in-service courses if topics are to have meaningful impact on headteachers' management skills.

xiv) Headteachers should be appointed on the basis of qualification, experience and performance if they are to make impact in the institutions they head.

xv) Alternative funding for KESI activities should be sourced so as to bridge the current shortage of professional staff; improve quality of training equipment and achieve 100% participation by all concerned educational managers.

xvi) KESI should be made autonomous and course co-ordinators to hold advanced degrees and have them recruited directly by KESI itself.

5.4   Suggestions for further study:

The following research areas are suggested for further research:

i) Replication of this study using an interview schedule as the research instrument with headteachers.

ii) A comparative study on the perceptions of public secondary school headteachers on KESI in-service programmes in rural and urban set-ups.

iii) A study of the perceptions of KESI in-service programmes by provincial directors of education and their deputies in the ministry of education.

iv) A study of the perceptions of KESI in-service programmes by private secondary school headteachers in Nairobi province.

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SECONDARY SCHOOL HEADTEACHERS' EVALUATION QUESTIONNAIRE ON KENYA EDUCATION STAFF INSTITUTE'S IN-SERVICE PROGRAMMES

DIRECTIONS.

You are kindly requested to supply information on Kenya Education Staff Institute (KESI) in-service programmes which you have had an opportunity to attend and participate in. This information will be useful in making suggestions for improving and strengthening the in-service programmes for the benefit of secondary school headteachers. All information supplied will be kept strictly confidential, therefore feel free to express your opinion. For your information, there are no correct answers, what is important is your honest assessment of the various aspects of the in-service programmes that you were exposed to.

DO NOT WRITE YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE

1. By use of a tick√, indicate the type of school that you head from these options

   (a) Girls' Boarding   ( )

   (b) Boys' Boarding   ( )

   (c) Mixed Day   ( )

   (d) Boys' day   ( )

   (e) Girls' Day   ( )

   (f) Mixed Boarding   ( )

2. Please indicate your gender.

   (a) Male   ( )   (b) Female   ( )

3. Please indicate the number of students in your school in the space below.

   (a) Boys_____

   (b) Girls_____

      Total_____

4. How many years did you serve as a classroom teacher before your appointment as a headteacher?

   (a) Below one year   ( )

   (b) 1-5 years   ( )

   (c) 6-10 years   ( )

   (d) 11-15 years   ( )

   (e) 16 and above   ( )

5. Please indicate your administrative experience as a secondary school headteacher.

   (a) 1-5 years   ( )

   (b) 6-10 years   ( )

   (c) 11-15 years   ( )

   (d) 16-20 years   ( )

   (e) Over 20 years   ( )

6. Listed below are some age categories. By use of a tick, √),please indicate the age category that applies to you.

   (a) 25-30 years   ( )

   (b) 31-35 years   ( )

(c) 36-40 years ( )

(d) 41-45 years ( )

(e) 46 and above ( )

7. Please indicate your highest academic qualification from the ones listed below.

(a) Diploma in Education/S1 ( )

(b) ATS ( )

(c) Bachelor of Education ( )

(d) Bachelor of Arts with PGDE ( )

(e) Bachelor of Science with PGDE ( )

(f) Bachelor of Arts & Education ( )

(g) Masters degree _____(please specify the area)

(h) PhD degree ( ) (please specify the area_____

(i) Any other (please specify) _____

8 (i) Before appointment as a headteacher, did you have the opportunity to Serve as a deputy head?

(a) Yes ( ) (b) No ( )

(ii) If your answer to question 8(i) is yes, for how long did you serve as a Deputy –head?

(a) Below 1 year ( )

(b) 1-5 years ( )

(c) 6-10 years ( )

(d) Over 10 years ( )

(e) Not applicable ( )

9   (i)   In your opinion, do you think being a deputy-head prepares a teacher

                for a headship responsibilities? Tick (√) as per your opinion

                (a) Yes ( ) (b) No   ( )

        (ii)   If your answer to question 9(i) is yes, explain how being a deputy head

                can help a teacher in Learning headship duties and responsibilities

        _____

        _____

        _____

        _____

10.   (i)   In your training as a teacher, were you exposed to a course dealing

                With educational administration?

                (a)   Yes ( )   (b) No ( )

        (ii)   If your response to question 10(i) is yes, did you find the course helpful

                in your work as a headteacher?

                (a)   Yes ( )   (b)   No ( ) (c) Not applicable ( )

        (iii)   Please explain how you found educational administration courses

                offered in pre-service teacher training to be useful or not useful in

                matters of school administration.

        _____

        _____

        _____

        _____

11   (i)   After your appointment as a school head, have you had an

                Opportunity to attend a course in educational administration?

(a)   Yes   ( )   (b)   No   ( )

(ii)   If your answer to question 11(i) is yes, please list the courses that you

have attended on school administration in the spaces provided.

Course organized   Year of attendance   Duration taken

_____   _____   _____

_____   _____   _____

12.   (i)   How many times have you attended KESI organized in-service

Courses?

(a)   Once   ( )

(b)   Twice   ( )

(c)   Thrice   ( )

(d)   More than thrice   ( )

(ii)   Please indicate the year(s) in which you attended KESI organized

Course(s)

_____

_____

_____

_____

13.   (i)   Before attending KESI in-service courses, were you consulted on the

topics that you would have wished to be covered for school

administrators?

(a)   Yes   ( )   (b)   No   ( )

(ii)   If you were not consulted before attending KESI in-service courses,

Would you have wished to be consulted?

(a) Yes   ( )   (b) No ( )

(iii)   Please explain why you would have wished to be consulted or not to be

Consulted on the topics covered during KESI in-service.

_____

_____

_____

_____

_____

14.   (i)   Did you find KESI in-service courses tackling topics on school

Administration that had been tackled during other fora?

(a)   Yes   ( )   (b)   No   ( )

(ii)   In my opinion such duplication of topics on school administration by

a different service agency is useful.

(a)   Yes   ( )   (b)   No   ( )

15. Please explain how tackling topics on school administration can be useful or

not useful when it is done by different in-service agencies.

_____

_____

_____

_____

16.   (i)   In your opinion, should headteachers be grouped for in-service training

on the basis of their administrative experience?

(a)   Yes   ( )   (b)   No   ( )

(ii)   Please explain the advantages or disadvantages of grouping headteachers for in-service on basis of an administrative experience.

_____

_____

_____

_____

17. (i)   Suppose there were two groups of headteachers, both of which had not been exposed to in-service training by KESI, which of these two groups below would you give the first priority for in-service?

(a)   Those headteachers with less than five years in school administration ( )

(b)   Those with over five years in school administration ( )

(ii)   Please explain why you would give priority to the group that you have Chosen in question 17(i)

_____

_____

_____

_____

_____

18.   (i)   In your opinion, can headteachers who have been in school administration for ten years benefit from KESI in-service courses?

(a)   Yes   ( )   (b)   No   ( )

(ii)   Please explain why headteachers with ten years in school headship
         may or may not gain from KESI courses.

         _____

         _____

         _____

         _____

19. After your appointment to school headship, what areas of school
    administration did you find very challenging to tackle?

    (a) _____

    (b) _____

    (c) _____

    (d) _____

    (e) _____

20. Before your training by KESI, what ways did you use to acquire skills and
    knowledge for school administration?

    (a)_____

    (b)_____

    (c)_____

    (d)_____

    (e)_____

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

    (a) Consulting experienced secondary school headteachers   ( )

    (b) Attending headteachers' Annual Conferences and Seminars ( )

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(c) Attending KESI organised courses ( )

(d) Consulting with Provincial Education Officers ( )

(e) Consulting Teachers' Service Commission and its agent. ( )

(f) Reading books, texts and Journals on Educational administration ( )

(g) Taking advanced degrees in Educational Administration ( )

(h) Attending Provincial heads' meetings ( )

(i) Any other method (please specify)

_____

_____

_____

_____

_____

SECTION B

22. Below are some courses that are offered to secondary school headteachers by Kenya Education Staff Institute (KESI). By use of a TICK√( ) please indicate;

(i)   Whether the topics listed were covered during your in-service training

(ii)   The extent of coverage, that is, if the topics were covered;

(iii)   The extent to which the topics are relevant to your work as a secondary school headteacher.

10.   TABLE 1 a. Secondary School Headteachers' perception on the relevance of KESI in-service programmes

NO.	TOPIC	FREQUENCY	VERY RELEVANT	NOT RELEVANT
i	The managerial role of a school head			
ii	Human and public relations			
iii	Communication			
iv	Motivation of students and staff			
v	Decision making and problem solving			
vi	Planning and development			
vii	Legal provisions in Education			
viii	Management of school finances			
ix	Book and store-keeping			
x	Role of Provincial Administration in education.			
xi	Office management and information storage			
xii	Curriculum design, implementation and evaluation.			

23. From your experience of undergoing KESI organized course, would you recommend these courses to school heads who have not been exposed to them?

(a)   Yes   ( )   (b)   No   ( )

24. If your response to question 23 is yes, what areas of school administration would you recommend for newly appointed school heads?

(i)_____

(ii)_____

25. (i) In my opinion, the time allocated for KESI courses is

    (a)   Not adequate   ( )

    (b)   Satisfactory   ( )

    (c)   Adequate   ( )

(ii)   The amount of work offered by KESI can be adequately covered in

    ____weeks

    (a)   1 week   ( )

    (b)   2 weeks   ( )

    (c)   3 weeks   ( )

    (d)   4 weeks   ( )

    (e)   Over 1 month   ( )

26 The KESI training personnel, in my own opinion were_____in content delivery.

    (a)   Fair   ( )

    (b)   Good   ( )

    (c)   Excellent   ( )

26. Below are some training techniques that KESI might have used during your in-service training. (i) Please indicate whether a certain training technique

was used and (ii) indicate the frequency of use, (that is if the method was used in your in-service training).

Frequency of use

Symbol	Method	Very Frequently	Frequently	Rarely	Never
S1	Lecture				
S2	Group Discussion				
S3	Subject Experts				
S4	Role Playing				
S5	Field Trips				
S6	Case Studies				

S7 Any other, (please specify)

_____

_____

(iii)   From the training techniques shown above, list three of them that you would recommend in order of preference for headteachers' in-service training.

(a) _____

(b) _____

(c) _____

28. (i) What suggestions would you make for KESI training staff to consider for improvement of content delivery techniques?

_____

_____

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(iv) What is your overall rating of the training techniques by KESI personnel

     (a)   Fair   ( )

     (b)   Good   ( )

     (c)   Excellent   ( )

29. (i) Are there areas of secondary school administration that KESI did not meet in your needs?

     (a)   Yes ( ) (b) No ( )

(ii) If your response to question 29 (a) is yes, list any of the areas where your needs as a headteacher might not have been met.

_____

_____

_____

30   (i)   Are there some topics and issues dealing with secondary school administration that you expected to be addressed by KESI and were not?

        (a)   Yes ( )   (b)   No   ( )

    (ii)   If your answer to question 30(i) is yes, please list down those topics that were not addressed by KESI

    (a)_____

    (b)_____

    (c) _____

    (d)_____

    (e)_____

31 (i) Is it sufficient, in your opinion for a headteacher to attend an in-service course in Educational administration only once in one's life career?

(a)　　Yes　( )　　(b)　　No　　( )

(ii)　Explain why it may be sufficient or not sufficient for a headteacher to be in-serviced only once.

_____

_____

_____

_____

(iii)　After how many years would you recommend a headteacher to attend KESI in-service course a second time?

(a)　1-2　　　　　　　　　　( )

(b)　3-4　　　　　　　　　　( )

(c)　5-6　　　　　　　　　　( )

(d)　7-8　　　　　　　　　　( )

(e)　8 years and above　　　( )

32.　What is your overall rating of KESI in-service programmes in meeting secondary school headteachers' needs?

(a)　Not useful　　　　　　( )

(b)　Useful　　　　　　　　( )

(c)　Very useful　　　　　　( )

33. Each of the following statements expresses a feeling which a particular person may hold toward KESI in-service programmes. You are to express on a five point scale the extent to which you agree with the expressed statement by use of a Tick (√).

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34. KESI in-service courses are only relevant to newly appointed heads.

Strongly Disagree ( ) Disagree ( ) Undecided ( ) Agree ( ) strongly Agree ( )

35. The courses are relevant to headteachers day-to-day activities in school administration.

Strongly Agree ( ) Agree ( ) Undecided ( ) Disagree ( ) Strongly Disagree ( )

36. There was too much theoretical presentation during the in-service that I attended.

Strongly Disagree ( ) Disagree ( ) Undecided ( ) Agree ( ) Strongly Agree ( )

36. The discussion between the participants provided a healthy learning experience.

Strongly Agree ( ) Agree ( ) Undecided ( ) Disagree ( ) Strongly Disagree ( )

37. The resource persons had a thorough masterly of course content.

Strongly Agree ( ) Agree ( ) Undecided ( ) Disagree ( ) strongly Disagree ( ).

38. The course instructors were in touch with realities of secondary school administration.

Strongly Agree ( ) Agree ( ) Undecided ( ) Disagree ( ) Strongly Disagree ( )

39. Too quick coverage made the topics to be of little help to secondary school headteachers.

Strongly Disagree ( ) Disagree ( ) Undecided ( ) Agree ( ) Strongly Agree ( )

40 The course content was covered in a rather academic than practical way.

Strongly Disagree( ) Disagree ( ) Undecided ( )Agree( ) Strongly Agree ( )

41. Instructors of most of the courses seemed unable to respond adequately to Headteachers' questions.

Strongly Disagree ( ) Disagree ( ) Undecided ( ) Agree ( ) Strongly Agree ( )

42. Headteachers should be exposed to in-service training regardless of their administrative experience.

Strongly Agree ( ) Agree ( ) Undecided ( ) Disagree ( ) Strongly Disagree ( ).

Thank you very much for your co-operation,

Peter Wambua Muthini

KENYA EDUCATION STAFF INSTITUTE (KESI) IN-SERVICE PROGRAMMES FACILITITATORS EVALUATION QUESTIONNAIRE DIRECTIONS

You are kindly asked to supply information on Kenya Education Staff Institute (KESI) in-service programmes which you have had an opportunity to facilitate. This information is important in that it will help to address the in-service needs of secondary school headteachers bearing the current realities in Educational administration in mind. All the information supplied will be kept strictly confidential and therefore feel free to express yourself and **DO NOT WRITE YOUR NAME ANYWHERE IN THIS QUESTIONNAIRE.**

1. Please state the role that you play in Kenya Education Staff Institutes in-service Programmes.

   _____

   _____

   _____

2. When did you begin taking part in Kenya Education Staff Institute's in-service activities? 19_____

3. (i)   Is there any role in Educational administration that helped in preparing you for the current role in Kenya Education Staff Institute?

   (a) Yes ( ) (b) No ( )

   (ii)   If your answer to question 3(i) is yes, state the role that you had in school
   Administration_____

   _____

4. (i) Are there some steps that are taken to familiarize facilitators with their roles in training of Educational Administrators by Kenya Education Staff Institute?
   (a)   Yes   ( ) (b) No ( )

(ii) If your answer to question 4(i) is yes, briefly explain these steps.

_____

_____

_____

5. By means of a tick (√) indicate your highest academic qualifications from the ones listed below.

    (a) Diploma in Education   ( )

    (b) Bachelor of Education   ( )

    (c)Bachelor of Arts with Education   ( )

    (d) Bachelor of Arts with PGDE   ( )

    (e) Bachelor of Science with PGDE   ( )

    (f) A masters' Degree in_____

    (g) A Ph.D Degree in_____

    (h) Any other, please specify_____

6. i) In your opinion What major challenges do newly appointed Secondary School heads face in Kenya?

_____

_____

_____

ii) What can be done to help headteachers tackle the challenges cited in question 6 (i) more effectively and confidently?

_____

_____

iii) What in your opinion, should be considered when appointing secondary school headteachers?

_____

_____

7.(i) Are there some areas of school administration which you feel headeachers in secondary school perform poorly even after in-service by Kenya Education Staff Institute? (a) Yes ( ) (b) No ( )

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(ii)   If your answer to question 7(i) is yes, state these areas in the space provided

_____

_____

(iii)   What in your opinion should Kenya Education Staff Institute (KESI) do to help head-teachers tackle these areas more effectively?

_____

_____

8.   (i)   Are there some challenges that Kenya Education Staff Institute faces in implementing its training objectives?

        (a) Yes ( ) (b) No   ( )

        (ii)   If your answer to question 8(i) is Yes, please explain these challenges briefly.

        _____

        _____

        iii)   What in your opinion can be done by the Ministry of Education to overcome the challenges faced by Kenya Education Staff Institute?

9.   (i)   Are there some Secondary school headteachers who are selected to participate in in-service activities by Kenya Education Staff Institute and turn down the offer?

        (a) Yes ( )   No ( )

        ii) If your answer to question 9(i) is yes, what could be the reasons behind this negative attitude towards training?

        _____

        _____

        _____

(ii) What can be done to ensure that all secondary school headteachers undergo in-service training by Kenya Education Staff Institute?

_____

_____

10. In the space provided, please make suggestions that in your opinion can make Kenya Education Staff Institute (KESI) to be a center of excellence in in-service training of educational administrators as envisaged by the Ministry of Education during its inception.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

11(i) In your opinion, do you think KESI has enough qualified training staff to meet secondary school headteachers' training needs?

(a) Yes ( ) No ( )

ii) If your answer to question 11(i) is No. What are the causes for such understaffing?

_____

_____

_____

_____

_____

iii)   What measures can be taken to recruit and retain more training staff by KESI?

_____

_____

_____

_____

_____

Thank you very much for your co-operation
Peter Wambua Muthini.