

**FACTORS INFLUENCING PRINCIPALS' PERCEPTION OF  
EFFECTIVENESS OF KENYA EDUCATION MANAGEMENT  
INSTITUTE IN-SERVICE PROGRAMMES IN NAIROBI COUNTY,  
KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for  
the Degree of Master of Education in Educational Administration**

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## DECLARATION

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

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## **DEDICATION**

I dedicate this project to my husband Githu Mungai, our children Mary Wangari, Antony Mungai, Maureen Wambui, Angela Wanjiku and Sarah Wangui.

To my dear parents John Baptista Kariithi and Grace Wambui

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## TABLE OF CONTENT

<b>Content</b>	<b>Page</b>
Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of content.....	v
List of tables.....	ix
List of figure.....	xi
Abbreviations And acronyms.....	xii
Abstract.....	xiii

## CHAPTER ONE

### INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study.....	5
1.4 Objective of the study.....	6
1.5 Research questions.....	6
1.6 Significance of the study.....	7
1.7 Limitations of the study.....	8
1.8 Delimitation of the study.....	8
1.9 Basic assumption of the study.....	9
1.10 Definition of significant terms.....	9
1.11 Organization of the study.....	10

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction .....	12
2.2 Concept of in-service management training .....	12
2.3 Managerial experience and principals' perception of effectiveness of management training programme.....	13
2.4 Level of education and principals' perceptions of effectiveness of management training programme.....	14
2.5 School category and principals' perception of effectiveness of management training programme .....	15
2.6 Frequency of attendance of management training and principals 'perception of effectiveness of management training programme .....	17
2.7 Summary of the literature review .....	18
2.8 Theoretical framework.....	19
2.9 Conceptual framework.....	20

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction .....	22
3.2 Research design.....	22
3.3 Target population.....	23
3.4 Sample size and sampling procedure.....	23
3.5 Research instruments .....	24

3.6 Instrument validity.....	24
3.7 Instrument reliability .....	25
3.8 Data collection procedure .....	26
3.9 Data analysis techniques .....	27

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

4.1 Introduction .....	28
4.2 Background information for principals.....	28
4.3 Principals’ level of education and principals’ perception of effectiveness of management training programme.....	34
4.4 Managerial experience and principals’ perception of effectiveness of management training programme.....	36
4.5 School category and principals’ perception of effectiveness of management training programme .....	39
4.6 Frequency of attendance of management training and principals’ perception of effectiveness of management training programme .....	41
4.7 Findings from KEMI trainers.....	43
4.8 KEMI trainers perception of in-service training .....	47

## **CHAPTER FIVE**

### **SUMMARY , CONCLUSIONS AND RECOMMENDATIONS**

5.1 Summary of study.....	53
5.2 Conclusions .....	56

5.3 Recommendations .....	57
5.4 Suggestion for further research .....	58

**REFERENCES**

**APPENDICES**

Appendix I: Letter of introduction .....	64
Appendix II: Questionnaire for principals .....	65
Appendix III: Questionnaire for KEMI trainers.....	71
Appendix IV: Research Permit .....	75
Appendix V: Authorization Letter .....	75



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 3.1: Target population .....	23
Table 3.2: Sample size .....	24
Table 4.3: Distribution of schools by category.....	29
Table 4.4: Type of schools .....	30
Table 4.5: Principals' distribution by gender .....	31
Table 4.6: Principals' Distribution by their highest level of education .....	31
Table 4.7: Frequency of attending KEMI Courses .....	32
Table 4.8: Years of service as a head teacher.....	33
Table 4.9: Statements relating to head teachers level of education .....	35
Table 4.10: Statements relating to managerial experience.....	37
Table 4.11: Statements relating to in-service training .....	38
Table 4. 12: Principals perception on in-service training.....	40
Table 4.13: Statements relating to frequency of attendance of management training .....	42
Table 4.14: KEMI trainers' distribution by gender .....	44
Table 4.15: Highest level of education attained by KEMI trainers' .....	45
Table 4.16: Respondent's period of service as trainer in KEMI .....	46
Table 4.17: Frequency of organizing in-service training by KEMI for Principal's .....	47
Table 4.18: Respondents' preferred form of in-service programmes .....	47

Table 4.19: Whether KEMI organized in-service training programmes for different groups of head teachers .....	48
Table 4.20: Whether being deputy head teacher prepares a teacher for leadership responsibilities .....	49
Table 4.21: KEMI consulting with head teachers on the topics that they would have wished to be covered for school administration .....	50
Table 4.22: Whether KEMI repeated topics on school administration that had been tackled during other fora .....	51

## LIST OF FIGURE

<b>Figure</b>	<b>Page</b>
Figure 2.1: Conceptual framework .....	21

## **ABBREVIATIONS AND ACRONYMS**

<b>INSET</b>	In-service Training
<b>KEMI</b>	Kenya Education Management Institute
<b>MOE</b>	Ministry of Education
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>ODFL</b>	Open, Distance and Flexible Learning
<b>ORC</b>	Overcoming Resistance to Change
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>TOT</b>	Trainers of Trainers

## **ABSTRACT**

The purpose of the study was to investigate factors influencing principals' perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya. The study sought to determine the influence of principals' level of education, managerial experience, school category and frequency of attendance to management training on principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County. Descriptive survey design was employed in this study, with a target population of 60 public secondary schools Nairobi County. There were 60 principals in Public Secondary School Nairobi County and 20 KEMI trainers (MOE, 2013). This study employed descriptive survey design and used questionnaires for principals and trainers in data collection. Descriptive statistics was used to summarize quantitative data collected from the questionnaire. The study revealed that principals, with low level of education perceive in-service training as new platform to gain skills on management. The study established that principal's learnt new methods of management from attending in-service training programmes which positively contributed to their management needs. The study established that principals' from different school categories perceive the in-service training different. The study revealed that Kenya Education Management Institute should make follow-ups to make sure that these head teachers are practising what they have learnt. Principals should be encouraged to take personal responsibility and initiative in preparing and developing themselves for school leadership. The study recommends that there is need to make KEMI Diploma in Educational Management a mandatory requirement for appointment and deployment as a principal. The study recommends that an in-depth study should be done on challenges facing implementation of Kenya Education Management Institute in-service programmes in Kenya. The study recommends that Principals should be encouraged to take personal responsibility and initiative in preparing and developing themselves for school leadership through self-study, reading literature, attending seminars and workshops out of their own personal volition. KEMI programmes should take longer than two weeks rather than the current exhaustive training which is seen as crush programmes by participants. There is need for the government to involve private sector in preparation and development of principals for school leadership by allowing them to offer in-service courses for potential principals and serving principals.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

All over the world, irrespective of the level a teacher teaches, if the person has gone through some training to acquire the necessary knowledge and skills that enable the person deliver, the person is considered a professional (McGhee & Thayer, 2011). The experience of initial training itself is inadequate in the sense that, it cannot provide all the knowledge and skills a headteacher needs to effectively manage the school (Farrant, 2012). This has been the case in Kenya where in-service training provided to teachers is inadequate for them to effectively manage their schools. In recent years, there have been increasing calls for greater accountability in the management of schools which has necessitated the in-service training for the school managers (Cole, 2004).

Cole (2004) sees in-service training as any learning activity which is directed towards the acquisition of specific management knowledge and skill for the purpose of an occupation or task performance. For a school to accomplish its objectives proper administration must be established. Without good management of schools, the national educational aims and objectives can never be realized effectively (Okumbe, 1999). Secondary schools in Kenya are required to have in place control programmes which monitor teacher performance according to set guidelines (Onyango, 2001). This is made possible by the kind and the amount of in-service training given to the headteachers (Morant, 2011).

Head teachers of educational institutions are central to the successful management of schools and implementation of the total curriculum in the institutions, their level of education influence their participation on in-service training which affect the effectiveness of the in-service training. The head teacher is the chief executive officer of a school and has the overall responsibility over the operation of the school (Olembo, Wanga & Karagu, 1992). The success of any school depends on how effective and efficient the head teacher is as an administrator, as an educator and as far as the proper direction in knowledge development is concerned (Kalai, 2012).

Management of educational institutions has been seen to shift from routine administration to issues relating to management (Wandallo, 2006). Administrative experience influences the headteachers' perception on the effectiveness of in-service training programmes. Appointments of head teachers are usually made from serving teachers, most of whom have had no prior training in institutional management such that lack of training adversely affects effective and efficient management of educational institutions and the maintenance of quality and high standards of education and training (Republic of Kenya, 1999).

There has been need for school managers to be acquainted to effective and efficient managerial skills, attitude and knowledge so as to be able to handle the great challenges they encounter in their day to day running of their educational institutions (Wandallo, 2006). Exposure to management training has been found

to influence the headteacher perception on the effectiveness of in-service training programmes. The need for head teachers training on management is very vital for an organization such as a secondary school because it not only builds the head teachers confidence but also prepares the particular head teacher to be adequately armed to cope with the emerging changes in educational management (Republic of Kenya, 2010).

Currently, a lot of resources are used to train head teachers through in-service programmes by the Kenya Government and so these resources must bear results, (KEMI, 2012). The Kenya Government through Kenya Education Management Institute (KEMI) under the Ministry of Education launched the free Diploma in Education Management In-service programmes (KEMI-2012) which is delivered through Open, Distance and Flexible Learning – ODFL approach to all the head teachers. It is mandatory that all head teachers of public secondary schools undergo through this in-service programme, (Daily Nation, 13<sup>th</sup> April, 2013). Kalai (2012) observes that head teachers need to keep abreast with emerging educational trends as well as develop the capacity to deal with day to day challenges.

Morant (2011) has pointed out that much time spent in in-service activities do not necessarily lead to tangible results in terms of school performance; he attributed this to the perception of headteachers towards in-service training they receive. The gross financial mismanagement in schools, the alarming arising school unrests or strikes, the poor performance of a large number of students in national



examinations and the poor school community relations are among the many indicators for poor administration of schools (Koech, 2004). The administrative and managerial problems experienced by head teachers seem to be manifested in several forms, which could be attributed to how they perceive the in-service training they receive from Kenya Education Management Institute. It is in the light of this background that the study seeks to establish the various factors influencing principal's perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya.

## **1.2 Statement of the problem**

Greenland (2003), observed that on-the-job or in-service training is an indispensable aspect of the teachers' professional development. He indicated that most of the training sessions that teachers have been attending over the years have no relevance in the classroom situation, and hence the abysmal performance of some teachers. Morant (2011) pointed out that the time spent in training activities has been wasted when such programmes were not applicable to the classroom needs and day to day management of learning institutions.

Many in-service programmes continue to use pre-service techniques on teachers who require quite different methods to broaden their knowledge and skills. Adenwi (2010), observed that not much research work has been done in Africa on in-service training of teachers. He also pointed out that some research results suggests in-service training for headteacher is at unfinished state and that further

investigation of such topics as INSET cost and measures of in-service effectiveness is urgently needed.

According to Ministry of Education (MOE) (2009) a baseline study was conducted which revealed that although in-service activities at the district and school levels in Nairobi County had increased in the last few years, it does not reflect a change in teachers and head teachers performance and output, especially in instructional practices at the classroom level. The schools in Nairobi County do not seem to have consistent performance in a constantly upward trend as would be expected now that the Kenya Education Management Institute in-service programmes for headteacher has been going on for several years. From the data on KCSE performance in Nairobi County in year 2011, the average mean was 5.328. There is need therefore to investigate factors influencing principal's perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya.

### **1.3 Purpose of the study**

The purpose of the study was to investigate factors influencing principals' perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya.

#### **1.4 Objective of the study**

The study was guided by the following research objective

- i. To determine the influence of principals' level of education on the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.
- ii. To establish the effects of managerial experience on principals' perception of effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.
- iii. To examine the influence of school category on principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.
- iv. To determine the extent to which frequency of attendance to management training influence principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County?

#### **1.5 Research questions**

The study sought to answer the following research questions

- i. To what extent does principals' level of education influence the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County?

- ii. What are the effects of managerial experience on principals' perception of effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County?
- iii. To what extent does the school category influence principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County?
- iv. To what extent does frequency of attendance to management training influence principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County?

### **1.6 Significance of the study**

The research findings emanating from this study are of importance in determining the contribution of principals' perception on the effectiveness of Kenya Education Management Institute in-service programmes. This justifies the implementation of Kenya Education Management Institute in-service programmes in secondary schools in Kenya. The finding also provides information to the project designers, who may require the indicators for intervention and modifications, especially in organizing future programmes of a similar nature. The findings provide useful insight and information to principals, policy makers, educational administrators, and trainers at Kenya Education Management Institute. Finally, it is hoped that the study findings may increase the existing body of knowledge in the area of school administration and management, which are useful to scholars or academicians and other interested stakeholders in education as reference material.

### **1.7 Limitations of the study**

The study was limited to Nairobi County only which is mainly urban setting and may not be generalized to other Counties in the country. It may not be possible to get data on KCSE performance going back to as many as ten years or more. The study therefore relied on the available data mainly from Kenya Education Management Institute and County Directors of Education office. The other limiting factor is that the researcher relied on opinions of public secondary school head teachers and KEMI in-service facilitators willing to participate in the study.

### **1.8 Delimitation of the study**

The study confined itself to public secondary schools in Nairobi County in Kenya in regard to factors influencing principal's perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya. The study did not cover private secondary schools because these schools may not experience the same problems as public secondary schools. The study was also limited to the use of questionnaires for the public secondary school head teachers and KEMI in-service programmes facilitators as the only instruments for data collection.

### **1.9 Basic assumption of the study**

The following were the assumption of the study

- i. That all the targeted respondents were available at the time of the research
- ii. That the research may get facilitation in form of funds to enable to reach to all the respondents

### **1.10 Definition of significant terms**

**Administration** refers to the day to day running of public secondary schools.

**Administrative task areas** refers to the administration carried out within specified areas such as managing finances, managing staff members, managing students and managing curriculum implementation in a public secondary school setting.

**Effectiveness** This refers to the extent to which educational organization achieves its goals.

**Efficiency** This refers to when a head teacher is concerned with least cost necessary for the attainment of maximum output from a given level of in-put.

**Head teacher** refers to a teacher appointed by the Teachers Service Commission to be in-charge of a school in directing school resources so as to achieve set goals.

**In-service training** refers to the process of learning additional skills to supplement professional qualifications. It is a process of bringing secondary school head teachers to the expected levels of administrative proficiency.

**Management** refers to the techniques and expertise of efficient planning, organizing, directing and control of operations by the head teacher in a given public secondary educational institution.

**Perceptions** refer to opinion expressed either in statement form or an attitude scale as held by secondary school head teacher on KEMI in-service programmes.

**Performance** refers to the ability to operate in achieving the successful management of the school. It is measured by the performance of students at the National Examination.

**Public secondary school** refers to a secondary school which gets full support from the government through maintenance and assistance out of public funds.

### **1.11 Organization of the study**

This study is organized in five chapters. Chapter one deals with the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumption of the study, limitations of the study, delimitation of the study, basic assumptions of the study, definition of significant terms and the organization of the study. Chapter two reviews the literature along the study objectives. It also presents the theoretical and conceptual framework of the study. Chapter three gives the research methodology that was used by this study. It gives the research design, the target population of the study, the sample size and sampling procedures, research instruments, instrument validity , instrument reliability , data collection procedure

and data analysis techniques. Chapter four covered data analysis and the findings of the study. Chapter five covered summary of research findings, conclusion, recommendations and suggestions for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature relevant to the concept and themes of the study. Theoretical and conceptual review and empirical evidence are reviewed. In specific the chapter reviews the Concept in-service management training and management effectiveness of Kenya Education Management Institute In-Service programmes, managerial experience and managers perception of effectiveness of management training programme, level of education and managers perception of effectiveness of management training programme, school category and managers perception of effectiveness of management training programme, frequency of attendance of management training and perception of effectiveness of management training programme, summary of the literature review, theoretical framework and conceptual framework .

#### **2.2 Concept of “in-service management training”**

According to Marrant (2011) in-service training is taken to include all those activities and courses in which a serving head teacher may participate for the purpose of extending his professional knowledge, interest or skill preparation for a degree, diploma or other qualification subsequent to initial training is included within this definition. According to Jarvis (2010) in-service education is continuing education given to principals’ during the cause of their working-lives, which may be in the house. It may also take the form of block release or even

secondment (Sadtu, 2004). This training is normally conducted by employing agencies within the organization itself without recourse to formal education”.

In-service training is intended for already qualified teachers to retrain to serve as trainer of trainers (ToT) or given specialized areas of training in areas of school life; and curriculum related in-service training designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement educational reforms (Kamindo, 2008). Clearly, from the foregoing it can be inferred that, in-service education and training can be seen as training that is conducted at any time after an individual has been employed as a full time headteachers (Adentwi, 2010).

### **2.3 Managerial experience and principals' perception of effectiveness of management training programme**

Head teachers of public secondary schools play a vital and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for students. More than ever, in today's climate of heightened expectations, head teachers are in the hot seat to improve teaching and learning (Levine, 2005). In order to reach that distance horizon, they need to be educational visionaries, instructional and curriculum leaders, assessment experts, community builders, public relations experts, facility managers and special programmes administrators (DeVita, 2005).

The head teachers are the principal implementers of programmes in schools and assume both supervisory and leadership roles in these capacities. It is through their leadership strategies that most of these school functions adapt to changing needs (Duigan & Macpherson, 2007). Kamindo (2008) indicated that supervisors who had served at the ministry were former teachers who had excelled in administration and their subject area. There is need for principals in public secondary schools to be equipped with right skills through in-service training to be able to discharge their duties effectively. Principals managerial experience will influence effectiveness of Kenya Education Management Institute in-service training programmes. The study seeks to establish the effects administrative experience on effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

#### **2.4 Level of education and principals' perceptions of effectiveness of management training programme**

The relationship of education level to effectiveness of in-service training programmes has been investigated, For example, Ronald Ehrenberg and Dominic Brewer observed higher educational level has positive impact on the principals' effectiveness of in-service training programmes which in turn leads to better academic performance in school (Bourne, 2000). In addition, Ronald and Helen (2003) found that principals' scores on licensure and aptitude exams were positively correlated with educational level and their age. It may seem obvious

that the most academically talented head teachers are the best managers in their school. Professional and academic qualification is a factor that contributes to effective administration in institution especially in curriculum implementation (Kamindo, 2008). Principals' level of education will influence their perception on in-service training which will in turn influence the effectiveness of in-service training programmes.

According to Marrant (2011) the Principals' may need to widen his or her professional horizons. For example, principals in the middle of his career might want to obtain a better grip of curriculum theory or expertise in the principles of school management. Such principal is experiencing an extension need. To meet such needs, as extension needs, in-service programme should be organized in such a way that, activities of the training would widen the teachers' knowledge or experience through the furthering of one's education at the university or any higher form of education. This study seeks to determine the effects of principals' level of education on effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

## **2.5 School categories and principals' perception of effectiveness of management training programme**

According to Sadtu (2004), school category influences the principals' perception of in-service training. Marrant (2011) indicates that principals transfer to a school of higher category in ranking need to receive in-service training as a preparation

for the new work. Principals' in school with higher ranking perceive the in-service training on school management as of great importance to their duties as this will assist them in school management as well as achieving better results in their school (Rebore, 2012). When a principals initially is posted in lower ranking school and is moved into high ranking secondary school , he /she may experience what is called 'lateral conversion need' , as he/she is to assume more weighty responsibilities or experiences as period of anti-appointment to a dissimilar kind of post may experience what can be described as 'vertical conversion needs', this require the principals to be induced in the school with some in-service training as this will help him/her to assume the new responsibility (Sadtu, 2004) .

According to Marrant (2011), INSET aims at widening and deepening principals' knowledge, understanding and expertise including skills, techniques and powers of judgment in respect of their professional work by means of activities designed to attain this purpose. McGowan and Miller (2004), examine the problems that school head teachers and leaders face in order to design guidelines for leadership. They assert that leadership is about both the leaders themselves and the relationships among the various leaders in an organization. This study seeks to determine the effect of schools on the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

## **2.6 Frequency of attending management training and principals' perception of effectiveness of management training programme**

Rebore (2012) state that as an organisation, a school needs well qualified administrators, teachers and other personnel to accomplish its mission. As job requirement within a school become more complex, the importance of principals' exposure to management training is necessary to increase his /her level of participation in management training, which in turn influences the performance of the school (Conco, 2004).

It is literally very difficult if not impossible today for any principals to enter the profession and remain in it for more than 40 years with his/her skills basically unchanged, there is need for continuous management training, to enhance their managerial skills (Rachel, 2004). Therefore continuous learning programmes are not only desirable but also an activity to which each school system must commit human and financial resources if it is to maintain a skilled and knowledgeable staff (Rebore, 2012).

Swanepoel and Erasmus (2010) explain that principal's exposure to management training result in the following: improve the performance of the school, prepare them for future positions and help the individual principals to make better decision and increase job satisfaction. Giving the above outcomes, it becomes clear that exposure to management training can raise principals performance levels and prepare the individual for change in the organization (Conco, 2004).

This study seeks to assess the effects of exposure to management training on

effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

## **2.7 Summary of the literature review**

This section has reviewed relevant literature on factors influencing principal's perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya. Principal's need in-service training to enable them performs their duties effectively. The principal is the instructional leader in the school. In order for Kenya Education Management Institute in-service programmes to be effective, there is need for the principal to perceive the in-service training as important to them. Various factors have been found to influence principal's perception of effectiveness of Kenya Education Management Institute in-service programmes, they include, principals level of education, administrative experience, school category and frequency of attendance to management training.

Kamindo (2008) agrees that principals' administrative experience will influence effectiveness of Kenya Education Management Institute in-service. Bourne (2000), in his study agreed that professional and academic qualification is a factor that contributed to effective administration in institution , thus he agrees that principals level of education will influence their perception on in-service training which will in turn influence the effectiveness of in-service training programmes. Marrant (2011) agrees that schools influence the effectiveness of Kenya

Education Management Institute in-service training programmes. Rachel (2004) further agrees that frequency of attending management training influences the effectiveness of Kenya Education Management Institute in-service training programmes. It is against this background, the researcher sought to establish factors influencing principals' perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya.

## **2.8 Theoretical framework**

This study is based on Skinner reinforcement theory. Reinforcement theories relate to the idea of operant conditioning (Skinner, 1938). They concentrate attention on the link between behavior and consequences. Reinforcement is defined as any effect that causes behavior to be repeated or inhibited which can be positive or negative (Garavan, 2007). Desimone and Harris (2002) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Cascio, 2002).

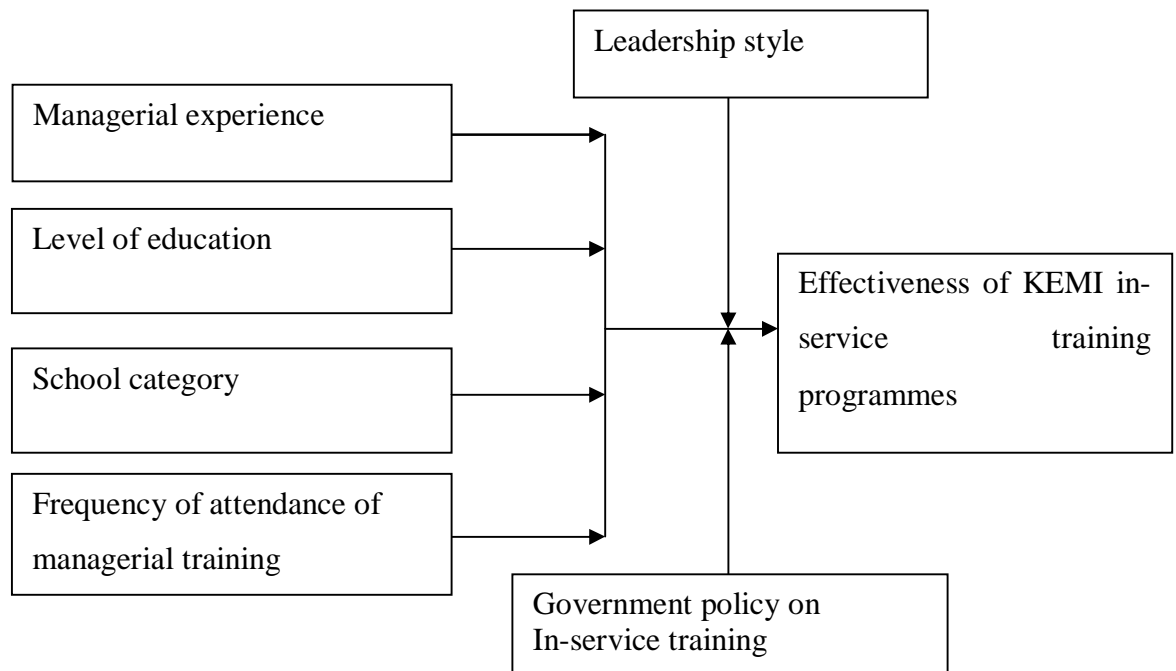
This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the



foundation of the reinforcement theory is the ‘law of effect’, which states that behavior will be repeated or not depending on whether the consequences are positive or negative (Byars & Rue, 2004). In this study Kenya Education Management Institute in-service programmes are treated as reinforcement training to what the principals had acquired in the University and thus the in-service programme acts as reinforcement in order to assist the principals to perform his/her duties as the school manager.

## 2.9 Conceptual framework

Conceptual framework shows the relationship between the study variable. The conceptual framework is diagrammatically demonstrated in Figure 2.1.



### **Figure 2.1: Conceptual framework**

There is need for principals' in public secondary school to be equipped with right skills through in-service training to be able to discharge their duties effectively. Principals' administrative experience will influence effectiveness of Kenya Education Management Institute in-service training programmes. Principals' level of education will influence their perception on in-service training which will in turn influence the effectiveness of in-service training programmes.

School category influences the principals' perception of in-service training. Principals' in schools with higher ranking perceive the in-service training on school management as of great importance to their duties as this will assist them school management as well as achieving better results in their school. Principals' training programmes are necessary in order to upgrade principals' skills, knowledge and performance and also to enable them to be more effective. Principals' exposure to management training influences their level of participation in in-service training programmes.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methods that this study used to achieve its objectives. It includes research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

#### **3.2 Research design**

Descriptive survey design was employed in this study. According to Mugenda & Mugenda (2003) a descriptive research is a process of collecting data in order to answer questions concerning the current status of the subjects in the study. The primary use of descriptive statistics is to describe information or data through the use of numbers (create number of pictures of the information). The characteristics of groups of numbers representing information or data are called descriptive statistics (Mugenda & Mugenda, 2003).

The design is deemed appropriate because the main interest is to explore the viable relationship and describe how the factors support matters under investigation. This design was appropriate for the study as the study sought to investigate factors influencing principal's perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya.

### 3.3 Target population

The target population for the study consisted of all the 60 public secondary schools Nairobi County. There are 60 principals' in Public Secondary School Nairobi County (MOE, 2013). The study targeted 60 head teachers in public secondary school in Nairobi County and 20 trainers in Kenya Education Management Institute. Thus the target population of the study consisted of 80 respondents. The population is selected as it easily accessible to the researcher.

**Table 3.1: Target population**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Principals	60	75.0
Trainer	20	25.0
<b>Total</b>	<b>80</b>	<b>100</b>

**Source, Nairobi County Director of Education (2014)**

### 3.4 Sample size and sampling procedure

Sampling design is that part of statistical practice concerned with the selection of a subset of individual observations within a population of individuals intended to yield some knowledge about the population of concern, especially for the purposes of making predictions based on statistical inference (Cooper & Schindler, 2006). According to Mugenda and Mugenda (2003) a representative sample is one that represents at least 10 percent of the population of interest. The sample size was 70 percent of the target population. Thus a sample of 30

Principals and 10 trainers were used in this study, representing 50% of the target population.

**Table 3.2: Sample size**

Category	Frequency	Percent	Sample
Principals	60	50%	30
Trainer	20	50%	10
Total	80	50%	40

### **3.5 Research instruments**

This study employed survey questionnaires for principals and trainers in data collection. According to Kombo and Tromp (2006) questionnaire is a research instrument that gathers data over a large sample. This study used the questionnaire since confidentiality was upheld, saves time and it did not provide an opportunity for bias. The questionnaires had two parts. Part one comprised of questions seeking to know demographic information of principals. Part two of the questionnaire had questions enquiring about principals' perception on the effectiveness of Kenya education management institute in-service programmes in Nairobi County, Kenya; these included administrative experience, level of education, school category and exposure to management.

### **3.6 Instrument validity**

Validity refers to the accuracy and meaningfulness of inferences based on the research results .Mugenda & Mugenda, (2003) states that validity can be enhanced by absence of errors in the data collected. The research instruments

were piloted in 10 schools which formed part of the schools selected for the actual study. This was ensured by going through the questionnaire with the respondents to ascertain that each of the items is framed in the least ambiguous way. The pilot study aimed at establishing construct validity of the instruments (Mugenda & Mugenda, 2009). The pilot study assisted in identifying the problems which the respondents may encounter in the process of answering the questions put across to them. The researcher enhanced the instrument validity by seeking the opinion of the University Supervisor. The piloted questionnaires were revised and ambiguous items modified.

### **3.7 Instrument reliability**

Kothari (2006) describes reliability as the degree to which empirical indicators are consistent in two or more trials in an attempt to measure the theoretical concept. The researcher used test-retest method to obtain reliability of the measuring instrument. This technique involved administering the same instruments twice in a span of two weeks in two of the schools in the study sample. Scores from both testing periods were then be correlated. Reliability co-efficient were computed by use of Pearson Moment Correlation Coefficient (r)

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:-

$\sum X$  = the sum of scores in x distribution

$\sum Y$  = the sum of scores in y distribution

$\sum$  = symbol of summation

$\sum X^2$  = the sum of squared scores in x distribution

$\sum Y^2$  = the sum of squared scores in y distribution

$\sum XY$  = the sum of products of paired x and y scores

$N$  = the total number of subjects.

When the value of (r) is equal to +1.00, the two sets are in perfect agreement and is -1.00 when they are in perfect disagreement. A correlation co-efficient (r), of about 0.75 is considered to be high enough to judge the reliability of the instruments (Kothari, 2006). If the reliability will be less than 0.75, the instrument will be revised to enhance its reliability

### **3.8 Data collection procedure**

The researcher obtained an introduction letter from the department of educational administration and planning of the University of Nairobi to get a research permit from the National Council for Science, Technology and Innovation (NACOSTI) and a research authority letter from the County Director of Education, Nairobi County. Introductory letters were sent to the principals of the participating schools and appointment sought for the purpose of creating rapport, confidence and removing any suspicions by assurance of confidentiality of the respondents who participated in the study. Questionnaires were given out and picked up later on the second and third day as had been mutually agreed on. The questionnaires were self-administered.

### **3.9 Data analysis techniques**

Data was analyzed both quantitatively and qualitatively according to the study objectives. Quantitative analysis applied for close ended questions that provided respondents with alternative responses from which to choose. Descriptive statistics was used to summarize quantitative data collected from the questionnaire. Data was processed using the Statistical Package for Social Science (SPSS) computer software version 20.0. Frequency distributions, percentages, mean scores and standard deviations was computed and entered into a table. Qualitative data was processed by first categorizing and discussing responses for each item according to themes (thematic analysis), before editing and coding (to permit quantitative analysis), and reported through descriptive narrative of the views, experiences and opinions of the respondents.



## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter discusses the interpretation and presentation of the findings obtained from the field. The chapter presents the background information of the respondents, findings of the analysis based on the objectives of the study. Descriptive and inferential statistics have been used to discuss the findings of the study.

The study targeted a sample size of 80 respondents from 73 which filled in and returned the questionnaires making a response rate of 91.3 percent. This response rate was satisfactory to make conclusions for the study. The response rate was representative. According to Mugenda and Mugenda (1999), a response rate of 50 percent is adequate for analysis and reporting; a rate of 60 percent is good and a response rate of 70 percent and over is excellent. Based on the assertion, the response rate was considered to excellent.

#### **4.2 Background information for principals**

##### **4.2.1 School category**

Table 4.3 shows the category of school which the respondent headed. The verification of school category was important to ensure equal and fair engagement of the principals heading different categories of schools in the county.

**Table 4.3: Distribution of schools by category**

<b>School category</b>	<b>Frequency</b>	<b>Percentage</b>
National	13	17.9
Extra county	26	35.7
County	34	46.4
<b>Total</b>	<b>73</b>	<b>100</b>

The study revealed that majority of the principal were from county school , from the finding 46.4 percent of principal headed secondary schools falling under County class, 35.7 percent of the principals headed schools falling under extra county class, whereas 17.9 percent of the respondents headed secondary schools falling under national category. This is an indication that head teachers heading different school categories were fairly involved in this research.

#### **4.2.2 Type of the school**

Table 4.4 shows the type of the school which the principals headed, the verification of school type was critical since the management challenges facing principals varied in respect with the nature of the school.

**Table 4.4: Type of schools**

<b>Type of the school</b>	<b>Frequency</b>	<b>Percentage</b>
Mixed boys	13	17.9
Boys school	31	42.9
Girls school	29	39.3
<b>Total</b>	<b>73</b>	<b>100</b>

The study found that most principal was from boys' schools, from the research findings most of the respondents as shown by 42.9 percent indicated that they headed a boys' school, 39.3 percent of the principals indicated that they headed a Girls' school whereas 17.9 percent of the principals indicated that they headed. This implies that respondents were fairly selected in respect to school type.

#### **4.2.3 Gender category**

Table 4.5 stipulates the gender category of the school head, establishing the gender category of the school heads was necessary to enrich this study with the perception from both the school male and female principals

**Table 4.5: Principals' distribution by gender**

<b>Gender category</b>	<b>Frequency</b>	<b>Percentage</b>
Males	42	57
Females	31	43
<b>Total</b>	<b>73</b>	<b>100</b>

The study revealed that most of principal were males , from the finding 57 percent indicated that they were males whereas 43 percent of the were females, this is an indication that both genders were fairly represented in this research and thus the findings of this study did not suffer from gender bias

#### **4.2.4 Highest level of education**

The table 4.6 shows the principal's level of highest level of education, establishing the principals' levels of education was necessary since there is perception that head teachers level of education influenced their perception on KEMI training programs

**Table 4.6: Principals' Distribution by their highest level of education**

<b>Highest level of education</b>	<b>Frequency</b>	<b>Percentage</b>
PhD	8	10.7
Master's degree	23	32.1
Bachelor's degree	42	57.1
<b>Total</b>	<b>73</b>	<b>100</b>

On the highest level of education, the study revealed that most of the principals had attained bachelor's degree, from the findings, 57.1 percent indicated their highest level as bachelor's degree, and 32.1 percent of the principals indicated their highest level of education as master's degree whereas 10.7 percent of the principals indicated their highest level as post graduate. This is an indication that most of the principals focused in this study had bachelor's degree as their highest level of education.

**Number of times which the respondent attended management training at KEMI**

Table 4.7 shows number of times which the respondent attended management training at KEMI, establishing the number of times which the principals attended management training at KEMI was necessary to rate the principals understanding with the institute.

**Table 4.7: Frequency of attending KEMI Courses**

<b>Attendance rate</b>	<b>Frequency</b>	<b>Percentage</b>
Once per year	13	17.9
Twice per year	50	67.9
Thrice per years	10	14.3
<b>Total</b>	<b>73</b>	<b>100</b>

The study revealed that majority of principal attended KEMI training twice per year, from the research findings 67.9 percent of the principals indicated that they attended management training at KEMI twice per year, 17.9 percent of the respondent indicated whereas 14.3 percent of the respondent indicated that they attended management training at KEMI thrice per year. This implies that majority of the school principals attended management trainings at KEMI twice per year per year.

#### **Years of service as a head teacher**

Table 4.8 shows the number of years which the principals had served as for as head teacher, establishing the period of service was critical in weighing the effectiveness of the management training the principals had acquired from KEMI.

**Table 4.8: Years of service as a head teacher**

<b>Period of service as a principal</b>	<b>Frequency</b>	<b>Percentage</b>
1 to 5 years	8	10.7
6 to 10 years	21	28.6
11 to 15 years	31	42.9
16 to 20 years	13	17.9
<b>Total</b>	<b>73</b>	<b>100</b>

The study found that most principal had served as principal for 11 to 15 years, from the research findings the study established that most of principals as shown by 42.9 percent had served as head teachers for a period of 11 to 15 years, 28.6

percent of the principals had served as head teachers for a period of 6 to 10 years, 17.9 percent principals had served as head teachers for a period of 16 to 20 years whereas 10.7 percent principals had served as head teachers for a period of 1 to 5 years. This is an indication that majority of the principals had served as head teachers for a considerable period of time and thus they were in a position to give credible information relating to this research.

The following section investigates on the relationship between Level of education and principals' perception of effectiveness of management training programmes

#### **4.3 Principal' level of education and perception of effectiveness of management training programme**

In this section the study present the research findings on the influence of principals level of education on the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

Table 4.9 presents the relationship between Level of education and principals' perception of effectiveness of management training programmes.

**Table 4.9: Statements relating to head teachers level of education**

Statement	strongly agree	agree	Moderate	disagree	Strongly disagree.	Mean	Std deviation
Head teachers level of education influence their participation in in-service training	10	45	2	0	0	1.86	0.34
In-service training serves as induction courses for new head teachers who have been promoted	19	33	4	1	0	1.77	0.25
The level of education influence head teachers participation in-service training	14	41	1	1	0	1.81	0.31
Head teachers with higher level of education despise the in-service training as training for teachers who are not well trained	20	37	0	0	0	1.65	0.29
Head teachers with low level of education perceive in-service training as new platform to gain skills on management	41	12	2	2	0	1.39	0.30

The research sought to determine the extent to which principals agreed with the above statements relating the relationship between head teachers level of education and their participation in-service training, from the study findings the



study established that majority of the principals strongly agreed that; Head teachers with low level of education perceive in-service training as new platform to gain skills on management as shown by mean of 1.39, others agreed that, Head teachers with higher level of education despise the in-service training as training for teachers who are not well trained as shown by mean of 1.65, In-service training serves as induction courses for new head teachers who have been promoted as shown by a mean 1.77, In-service training serves as induction courses for new head teachers who have been promoted as shown by 1.81, Head teachers level of education influence their participation in in-service training as shown by mean 1.86, The above findings concurs findings by Brewer observed higher educational level has positive impact on the head teachers effectiveness of in-service training programmes which in turn leads to better academic performance in school (Bourne, 2000).

The following section investigates on the relationship between managerial experience and principals' perception of effectiveness of management training programmes

#### **4.4 Managerial experience and principals' perception of effectiveness of management training programme**

Section 4.4 presents the study finding on the effects of managerial experience on principals' perception of effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

Table 4.10 shows the relationship between managerial experience and principals' perception of effectiveness of management training programmes.

**Table 4.10: Statements relating to managerial experience**

<b>Statement</b>	<b>strongly agree</b>	<b>agree</b>	<b>Moderate</b>	<b>disagree</b>	<b>Strongly</b>	<b>Mean</b>	<b>Std deviation</b>
In-service training programmes take the form of promotion courses for head teachers	21	32	4	0	0	1.70	0.25
Attending in-service training programmes helps in promotion	27	30	0	0	0	1.53	0.27

The study sought to establish the extent to which respondents agreed with the above statements relating to Managerial Experience. From the research findings, majority of the respondents agreed that; attending in-service training programmes helps in promotion interviews as shown by a mean of 1.53 and standard deviation of 0.27, In-service training programmes take the form of promotion courses for head teachers as shown by a mean of 1.70 and standard deviation of 0.25, all the cases were supported by a low mean of standard deviation which implies that respondents were of similar opinion. The findings on managerial experience all for action as put by (DeVita, 2005) that there is need for principals in public

secondary schools to be equipped with right skills through in-service training to be able to discharge their duties effectively.

Table 4.11 shows the principals' perception of effectiveness of management training programmes.

**Table 4.11: Statements relating to in-service training**

Statements relating to in-service training	strongly agree	agree	Moderate	disagree	Strongly disagree.	Mean	Std deviation
In-service training courses increased the morale of management in the school	26	29	2	0	0	1.58	0.26
In-service training courses you have attended have brought about some positive attitudinal changes in you as a head teacher	24	33	0	0	0	1.58	0.28
I was invited for in-service training course after successful promotion to head teachers	27	29	1	0	0	1.54	0.27
I have always been consulted and my needs identified before the in-service training course is mounted	0	0	2	26	0	4.47	0.26
In-service training programmes should take the form of induction courses for head teachers who have been newly promoted	22	35	0	0	0	1.61	0.29

The study sought to determine the extent to which principals agreed with the above statements. From the research findings the study established that majority

of the respondents strongly agreed that: they were invited for in-service training course after successful promotion to head teacher as shown by a mean of 1.54, the In-service training courses they have attended have brought about some positive attitudinal changes to them as a head teachers, In-service training courses increased the morale of management in the school as shown by mean of 1.58 in each case, In-service training programmes should take the form of induction courses for head teachers who have been newly promoted a shown by mean of 1.61, the study also established that respondents were not always consulted and their needs identified before the in-service training course was mounted a shown by a mean of 4.47. The above findings concurs with the Marrant (2011) who indicates that head teacher who transfer to a school of higher category in ranking need to receive in-service training as a preparation for the new work.

The following section (4.5) examines the existing relationship between school category and principals' perception of effectiveness of management training programmes

#### **4.5 School category and principals' perception of effectiveness of management training programme**

Section 4.5 presents the research findings on the influence of school category on principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

Table 4.12 shows the existing relationship between school category and principals' perception of effectiveness of management training programmes.

**Table 4. 12: Principals perception on in-service training**

Statement	strongly agree	agree	Moderate	disagree	Strongly disagree.	Mean	Std deviation
Head teacher from secondary school perceive in-service training as important to their daily routine	17	36	2	1	1	1.82	0.27
In-service training programmes attended contributed positively to head teacher management needs	19	34	3	1	0	1.75	0.26
I have learnt new methods of management from attending in-service training programmes	20	35	1	1	0	1.70	0.27
Head teacher from different school category perceive the in-service training different	18	39	0	0	0	1.68	0.30

The study sought to determine the extent to which principals agreed with the above statements relating to head teachers perception on in-service training. From the study findings the study established that, majority of the respondents agreed that; Head teachers from different school category perceive the in-service training differently as shown by mean of 1.68, Head teachers have learned new methods of management from attending in-service training programmes as shown by a

mean of 1.70, In-service training programmes contributed positively to head teacher management needs as shown by mean of 1.75, Head teacher from secondary school perceive in-service training as important to their daily routine as shown by mean of 1.82 the findings above concurs with Rebore (2012) that principals' in school with higher ranking perceive the in-service training on school management as of great importance to their duties as this assisted them in school management as well as achieving better results in their school.

The following section (4.6) explores the existing relationship between frequency of attendance of management training and principals' perception of effectiveness of management training programmes

#### **4.6 Frequency of attendance of management training and principals' perception of effectiveness of management training programme**

Table 4.13 investigates the relationship between frequency of attendance Management training and principals' perception of effectiveness of management training programmes.

**Table 4.13: Statements relating to frequency of attendance of management training**

<b>Statement</b>	<b>strongly agree</b>	<b>agree</b>	<b>Moderate</b>	<b>disagree</b>	<b>Strongly</b>	<b>Mean</b>	<b>Std deviation</b>
I have attended in-service training programmes organized before my promotion to a head teacher	19	37	0	1	0	1.70	0.29
Kenya Education Management Institute should make follow-ups to make sure that these head teachers are practicing what they have learnt	20	33	3	1	0	1.74	0.26
Attending in-service training programmes helps one to revise what one has learnt at the training college	23	34	0	0	0	1.60	0.28
In-service training courses should take the form of conferences	21	35	1	0	0	1.65	0.28
In-service training courses should take the form of workshops	19	38	0	0	0	1.67	0.30
In-service training courses should take the form of seminars.	39	16	1	1	0	1.37	0.29

The study sought to determine the extent to which principals agreed with the above statements relating to frequency of attendance of management training.

From the study findings the study established that, majority of the respondents strongly agreed that; In-service training courses should take the form of seminars as shown by mean of 1.37, others agreed that Attending in-service training programmes helps one to revise what one has learnt at the training college as shown by mean of 1.60, In-service training courses should take the form of conferences as shown by a mean of 1.65 In-service training courses should take the form of workshops as shown by a mean of 1.67, most of the head teachers had attended in-service training programmes organized before their promotion to a head teacher, as shown by a mean of 1.70, Kenya Education Management Institute should make follow-ups to make sure that these head teachers are practicing what they have learnt as shown by a mean of 1.74. the findings above concurs with Swanepoel and Erasmus, (2010) explain that head teachers exposure to management training result in improve the performance of the school, prepare them for future positions and help the individual head teachers to make better decision and increase job satisfaction.

#### **4.7 Findings from KEMI trainers**

Section 4.7 present the research finding on finding on the extent to which frequency of attendance to management training influence principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County



Table 4.14 stipulates the gender category of the school head, establishing the gender category of the school heads was necessary to enrich this study with the perception from both the school head masters and school head mistresses

**Gender category**

The study sought to determine gender category of KEMI trainers. Results on gender category of KEMI trainers were tabulated and presented in table 4.13 below.

**Table 4.14: KEMI trainers’ distribution by gender**

<b>Gender category</b>	<b>Frequency</b>	<b>Percentage</b>
Males	9	56
Females	7	44
<b>Total</b>	<b>16</b>	<b>100</b>

The study revealed that most of the KEMI trainers were males, from the study findings 56 percent of KEMI trainer indicated that they were males, whereas 44 percent of the respondents were females this implies that both gender categories were fairly involved in this research and thus the findings of this study did not suffer from gender biasness.

### **Highest level of education attained**

The table 4.15 shows KEMI trainers' highest level of education.

**Table 4.15: Highest level of education attained by KEMI trainers'**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage</b>
Masters	9	53.3
Bachelors	5	33.3
PhD	2	13.4
<b>Total</b>	<b>16</b>	<b>100</b>

The study established that the highest level of education for KEMI trainers was masters, from the finding majority of the KEMI trainers engaged in this research as shown by 53.3 percent were holders of master's degree, 33.3 percent of the responds were holders of bachelor's degree whereas 13.4 percent of the responds were holders of PhD. This an indication that majority of the respondents engaged in this study were well educated and therefore they were in a position to read understand and answer the questioned with ease.

### **Respondent's period of service as trainer in KEMI**

Table 4.16 shows the number of years which the KEMI trainers t had served as for as KEMI trainer. Establishing the period of service was critical in weighing the effectiveness of the management training which the institute offers.

**Table 4.16: Respondent’s period of service as trainer in KEMI**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage</b>
1 to 5 years	1	6.3
6 to 10 years	3	18.8
11 to 15 years	8	50
16 to 20 year	4	25
<b>Total</b>	<b>16</b>	<b>100</b>

The study revealed that most KEMI trainers had worked as trainers for 11 to 15 years , From the research findings majority of the respondents as shown by 50 percent of had worked as 11 to 15 years, 25 percent of the KEMI trainers for a period of 16 to 20 years, 18.8 percent of the respondents had worked as KEMI trainers for a period of 6 to 10 years whereas 6.3 percent of the respondents had worked as KEMI trainers for a period of 1 to 5 years, This implies that majority of KEMI trainers has served as KEMI trainers for a considerable period of time and thus they were in a position to give credible information relating to this study.

The following section investigates on the KEMI trainer’s perception on the effectiveness of management training programmes

#### 4.8 KEMI trainers perception of in-service training

**Table 4.17: Frequency of organizing in-service training by KEMI for Principal's**

<b>Rate</b>	<b>Frequency</b>	<b>Percentage</b>
Once per term	2	12.5
Twice per year	11	68.8
Annually	3	18.8
<b>Total</b>	<b>16</b>	<b>100</b>

The study found that KEMI organizes in-service training for head teachers in twice per year. From the research findings 68.8 percent of the respondents indicated twice per year, 13.8 percent of the respondents indicated once per year whereas 12.5 percent of the respondents indicated once per term. This is an indication that KEMI organizes in-service training for head teachers in twice per year.

**Table 4.18: Respondents' preferred form of in-service programmes**

<b>Form</b>	<b>Frequency</b>	<b>Percentage</b>
Refresher courses	5	31.3
Seminars and workshops	10	62.5
Demonstration lessons	1	6.3
<b>Total</b>	<b>16</b>	<b>100</b>

The study found that the preferred form of in-service programmes for head teachers to take was seminar form. From the findings majority of the respondents as shown by 62.5 percent indicated that they would prefer in-service programmes for head teachers to take form of Seminars and workshops, 31.3 percent of the

respondent indicated that they would prefer in-service programmes for head teachers to take form of Refresher courses whereas 6.3% of the respondent indicated that they would prefer in-service programmes for head teachers to take form of demonstration lessons. This implies that majority of the respondents prefer in-service programmes for head teachers to take form of Seminars and workshops.

**Table 4.19: Whether KEMI organized in-service training programmes for different groups of head teachers**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	14	87.5
No	2	12.5
<b>Total</b>	<b>16</b>	<b>100</b>

The study revealed that KEMI organized in-service training programmes for different groups of head teachers. The studies sought establish whether KEMI organized in-service training programmes for different groups of head teachers. From the findings majority of the respondents as shown by 87.5 percent indicated that KEMI organized in-service training programmes for different groups of head teachers whereas percent of the respondent indicated that they did not. This implies that KEMI organized in-service training programmes for different groups of head teachers.

**Table 4.20: Whether being deputy head teacher prepares a teacher for leadership responsibilities**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	16	100
<b>Total</b>	<b>16</b>	<b>100</b>

The study revealed that deputy head teacher prepares a teacher for leadership responsibilities, from the research finding all the respondents as shown by 100 percent response rate agreed that being a deputy head teacher indeed prepares a teacher for leadership responsibilities. The study also established that Preparation and development of school leaders should be systematic from the Heads of Departments to Deputy Principals and eventually to Principals. For example courses for heads of departments should induct them into how to run a department and at the same time be geared towards preparing them for deputy headship, while courses for deputy headship should induct them into deputy ship while preparing them for headship. Subsequently, principals should be continuously and systematically prepared and developed through induction immediately after appointment and continuously developed afterwards. Participants claimed they learnt what to expect from future leadership positions.

Other attributes learnt included supervisory skills, importance of understanding people when dealing with them, problem solving skills and public relations which came in handy when they become principals. More experience of running schools

was gained through delegation in which their principals could leave them to be in charge of the schools in their absence. This is an indication of how the participants were involved in the running of their schools which according to Mbiti (2007) is very important because it provides practical lessons from which they can learn and be prepared for school leadership while playing these roles.

**Table 4.21: KEMI consulting with head teachers on the topics that they would have wished to be covered for school administration**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	3	18.8
No	13	81.3
<b>Total</b>	<b>16</b>	<b>100</b>

The study revealed that KEMI were not consulting with head teachers on the topics that they would have wished to be covered for school administration. From the research findings majority of the respondents as shown by 81.3 percent indicated that KEMI did not consult with head teachers on the topics that they would have wished to be covered whereas 18.3 percent indicated that they indeed consulted with the head teachers on the topics that they would have wished to be covered. This implies that the organization did not widely consult with the head teachers on their topics of priority. The further study established that consulting on the topics covered during KEMI in service could help the institute have a precise target of the population thus avoiding bureaucracy. It could also

help to eliminate unnecessary topics thus concentration on major topics which ultimately would enhance confidence in participants.

**Table 4.22: Whether KEMI repeated topics on school administration that had been tackled during other fora**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	12	75.0
No	4	25.0
<b>Total</b>	<b>16</b>	<b>100</b>

The study found that KEMI repeated topics on school administration that had been tackled during other fora from the research findings 75 percent of the respondents indicated that KEMI in service courses tackled topics on school administration that had been tackled during other fora whereas 25 percent of the respondents indicated that it did not this implies that the institute sometimes the institute repeated some of the topics on school administration that had been tackled during other fora.

In order to improve the in-service training programmes in KEMI, the organization should ensure that all head teachers should be given the opportunity to attend the number of training events, during the school year required for promotion to a higher level and/or for meeting conditions for required promotion criteria. Priority should be the development of teacher competence standards, based on an agreed competence framework, on the levels of novice and advanced teachers. Flexible time management during the course is essential to meet diversity and unforeseen



expectations in the group. While setting a framework, trainers and also organizers should be open to changes and adaptations of schedule and methodologies.

## **CHAPTER FIVE**

### **SUMMARY , CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary of study**

From the analysis and data collected, the following discussions, conclusion and recommendations were made. The responses were based on the objectives of the study. This study sought to determine the influence of head teachers level of education on the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County, to establish the effects of managerial experience on principals' perception of effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County, to examine the influence of school category on principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County and to determine the extent to which frequency of attendance to management training influence principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi

From the analysis the research revealed that Head teachers with low level of education perceive in-service training as new platform to gain skills on management, principals with higher level of education despise the in-service training as training for teachers who are not well trained, in-service training serves as induction courses for new head teachers who have been promoted, in-service training serves as induction courses for new principals who have been

promoted, principal's level of education influence their participation in in-service training. The study also established that; attending in-service training programmes helps in promotion interviews. In-service training programmes take the form of promotion courses for head teachers', which was supported by low standard deviation, which implies that respondents were of similar opinion.

The research also established that: most of the principals were invited for in-service training course after successful promotion to headteacher. The in-service training courses had brought about some positive attitudinal changes to them as head teachers; in-service training courses increased the morale of management in the school. In-service training programmes should take the form of induction courses for head teachers who have been newly appointed. The study also established that most of the school head teachers were not always consulted and their needs identified before the in-service training course were mounted.

The study revealed that; principals from different school category perceive the in-service training differently, Head teachers learned new methods of management from attending in-service training programmes. In-service training programmes contributed positively to head teacher management needs. Principals from secondary school perceived in-service training as important to their daily routine. The study further revealed that; in-service training courses should take the form of

seminars; others agreed that attending in-service training programmes helps one to revise what one has learnt Kenya Education Management Institute. In-service training courses should take the form of workshops. Most of the head teachers had attended in-service training programmes organized before their promotion to a head teacher. Kenya Education Management Institute should make follow-ups to make sure that these head teachers are practising what they have learnt.

The study revealed that; KEMI organized in-service training for head teachers in twice per year. Majority of the head teacher's preferred in-service programmes for head teachers to take form of Seminars and workshops, KEMI organized in-service training programmes for different groups of head teachers. The research also established that, preparation and development of school managers should be systematic from the Heads of Departments to Deputy Principals and eventually to Principals. For example courses for heads of departments should induct them into how to run a department and at the same time be geared towards preparing them for deputy headship, while courses for deputy headship should induct them into deputy ship while preparing them for headship.

Subsequently, principals should be continuously and systematically prepared and developed through induction immediately after appointment and continuously developed afterwards. Participants claimed they learnt what to expect from future leadership positions. Other attributes learnt included supervisory skills,

importance of understanding people when dealing with them, problem solving skills and public relations which came in handy when they become principals. More experience of running schools was gained through delegation in which principals could leave deputy headteachers to be in charge of the schools in their absence. The organization did not widely consult with the head teachers on their topics of priority. The study established that consulting on the topics covered during KEMI in service programmes could help the institute to have a precise target of the population thus avoiding bureaucracy. Consultation could also help to eliminate unnecessary topics thus ensuring concentration on major topics which ultimately would enhance confidence in participants.

## **5.2 Conclusions**

The study revealed that Head teachers with low level of education perceive in-service training as new platform to gain skills on management thus the study concludes that head teachers with low level of education were more willing to attend in-service training programmes at Kenya Education Management Institute compared to Head teachers with high level of education who perceive that in-service training as training for teachers who are not well trained.

The study revealed that head teachers learnt new methods of management from attending in-service training programmes which positively contributed to their management needs thus the study concludes that managerial experience had a

positive effect on principals' perception of effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

The study established that Head teachers from different school category perceive the in-service training differently, thus the study concludes that school category influenced principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi County.

The study revealed that Kenya Education Management Institute should make follow-ups to make sure that these head teachers are practising what they have learnt thus the study concludes that frequency of attendance to management training influenced principals' perceptions of the effectiveness of Kenya Education Management Institute in-service training programmes in Nairobi.

### **5.3 Recommendations**

Based on the objectives the study recommends that Principals should be encouraged to take personal responsibility and initiative in preparing and developing themselves for school leadership through self-study, reading literature, attending seminars and workshops out of their own personal volition.

KEMI programmes should take longer than two weeks rather than the current exhaustive training which is seen as crush programmes by participants. As a

result, not much learning and understanding takes place to enable principals apply lessons learnt in their schools because so much is covered within a very short period.

The government should also find ways of formally incorporating more of the private sector and non- governmental organizations to help in preparation and development of principals for school leadership by allowing them to offer in-service courses for potential principals and serving principals.

Making KEMI Diploma in Educational Management a mandatory requirement for appointment and deployment as a principal (GoK, 1997) is not enough. KESI courses themselves should be made mandatory for principals by the government to enable as many principals as possible to be prepared and developed for school leadership.

#### **5.4 Suggestion for further research**

The study sought to investigate factors influencing principal's perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, Kenya. The study recommends that an in-depth study should be done on challenges facing implementation of Kenya Education Management Institute in-service programmes in Kenya.

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## APPENDICES

### Appendix I: Letter of introduction

Lucy Nyaguthii Githu  
University of Nairobi  
Department of Educational  
Administration and Planning,  
P.O.BOX 30197,  
Nairobi

THE PRINCIPAL

.....

Dear Sir/madam,

**RE: FACTORS INFLUENCING PRINCIPALS' PERCEPTION OF EFFECTIVENESS OF KENYA EDUCATION MANAGEMENT INSTITUTE IN-SERVICE PROGRAMMES IN NAIROBI COUNTY, KENYA**

I am a post graduate student from the University of Nairobi pursuing a degree in Educational Administration and Planning. I am conducting a study on the above stated topic and your school has been chosen to participate in this study. I am hereby requesting your assistance when collecting data in the school. The content of this data will be for academic purpose only. The confidentiality of the respondent will be highly respected. Thank you in advance.

Yours sincerely,

Lucy Nyaguthii Githu

## Appendix II: Questionnaire for principals

### Instructions

This questionnaire is for the purpose of research only. Please put a tick ( \ ) in the appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your school anywhere. The information will be completely confidential.

### Section A: Background information

1. What is the category of your school?

National ( )

Extra County ( )

County ( )

2. What is the type of your school?

Girls' school ( )

Boys' school ( )

Mixed secondary ( )

3. What is your gender? Male ( ) Female ( )

4. What is your highest level of education

Diploma ( )

Bachelors ( )

Masters ( )

PhD ( )

5. What is the frequency of attending management training at KEMI?

Thrice per year ( )

Twice per year ( )

Once per year ( )

6. How many years have you served as a head teacher?

1 to 5 years ( )

6 to 10 years ( )

11 to 15 years ( )

16 to 20 years ( )

Over 20 years ( )

**Section B: Principals’ perception of in-service training**

You are kindly requested to state your level of agreement with the following statement relating to the perception that public secondary school head teachers in Nairobi county hold towards the effectiveness of Kenya Education Management Institute in-service training programmes.

	<b>Principals level of education</b>	<b>Strongly agree (1)</b>	<b>Agree (2)</b>	<b>Moderate (3)</b>	<b>Disagree (4)</b>	<b>Strongly disagree (5)</b>
7.	principals level of education influence their participation in in-service training					

8.	In-service training serves as induction courses for new principals who have been promoted					
9.	The level of education influence principals participation in-service training					
10.	principals with higher level of education despise the in-service training as training for teachers who are not well trained					
11.	principals with low level of education perceive in-service training as new platform to gain skills on management					
	<b>Managerial Experience</b>	Strongly agree (1)	Agree (2)	Moderate (3)	Disagree (4)	Strongly disagree (5)
11.	In-service training programmes take the form of promotion courses for principals					
12.	Attending in-service training programmes helps in promotion interviews					
13.	In-service training courses increased the morale of management in the school					
14.	In-service training courses you have attended have brought about some positive attitudinal changes in you as a principals					
15.	I was invited for in-service training course after successful promotion to principals					



		Strongly agree (1)	Agree (2)	Moderate (3)	Disagree (4)	Strongly disagree (5)
16.	I have always been consulted and my needs identified before the in-service training course is mounted					
17.	In-service training programmes should take the form of induction courses for principals who have been newly promoted					
	<b>School category</b>	Strongly agree (1)	Agree (2)	Moderate (3)	Disagree (4)	Strongly disagree (5)
18.	Principals from secondary school perceive in-service training as important to their daily routine					
19.	In-service training programmes attended contributed positively to principals management needs					
20.	I have learnt new methods of management from attending in-service training programmes					

		Strongly agree (1)	Agree (2)	Moderate (3)	Disagree (4)	Strongly disagree (5)
21.	Principals from different school category perceive the in-service training different					
22.	The in-service training courses I have attended have boosted my confidence as a principals					
23.	School category influence principals participation in in-service training					
	<b>Frequency of attendance of management training</b>	Strongly agree (1)	Agree (2)	Moderate (3)	Disagree (4)	Strongly disagree (5)
24.	I have attended in-service training programmes organized before my promotion to a principals					
25.	Kenya Education Management Institute should make follow-ups to make sure that these principals are practising what they have learnt					

		Strongly agree (1)	Agree (2)	Moderate (3)	Disagree (4)	Strongly disagree (5)
26.	Attending in-service training programmes helps one to revise what one has learnt at the training college					
27.	In-service training courses should take the form of conferences					
28.	In-service training courses should take the form of workshops					
29.	In-service training courses should take the form of seminars.					

**Thank you for your time**

### Appendix III: Questionnaire for KEMI trainers

#### Section A: Background information

1. Name of the respondent .....(optional )

2. Kindly indicate your gender?

Male ( )

Female ( )

3. Indicate your highest level of education

PhD ( )

Bachelors ( )

Masters ( )

Diploma ( )

4. How long have you served as trainer in KEMI?

1 to 5 years ( )

6 to 10 years ( )

11 to 15 years ( )

16 to 20 years ( )

Over 20 years ( )

#### Section B: KEMI trainer's perception of in-service training

5. How often do you organize in-service training for principals in Kenya?

i. Once per term ( )

ii. Twice per year ( )

iii. Annually ( )

6. As a trainer what form would you like in-service programmes for principals to take?

- i. Refresher courses ( )
- ii. Seminars and workshops ( )
- iii. Demonstration lessons ( )
- iv. Any other (state) ( )

.....

7. Do you have in-service training programmes for different group of principals?

Yes ( )

No ( )

If yes explain

.....  
.....

8. Kindly state three most difficult problems that make it almost impossible for you to organize in-service training for principals?

.....  
.....

9. In your opinion do you think being a deputy head teacher prepares a teacher for leadership responsibilities? Yes ( ) No ( )

If yes explain how being a deputy head teacher prepares a teacher for leadership responsibilities?

.....  
.....

10. Please explain how you found educational administration course offered in pre-service training to be useful or not useful in matters of school administration?

.....  
.....

11. Before organizing in-service course do you consult principals on the topics that they would have wished to be covered for school administration?

Yes (      )                      No    (      )

12. If you they were not consulted before attending KEMI for service course would have wished to be consulted? Yes (      )                      No    (      )

If yes explain

.....  
.....

13. Please explain why you would have wished to consult on the topics covered during KEMI in service?

.....  
.....

14. Do KEMI in service courses tackling topics on school Administration that had been tackled during other flora? Yes (      )                      No    (      )

If yes explain

.....  
.....

15. In your opinion which three things can be done to improve the organisation of in-service training programmes in KEMI?

.....  
.....

16. What suggestions would you like to make to improve on subsequent training courses?

.....  
.....

**Thank you for your time**

## Appendix IV: Research Permit

**THIS IS TO CERTIFY THAT:**

**MS. LUCY NYAGUTHII GITHU**  
**of UNIVERSITY OF NAIROBI, 70050-400**  
**Nairobi, has been permitted to conduct**  
**research in Nairobi County**  
**on the topic: FACTORS INFLUENCING**  
**PRINCIPALS PERCEPTION OF**  
**EFFECTIVENESS OF KENYA EDUCATION**  
**MANAGEMENT INSTITUTE II SERVICE**  
**PROGRAMMES IN NAIROBI COUNTY,**  
**KENYA**

**For the period ending:**  
**31st May 2017**

*Lucy Nyaguthii Githu*  
**Applicant's Signature**

*Full*  
**Secretary**  
**National Commission for Science,**  
**Technology & Innovation**

Permit No : **NACOSTI/P/14/8970/2115**  
 Date Of Issue : **16th June, 2014**  
 Fee Received : **Ksh 1,000**

**CONDITIONS**

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

**RESEARCH CLEARANCE PERMIT**

**NACOSTI**  
 National Commission for Science,  
 Technology and Innovation

Serial No: **A 1976**

**CONDITIONS: see back page**



## Appendix V: Authorization Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref: No.

Date:

NACOSTI/P/14/8970/2115

16<sup>th</sup> June, 2014

Lucy Nyaguthii Githu  
University of Nairobi  
P.O.Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing principals perception of effectiveness of Kenya Education Management Institute In-Service Programmes in Nairobi County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31<sup>st</sup> May, 2017**.

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

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

  
SAID HUSSEIN  
FOR: SECRETARY/CEO

Copy to:

The Director  
Kenya Education Management Institute.

The County Commissioner  
The County Director of Education  
Nairobi County.

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