

**INFLUENCE OF KENYA EDUCATION MANAGEMENT INSTITUTE'S  
TRAINING ON HEADTEACHERS' COMPETENCE IN MANAGEMENT  
OF PRIMARY SCHOOLS IN WESTLANDS SUB-COUNTY, NAIROBI**

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the Award of 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**

This project is dedicated to my parents, Dominic Kiiro and Sarah Kiiro. My dear husband Michael M. Katua whose encouragement, support and patience enabled me to complete this project. To my children Kelvin Mulwa and Desmond Kiiro. May they be blessed in their education endeavors to achieve even greater heights.

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## **ABBREVIATIONS AND ACRONYMS**

<b>HRM</b>	Human resource management
<b>KEMI</b>	Kenya Education Management Institute
<b>KESI</b>	Kenya Education Staff Institute
<b>NACOSTI</b>	National Commission of Science, Technology and Innovation
<b>SPPS</b>	Statistical Package for Social Sciences
<b>UK</b>	United Kingdom
<b>UNESCO</b>	United Nations Education Scientific and Cultural Organization

## ABSTRACT

The purpose of the study was to investigate the influence of Kenya Education Management Institute's training on headteachers competence in financial management, human resource management, school plant management and risk management. The study was based on the human capital theory originally proposed by Schutz in 1961. The study employed descriptive survey research design. The target population was 25 primary school headteachers, 346 teachers and one county education officer in Westlands sub-county out of whom 13 headteachers and 105 teachers were sampled using simple random sampling. The data collection tools were questionnaires sets one for headteachers and another for teachers and an interview schedule for the County Education Officer. The data was analyzed according to the themes and objectives. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) which generated frequencies and percentages that were used to answer the research questions. The study sought to determine the influence of KEMI training on headteachers competence on financial management, human resource management, school plant management and risk management. It was established that that KEMI programmes for the headteachers effectively addressed the following financial tasks, budgetary process (61.5%), budget control (69.3%), updating inventories (92.4%), and book keeping (100%) and ordering of textbooks (73.5%). In human resource management, headteachers were found effective in teaching staff (77%), support staff (53.9%) staff welfare (77%), staff appraisal (84.7%) and staff motivation (92.3%). In school plant management, headteachers were competent in resource mobilization (84.6%) and maintenance of school facilities (100%). Also headteachers were found effective in various risk management tasks such as handling of theft, floods, insecurity, pollution, accidents and fire. The researcher discovered that headteachers encounters challenges while undertaking the management tasks which included lack of enough finances to maintain and operate school plant smoothly, negative attitude from teachers on issues such as handling HIV cases and lack of adequate time for training at KEMI.

## **CHAPTER ONE**

### **INTRODUCTION**

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

The school headteachers are the key managers of learning institutions in Kenya. They play a key role in the achievement of goals and objectives of a school. Therefore, the headteachers' competence is also a key factor for the success of education. Kenya Education Management Institute (KEMI) which was formally known as Kenya Education Staff Institute (KESI) was established in 1981 as an answer to the need of managers' training. KEMI offers six courses which are education law, policy and reforms, transforming education management, child friendly school, curriculum management, science technology and innovation and effective resource management. This study focused on effective resource management. More specifically, the institute aims at enhancing the capacity of education managers at all levels for efficient delivery of educational services. Since the establishment of KEMI, the institute has strived to improve the access of capacity development through programmes to education managers.

Sometimes it seems that leadership is the only factor that determines whether an educational organization, be it a school, college or a university, succeeds or fails. Headteachers are important in the creation of effective schools in which teachers are motivated to strive for continuous improvement in the quality of teaching and

learning. There is a global view that there is a need for assessment of in-service training programmes. Kamau (2010) highlighted that in many ways the school principal is the most influential individual in the school. He/ she is responsible for all activities around the school. It is his/her leadership that sets the tone of the school, the climate of learning, the level of professionalism, morale of teachers and the degree of concern for what the student may or may not become. For this reason the headteacher must have appropriate academic and professional qualifications, competence, integrity and initiative which call for training as managers.

In Europe, teachers have to follow a special course to become headteachers while in Estonia, Eastern Europe at least five years of teaching experience are required coupled with training in leadership. Education being the most critical ingredient in a country's development process calls for competent managers so that the society can attain the desired progress in the social, economic and political realms (Chiuri and Kiumi, 2005).

According to Naldoo (2003), schools in South Africa have a greater financial and managerial responsibility in respect to physical facilities, staff, learners and the community. Headteachers need to be well equipped with necessary skills to manage schools more effectively and efficiently. The headteachers are expected to increase their knowledge as educators and share their knowledge with colleagues. The South African government has priorities in headteachers' training

which is centered on the standardization and upgrading of academic qualification, improving administrative experience and providing support.

Training equips principals with skills necessary to manage human resources and financial resources well. Without these skills, many principals find themselves overwhelmed by the challenging tasks of leadership in schools (UNESCO, 1990). The lack of training in financial management negatively impacts on budgetary, monitoring of funds, implementation of projects and auditing leading to lack of accountability and transparency in financial expenditure.

The recent educational literature shows that great changes are taking place as a result of creative innovation and new technologies in the sphere of education. These changes have led to significant reforms in school management and organization (Thomas and Bennis, 2002). School headteachers have a responsibility for coordinating administrative tasks. When the school physical plant is well planned it will not only enhance good teaching practice but will also facilitate and stimulate learning. It will also be correct to assert that the school plant represents the empirical relevance of the totality of the school environment for the realization of the school business which apparently is the teaching and learning to realize the social educational goals (Ajayi, 2007).

Human resource is a fundamentally different resource from other resources as it can be motivated or demotivated. It can be managed or resist being managed. It can perform a multitude of tasks such as feeling, thinking and learning (Ndongo,



2007). For successful steering of institutions, principals need to be equipped with human skills that enable them to work with other people, communicate and work within teams and utilize conceptual skills which help one to understand and better decide the actions that would ensure mutuality in organizations (Onyango, 2001). One of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school headteacher. Managing human resources is one of the most important tasks of a school headteacher (Kamau, 2010). Success of any school programme depends on how effective the school principal can display these important resources. Good management of human resources leads to improved productivity and efficiency (Okumbe, 2001). Headteachers can acquire these through in-serving which KEMI provides.

Risk management is a process that identifies loss exposures faced by an organization and that selects the most appropriate techniques for treating such exposures (Rejda, 2011). One of the major functions of the education manager is risk management. Every organization has to live with risks. Managing risks well is therefore a vital element of good governance and management. If the organizational risks are poorly managed there will be consequences in terms of integrity and performance. Headteachers need to be equipped with skills to manage organizational risk exposure (Ministry of Education, 2014).

A report on World Conference on Education for All (EFA) held in (Jomtein Thailand, 1990) indicated that the school principals carry prime responsibility for

creating an effective environment in schools and this includes management of financial resource, human resources and school plant. Training being a process that tries to improve skills, or add to the existing level of knowledge so that the headteacher is equipped to do his job or to mould him to fit for a higher task involving higher responsibilities enables the headteachers to carry out their task more effectively. Without these skills, many headteachers find themselves overwhelmed by the challenging tasks of leadership in schools (UNESCO, 1990).

According to Westlands sub-county Education Officer (2015) there are cases of financial mismanagement in the district. Cases of headteachers not spending money as per the vote heads are experience. There are also minimal cases of transfers of teachers are reported and this shows that the relationship between the headteachers and staff could be good. This can be due to good human resource management. The headteachers are responsible for all activities around the school and this makes them to be the most influential individuals in the school. Their leadership sets the tone of the school. There have been changes which have been occurring in the management of education and development areas. There has been a call for accountability, availability of educational technology and recognition for the need for lifetime learning. The government of Kenya in answer to headteachers' management needs established KEMI to offer managerial skills to headteachers. This study investigated the influence of KEMI training on

headteachers competence in management of schools in Westlands sub county, Nairobi.

## **1.2 Statement of the problem**

A problem of statement is a specific statement that clearly conveys the purpose of the research study (Mugenda, 2003). The headteachers play a key role in the success of education. The headteachers are usually trained in classroom teaching and not in school management and yet the duties and responsibilities of a classroom teacher are quite different from those of the headteacher. Since the introduction of Free and Compulsory primary education, the demand for education has accelerated rapidly. Therefore, with this expansion there is an increased demand for competent and qualified school administrators able to perform their administrative task.

Observations on the report on Education For All in Kenya was that despite the fact that KEMI has continued to train education managers from its widespread client, public primary schools continue to suffer from mismanagement ( Ministry Of Education,2007). The headteachers are overwhelmed with these tasks of general school management and administration. Studies have been done on management but little has been done on the head teachers' competence in management of primary schools. Therefore, this study investigated the influence

of KEMI training on headteachers' competence in management of schools in Westlands sub-county.

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

The purpose of the study was to investigate the influence of Kenya Education Management Institute's training on headteachers' competence in management of public primary schools in Westlands sub-county.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i) To determine the extent to which exposure to training at KEMI on financial management influences the headteachers' competence in management of primary schools in Westlands Sub-County.
- ii) To determine the influence of training programmes at KEMI on human resources management on headteachers' competence in management of primary schools in Westlands Sub-County.
- iii) To establish the influence of training offered at KEMI on school plant management on headteachers' competence in management of primary schools in Westlands Sub-County.

- iv) To establish the influence of KEMI training on risk management on headteachers' competence in management of primary schools in Westlands sub-county.

### **1.5 Research questions**

The study was guided by the following research questions:

- i. To what extent does the training at KEMI on financial management influence the headteachers' competence in management of primary schools in Westlands Sub-County?
- ii. To what extent does the training programme done at KEMI on human resource management influence the headteachers' competence in management of primary schools in Westlands Sub-County?
- iii. To what extent does the training offered by KEMI on school plant management influence headteachers' competence in primary schools in Westlands Sub-County?
- iv. What are the influences of KEMI training on risk management on headteachers' competence in management of primary schools in Westlands sub-county?

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

The findings may be useful to headteachers because they may be able to identify their areas of challenge and implement the recommendations for competence in management of schools. The findings may also give data to the ministry of education and to the county government planners on training needs in schools which would help them organize for in-service programme for headteachers. KEMI can also use the information for reviewing the content in curriculum (knowledge and skills) for head teachers and others hence empowering their competency. Finally the study may form a basis for further research.

### **1.7 Limitation of the study**

It was not possible to control the attitude exhibited by the respondents as some of them wanted to give socially acceptable answers just to please the researcher. There is scarcity of documented data on training in regards to the heads of primary schools in Westlands. Also, given that some administrative tasks are sensitive, the researcher foresaw lack of openness in divulging classified information that touches on such sensitive tasks. The researcher explained the importance of the study to the respondents and assured them about their confidentiality. This was to win their confidence.

### **1.8 Delimitations of the study**

The study only involved sub-county education officer, headteachers and teachers of public primary schools on Westland's sub-county Nairobi thus it did not consider other educational stakeholders (parents, students) and private schools. It also dealt with training on resource management which included; finances management, human resources management, school plant management and risk management.

### **1.9 Basic assumptions of the study**

The following assumptions were made.

- i. All the head teachers in public primary schools in Westland's' sub-county have attended KEMI training.
- ii. The KEMI training programs are crucial for effective administration, teaching and learning.

### **1.10 Definitions of significant terms**

**Competence** refers to the ability of the head teachers to give desired and the expected out comes in Westlands Sub-County.

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

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

**In service training** refers to the initiatives such as post training put in place by concerned agencies such as KEMI to provide leadership support and competence to primary school headteachers in Westlands sub-county.

**Management** refers to the planning, organizing, staffing, coordinating, reporting and budgeting done by the head teachers in their administrative task areas with a view of achieving good financial management, human resource management, school plant management and risk management.

**Risk management** refers to administrative task which aims at eradicating schools risk exposure to achieve objectives in a manner consistent with public interests, human safety and the law.

**Safety** refers to the freedom from unacceptable risk from harm.

**School plant management** refers to the process of ensuring that school facilities and other technical systems support the operations of a school.

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

The research is organized into five chapters. The first chapter consists of background of the study, statement of the problem, purpose of study, objectives of the study, research questions, significance of the study, limitation of the study, delimitations of the study, basic assumptions of the study, definition of significant



terms and organization of the study. Chapter two deals with literature review. This includes competence in management of schools, influence of KEMI training on headteachers competence in financial management, influence of KEMI training on headteachers competence in human resource management, influence of KEMI training on headteachers competence in school plant management, influence of KEMI training on headteachers competence in risk management, a theoretical framework and conceptual framework. Chapter three consists of research methodology which comprises of research design, target population of the study, sample size and sampling technique, research instruments, validity of instruments, reliability of instruments, data collection procedures, analysis techniques and ethical considerations.

Chapter four consists of data analysis, interpretation and discussion of research findings. Chapter five focuses on the summary of the findings of the research, conclusions relating to the research objectives, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter reviews literature related to school management, the need for general competence in management of schools, influence of KEMI training on headteachers competence in financial management, human resource management, school plant management and risk management, summary of literature review, theoretical and conceptual framework.

#### **2.2 The need for general competence in management of schools**

Competence refers to the ability to repeatedly perform a task to a given standard. Effective management is crucial since development is the outcome of a series of successful managed projects. The quality of education depends on the way the school is managed and the quality of leadership provided by the headteacher (Keith and Francoise, 2001).

Competence in management of finances in the school system enables the headteachers to monitor, supervise and support teachers in their services to ensure provision of high quality and responsive support service across the school through training. Headteachers acquire skills which can lead to competence in financial management especially in budgeting, monitoring of funds, implementation of projects and auditing (UNESCO 1990). Competence in financial management by

the headteachers can ensure the following financial tasks are achieved: can promote and enforce transparency in effective management and accountability with regard to the use of public finance; ensure that accounting standards are applied; ensure proper management and control of, and accounting for, public finance; and monitor the management of public finance and financial performance in their institutions (MoE, 2014).

Human resource in an organization implies both the number of people employed in the organization for carrying out its activities and their capacities and potential for performing them (MoE, 2014). Headteachers are the managers of human resource in learning institutions. Good management of human resource leads to productivity and efficiency (Okumbe, 1999). Competence in management of human resource is key since it enables headteachers to carry out human resource planning which involves forecasting labor supply and demand, determining employment gaps developing action plans to address gaps (MoE, 2014).

Competence in school plant management leads to a well-planned school plant which enhances good teaching practices and stimulates learning (Ajayi, 2007). Competence in risk management is crucial since it enables the headteacher to define a risk framework which involves initiating a risk management program which takes into account context, objectives, constraints, techniques to be used, policies and any legal or compliance requirement (MoE, 2014). This leads to

benefit of risk management which includes promoting continuous improvement, fewer shocks and unwelcomed surprises, reduced cost by limiting legal action and improved reliability leading to an enhanced reputation.

### **2.3 Influence of KEMI training on headteachers' competence in financial management**

Financial management focuses on decisions relating to how much and what types of assets to acquire, how to raise the capital needed to purchase assets and how to run the firm so as to maximize its value. This also applies to schools (Brigham 2011). In 1996 the American government ordered the investigation of school finance for there was an outcry over how the funds were being utilized. The study revealed that many teachers lacked financial management skills hence training was needed. This was not welcomed by teachers and generated debate, however, the re-testing was done and the results indicated that many teachers needed to undergo extensive training in matters pertaining to financial management (Wekhuyi, 2014).

Financial management is a serious global problem that has adverse effects on the achievement of educational goals. In the United Kingdom there are many courses in management and teacher education which have been recognized in the line with government decree on headteachers competence in financial management (Southworth, 1999). Headteachers in the UK are properly prepared with necessary

institutional and financial management skills to help them manage schools efficiently and effectively. Tooley and Gurthie (2007) studied aspects of financial management devolution responsibility that have been operationalised and managed in a secondary school setting in New Zealand. The result was that, although formal responsibility for the budget and budgetary control lay with boards of trustees, in practice, principals controlled the budgetary process.

In 1996 American government ordered the investigation of school finance for there was an outcry over how the funds were being utilized. The study reviewed that many teachers lacked financial management skills and hence training was needed to train the teachers how to handle finances among many other duties. In his educational reforms programmes in United States Bill Clinton called for a re-testing of teachers skills which included financial management (Wekhuyi, 2014). This call for training was also put in practice in Kenya when the Ministry of Education came up with KEMI training to equip headteachers with skills to carry out financial tasks.

In Africa, there is a great deal of inefficiency and ineffectiveness in the financial management due to lack of formal preparation for institutional headteachers (Southworth, 1999). Principals in Lesotho are appointed on the basis of their teaching experience as well as their academic and professional qualifications. Training or even having a working knowledge of financial management is not

considered a prerequisite for appointment to position of principal, Kotele (2001). Consequently, they lack the necessary management skills and specifically financial management skills. This might lead to mismanagement of funds. Lack of training in financial management negatively impacts on budgetary, monitoring of funds, implementation of projects and auditing leading to lack of accountability and transparency in financial expenditure (Kotele, 2001).

Effective administration of a school also requires proper use of school funds for educational purposes. The fact that the government directs financial resources towards education implies that there is need for efficient management of these resources, which calls for proper training of its accounting officers. Proper management of school funds is an important component of good school administration because funds constitute the nerve centre of the school. This is central to effective provision of education and ensuring maximum benefits and accountability (Republic of Kenya, 1988). Wekhuyi (2014) notes that the KEMI programme for principals positively influences the principals' management of finances in schools especially on budget control, auditing and in carrying out budgetary process. Management training on headteachers has the following benefits; it helps build confidence and wisdom, empowers them to succeed in carrying their tasks.

Various organizations all over the world have adopted and embraced the concept of in-service training as a strategy of attaining the organizational goals. The Kenyan government has borrowed from other government in the world, thus financial management is given a key position in government policy structure (Mutua, 2012). This study therefore attempts to find out from the headteachers who are responsible for managing school finances, their competence in management of financial tasks.

#### **2.4 Influence of KEMI training on headteachers' competence in human resource management**

The success of every educational system depends on the quality and quantity of its factors of production – human and material resources. Human resource appears to be the most important because without human efforts, all other factors are inept (Lai et al, 2009). According to Samstad and Pipkin (2005) the objectives of Human Resource Management (HRM) in schools is to obtain maximum individual development, desirable working relationships between teachers, subordinate staff and pupils and to affect the moulding of human resources as contrasted with physical resources.

The effects of headteacher competence in human resource management outcomes in public schools in Beijing, found significant impact on pupils academic performance and school discipline, possibly due to the systematic nature of the

training programs. Head teachers competence can be indicated by schools performance and discipline (Lai & Janvry, 2009). In other countries, such as Egypt and Georgia, human resource management is considered an important area of school institutional autonomy and as such, not interfered with by national authorities (Blandford, 2007). However, as human resource management is often understood in a rather restricted sense, the fact that in most countries national authorities set the framework for contracts, salaries and recruitment may have led countries to opt for 'shared responsibility', even in cases where human resource development is not part of the tasks of one or both levels (Blandford, 2007). Kenya Education Management Institute trains the headteachers in several areas in order to ensure headteachers competence in management of human resource which are; how to handle the teaching staff, handling of staff welfare, staff appraisal, building motivating climate, staff appraising teachers performance, and handling of the disadvantaged groups like HIV positive staff.

According to Samstad and Pipkin (2005), the objective of Human Resource Management in school is to obtain maximum individual development, desirable working relationships between teachers, subordinate staff and pupils and to affect the moulding of human resources as contrasted with physical resources. Garcia (2002) indicated that human resource management in Mexico and other Latin American countries documented the importance of training in addressing



motivational problems affecting headteachers as human resource managers facing extremely low levels of education and limited development opportunities.

Koskei (2004) pointed out that lack of formal training in management skills and administrative experience has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa. The researcher recommended that the best way of improving headteachers management role it is to strictly consider their administrative experience and education levels during selection and also provide regular workshops and seminars to sensitize them on education policies and equip them with management skills. Odubuker (2007) conducted a study to investigate the influence of the headteachers' management competence on the management of primary schools in North western Uganda in order to improve the teaching and learning process. The findings from the study revealed that the principals or headteachers' management professional qualification was critical to the human resource management of the school.

Okafor (2006) indicated that the useful aspects in Human Resource Management are professional qualification, training and development of staff. Training is not however, a separate activity that can be limited to the training school. It must be closely connected with the work places of those that are to be trained. Training of managers in government or school education, help them gain relevant knowledge,

skills and administrative experience necessary for Human Resource Management (Iravo, 2002). Wekhuyi (2014) stated that KEMI training positively influences the principals management of human resource in areas such as management of teaching staff, staff motivation, handling of staff welfare and staff appraisal. Majority of education managers and supervisors lack adequate competence to utilize available information for management purposes. Despite of KEMI training headteachers, many headteachers lack capacities to oversee and account for the utilization of human resource under them (Republic of Kenya, sessional paper No. 14 of 2012). This study therefore sought to establish influence of KEMI training on headteachers competence in human resource management.

### **2.5 Influence of KEMI training on headteachers' competence in school plant management**

According to Abraham (2003) school plant means all physical facilities and equipment within the school, which are used by members of the school community. All the physical structures in the school fall within this category. Facilities are plants (buildings) equipment, materials etc, (Ehiemetalor, 2001).

It is believed that a well planned school plant will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students. Corroborating these, Mark (2002) and Ajayi (2007), maintained that high levels of students' academic performance may not be guaranteed where instructional

space such as classrooms, libraries, technical workshops and laboratories are structurally defective. They also emphasized that structural effectiveness, proper ventilation and well sited instructional space lead to successful teaching and learning process in Nigeria secondary schools.

Most programmes of instructions and of students' service require some physical facilities including school buildings and grounds, equipment needed in and incidental to instruction. In this task area, the headteacher has the role of overseeing the operation and maintenance of facilities, providing supporting services and materials. This includes transport, food, health, and playground (Castetter, 2002). A headteacher should have core competence. Core competences are those capabilities that are critical to a school achieving competitive advantages (Prahalad & Hamel, 1990).

The stages in management of facilities by a competent headteacher are as follows: the analysis stage involves assembling all relevant facts about the schools objectives, needs, and policies, review of school facilities, together with their attributes in terms of space; the solution stage which entails assembling criteria for judging options, evaluating these against the objectives of the school and develops the management of facilities strategy; and the implementation stage which completes the strategy development process through the establishment of

an implementable plan that incorporates the procurement, training and communication (Brooks & Atkin, 2003).

In Africa change issues are not documented and more so the actual implementation of pedagogical knowledge and skills acquired by teachers during in-service training. Research has shown that there are headteachers who do not use innovation for months or years after a school adopts it. Everyone does not adopt innovation at the same time. Some are quick to try the new way, whereas others delay (Hall, 2010).

Wekhuyi (2014) states that KEMI courses are effective in addressing school plant management tasks and especially on school resource, resource mobilization and the general running of the school. Silverthorne (2004) argues that employee competence influences organization performance and its delivery of services. Training has the potential to change work outcomes such as achievement of goals. The KEMI programme was designed to allow the participants to study in a flexible manner through distance and work based learning to accommodate headteachers needs. The main aim of the programme is to ensure that headteachers acquire the skills required carrying out various administrative tasks (Wekhuyi, 2014).

## **2.6 Influence of KEMI training on headteachers' competence in risk management**

Hubbard (2009) define risk management as the identification, assessment, and prioritization of uncertainties followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or impact of unfortunate events. Risk in learning institutions can emanate from uncertainty search as accidents, fire, diseases, theft, floods, insecurity, and pollution. Risk management can therefore be defined as a process that identifies risk exposures, assess and prioritizes risks and applies appropriate techniques and resources to control and minimize probability or impact of unfortunate events happening. Risk management is also important since it helps in; maintaining and improving the employee performance both quantitative and qualitative, reduces employee absenteeism and turnover, minimizes institutional unrest and indiscipline, and improves employee morale and motivation (Khanka, 2011).

Health and safety training is a key part of the preventive programme. Safety training spells out rules and provides information on potential hazards and how to avoid them (Armstrong, 2009). The natural consequences of good health are reduction in the rate of absenteeism and turnover, accidents and occupational diseases. Besides, employee health also provides other benefits such as reduced spoilage, improved morale of the teachers, increased productivity and longer working period. Gichuru (2013) contends that most school stakeholders are

trained on safety measures to ensure minimal occurrence of the risks. Nderitu (2009) found out that lack of trained personnel in disaster management was a great challenge in schools. Nakitto and Lett (2012), Gichuru(2013), and Armstrong (2009) attest the importance of fire safety plans. Fire safety plans are important as they increase the level of preparedness in case of fire disaster.

Accidents which are unplanned and uncontrolled events in learning institutions are due to unsafe conditions and unsafe acts. Accidents occurring due to unsafe acts are as a result of lack of knowledge and skills on the part of worker and wrong attitudes (Khanka, 2011). In schools, accidents can be due to falls, unsafe working conditions, lack of clear instructions and poor school plant management. Realizing the significance of safety at work places, the government of Kenya has established a course taught to headteachers on safety measures and enforces safety law. School headteachers are given safety education and training to make them safety conscious during KEMI training.

Seidman (1992) argued that the primary goal of risks management includes: Stabilizing enrollments (reverse declining enrollment, control growth and plan for fluctuations). Stabilizing finances, improving services (shorten response time to students, increase satisfaction and reduce paperwork), improving access to information (putting our information systems to optimum usage), reducing

vulnerability to demographic changes and responding to economic forces (expansion, recession, employment rates).

Bullimer (2001) carried out case study on implementation of financial risk management by US government agencies. He found that it was important for the company to have a successful risk management and having both internal and external support. Public institutions are majorly exposed to various risks associated to their business, internal environment and the external environment. Some of the probable risks are associated to financial markets, project failures (at any phase in development, production, or sustainment life-cycles), legal liabilities, credit risk, accidents, insecurity, natural causes and disasters as well as deliberate attack from an adversary or events of uncertain root-cause (Niehaus, 2004).

Relating this study to the international assertion of Marsden (2005) which reported that safe and orderly classrooms environment, school facilities were significantly related to students' academic performance in elementary school. He also quoted Glassman (2010) ascertaining that a comfortable and caring environment among other treatments helped to attribute to students academic performance. These have forced many institutions to put in place measures and policies which oversee the risks and monitor their occurrence in order to reduce their effect on the performance of the institution. Kenyan government in answer

to these has put measures to ensure the school managers are competent enough to put measures to avoid accidents in institutions. Through establishing KEMI with a course on risk management, headteachers are equipped with skills on risk management since this is one of their major functions in education management (MoE, 2014).

This begs the questions; does pursuit of KEMI training by the headteachers influence their performance in the financial management, human resource management and school plant management? To what extent does exposure to training at KEMI influence the principals' management of finances, human resource, school plant management and risk management in primary schools?

## **2.7 Summary of literature review**

The literature review in this chapter included the impact of KEMI training on the headteachers' competence outlining the courses offered by KEMI. It is evident that these in-service courses have ideal structures for education managers. Literature has shown that in-service training has a positive influence in headteachers competence in management. This is supported by Kotele (2001) who states that lack of training in financial management negatively impacts on budgetary, monitoring of funds and implementation of projects and auditing leading to lack of accountability and transparency in financial management hence the need for training.



A study by Koskei (2004) pointed out that training is very important since it equips managers with management skills hence a great deal of efficiency and effectiveness. Studies by Iravo (2002) and Wekhuyi (2014) support that training positively influences principal's competence in management of human resource. Silverthorne (2004) agrees that training has the potential to change work outcomes and competence in management hence influencing delivery of services. Authors note that training is a key factor in ensuring competence in management. The reviewed studies on risk management shows that health and safety training is a key part of preventive programme since safety training spells out rules and provides information on potential hazards and how to avoid them (Armstrong, 2009). Despite there being scanty literature, show that training is necessity in management of schools and the headteacher plays a key role in the success of school management. Little has been done on the impact of KEMI training on the headteachers competence which is the gap that this study intends to fill.

## **2.8 Theoretical framework**

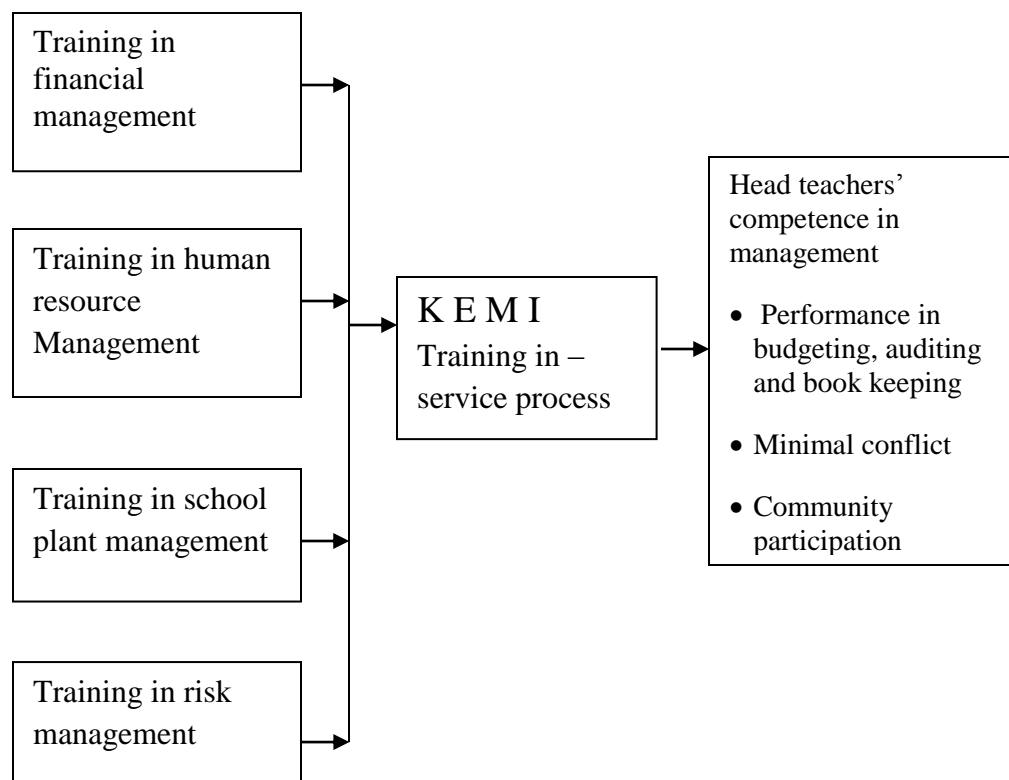
The theoretical framework in this study is based on the Human Capital Theory originally proposed by Adam Schultz in 1961. Human Capital Theory holds that the well-being of a society is a function not only of the traditional stocks of financial capital, labor and natural resources but also of the knowledge and skills of individuals. This theory predicts that increased knowledge and skill will yield improved economic outcomes for both individuals and societies, especially in

modern societies, where it is widely held that knowledge and skill convey a greater economic and social premium than in the past (Gordon, 1998).

Headteachers as managers of institutions need to have knowledge and skills in order to run the institutions effectively and efficiently. Through being in-serviced by KEMI, headteachers acquire knowledge and skills in different fields. Human Capital Theory is therefore applicable in this study since it emphasizes the importance of acquiring knowledge and skills which in return will bring greater outputs for the benefit of the society and individual teachers.

## **2.9 Conceptual framework**

A conceptual framework is a model that shows the relationship between the independent and the dependent variables. According to Mugenda and Mugenda (2003), independent variables can be manipulated by the researcher in order to determine the influence of other variables while dependent variables indicate the influence arising from the effects of the independent variables.



**Figure 2.1 Influence of KEMI training on headteachers' competence in management**

The conceptual framework illustrates the inter-relationship between primary school headteachers, in-service training and their competence in different management tasks such as financial management, human resource management, school plant management and risk management. Through the process of KEMI in-service training, headteachers are able to acquire skills and carry out tasks such as management of finance, human resource, school plant and risk management in a competent manner. Several benefits will be realized such as performance in financial tasks which includes budgeting, auditing and proper book keeping. Performance in other tasks areas can be realized in accomplishing the general goals of education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter consists of: Introduction, research design, target population of the study, sample size and sampling techniques, research instruments, Validity and reliability of instruments, data collection procedure, data analysis techniques and ethical considerations.

#### **3.2 Research design**

This study employed the descriptive survey. According to Orodho (2009), descriptive survey is a method of collecting information by administering the questionnaires to a sample of individuals for collecting data with an aim of answering questions concerning current status of the subject under study. This design is good for the study because it provides adequate information of the study. The other advantage is that it is not restricted to fact finding only as it may lead to formulation of solutions to problems (Kerlinger, 2002).

#### **3.3 Target population**

The target population is defined as the number of real or hypothetical set of people, events or objects to which a researcher wishes to generalize the findings (Borg & Gall, 1989). Westlands sub-county has 25 schools therefore 25

headteachers, 346 teachers according to the county Education Office data 2015 formed the target population.

### 3.4 Sample size and sampling procedure

According to Orodho and Kombo (2002), sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

A sample is a representative part of a population. Mugenda and Mugenda (2003), recommend a large sample size as possible because it minimizes the possibility of sample error. A sample of 50% of headteachers was selected using random sampling criteria of all even numbers obtained by the use of a list from the education office. From each school, a total of nine teachers were sampled to participate in the study. A total of 13 headteachers and 105 teachers participated in the study.

Table 3.1 indicates the study's sampling size.

**Table 3.1: Target and sample size for the study**

<b>Respondent</b>	<b>Target size</b>	<b>Sample size</b>	<b>Percentage (%)</b>
County education officer	1	1	100%
Headteachers	25	13	50%
Teachers	346	105	30%
<b>Total</b>	<b>372</b>	<b>119</b>	

### **3.5 Research instruments**

The study utilized interview schedule for the sub-county education officer as in appendix IV and questionnaire for headteachers (appendix II) and teachers (appendix III). The interview schedule as a research tool is unique in that the collection of data through direct verbal interaction between individuals permits the interviewer to ask questions on each research question while observing the interviewee (Kothari 2004). The questionnaire for both headteachers and teachers had both open and closed headed questions. (Kothari 2004) emphasizes that while open ended type of questions gives the informal freedom of response, the closed ended type facilitates consistency of certain data across in formals. Section A of the questionnaires dealt with general overview of the academic and professional qualifications of the respondents'. Section B was on the objectives of the study such as competence in financial management, human resource management, school plant management and risk management.

### **3.6 Validity of instruments**

Validity is the degree to which a test measures what it is supposed to measure (Mugenda, 2003). It is the degree to which results obtained actually represent the phenomenon under investigation. Content validity was established through close consultation and expert judgment of the supervisors. The comments and observation was integrated in the instruments before they were used to collect data in the field and also during pretest.

### 3.7 Reliability of instruments

Reliability is the measure of the degree to which a research instrument yields consistent results after a repeated trial (Mugenda and Mugenda 1999). Test-retest method was used which involved administering the same instrument twice to the same group within two weeks. The two sets of questionnaires were scored separately then the correlation coefficient was computed using the Pearson's Product – Moment Correlation. According to Mugenda and Mugenda (1999) a correlation coefficient of 0.7 deems the instrument reliable for the study.

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

Where;

x-is the score on test 1

y- is the score on test 2

n-is the number of pairs of data

$\sum$ - is the sum of the values

### 3.8 Data collection procedures

The researcher secured an introductory letter from University of Nairobi and obtained a research permit from Ministry Of Education-National Commission of Science Technology and innovation,(NACOSTI) in order to collect data in public primary schools in Westland's sub-county. The County Director of Education was contacted and informed about the study. Appointments to the sampled schools

were arranged prior to the visits to avoid any inconveniences to the respondents. The researcher visited the sampled schools and administered the questionnaires and conducted the interviews. The researcher emphasized that the information given was specifically for that study and the identity of the respondents was not be revealed.

### **3.9 Data analysis techniques**

Data analysis is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting instruments. In analyzing data, the researcher examined each piece of information in each instrument and organized data as per objective. Quantitative data derived from demographic section of the questionnaire and other closed ended questions was analyzed using descriptive statistics by use of percentages and frequencies. Tabulated data was computed using the Statistical Package for Social Sciences (SPSS). Qualitative data generated from open ended questions was organized into themes generated by the research questions.

### **3.10 Ethical consideration**

The researcher sought permission to carry out the research from the relevant authorities such as NACOSTI, County Director of Education who gave consent for the study to be carried out. A letter of information providing details of the



study and the appropriate consent letter was distributed to potential participants and an explanation given for their being sampled. The potential participants were then given a verbal explanation of study objectives. Since participants were fully informed of the purpose of the present investigation in advance, each participant gave his or her permission to be interviewed or to fill in the questionnaire.

The researcher ensured that respondents' identity and schools was not disclosed and information gathered was used for academic purpose only. According to Maseko (2002), researchers are ethically obliged to possess a high level of competence and skill in undertaking a study. On that basis the researcher maintained a healthy relationship with each participant and shared a high degree of trust throughout the investigation.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This chapter comprised of data analysis, interpretation and discussion. Included in the discussion will be response rate, demographic information consisting of headteachers' gender, age, academic qualification and attendance to KEMI training as well as teachers' gender, academic qualification and teaching experience. The objectives of the study were to determine the following:

- i. The influence of KEMI training on financial management on headteachers' competence in management;
- ii. The influence of KEMI training on human resource management on headteachers' competence in management;
- iii. The influence of KEMI training on school plant management on headteachers' competence in management; and
- iv. The influence of KEMI training on risk management on headteachers' competence in management.

#### **4.2 Response rate**

The questionnaires were administered by the researcher to 13 headteachers and 105 teachers of the sampled public primary schools in Westland's sub-county.

Table 4.1 shows the response rate.

**Table 4.1 Response rate**

<b>Category of the Respondent</b>	<b>Questionnaires Issued</b>	<b>Questionnaires returned</b>	<b>Percentage(%) returned</b>
Headteachers	13	13	100
Teachers	105	83	79
<b>Total</b>	<b>118</b>	<b>96</b>	

The response rate was therefore 100% for headteachers and 79% for teachers. Mulusa (1998) says that 50 percent return rate is adequate, 60 percent good and 70 percent very good. The response rate was hence considered adequate enough to provide required information for the purpose of data analysis.

### **4.3 Demographic information**

The respondents were the headteachers, teachers and sub county director. The questionnaires for headteachers focused on gender, age, academic qualification and attendance to KEMI training while the teachers' questionnaires focused on gender, academic qualification and teaching experience.

#### **4.3.1 Gender of the headteachers**

The study sought to establish the gender distribution of the headteachers of the public primary schools in Westland's sub-county. Table4.2 displays their gender distribution.

**Table 4.2 Gender of the headteachers**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	3	23.1
Female	10	76.9
<b>Total</b>	<b>13.0</b>	<b>100.0</b>

Table 4.2 indicates that 23.1% of the public primary schools are headed by male headteachers while the female headteachers are 76.9%. The majority of the headteachers were female, this could be due to most of female teachers have joined their spouses working in other sectors and majority of the male teachers might have joined other sectors. However, it was noted that the government policy on gender mainstreaming has been implemented in the district and as a result the male gender representation has already met the required basic minimum of 30 percent.

#### **4.3.2 Age of the headteachers**

The age of the respondents is one of the most important characteristics in understanding their views about the particular problems; by and large age indicates level of maturity of individuals in that sense age becomes more important to examine the response. Elderly headteachers are associated with rich skills of leadership. The researcher sought to establish the headteachers' age. Table 4.3 shows distribution of the headteachers' age.

**Table 4.3 Headteachers' age**

<b>Age of headteachers</b>	<b>Frequency</b>	<b>Percentage</b>
31-35	1	7.7
36-40	3	23.1
41-45	5	38.5
Above 46	4	30.8
<b>Total</b>	<b>13</b>	<b>100.0</b>

Table 4.3 shows that the majority of the headteachers are aged above forty years (69.3%) and could be attributed to the fact that for one to be appointed as a headteacher, he must have served for a long period both as classroom teacher and an administrator in the capacity of deputy in order to be skillful and knowledgeable. This implies that most of the headteachers are relatively elderly which implies that they have high teaching experience hence more skilled in carrying out their administrative tasks. This can also mean competence in management.

#### **4.3.3 Headteachers' academic qualification**

Academic qualification reflects the level of professional skills. The researcher had asked the headteachers to indicate their academic qualification. Table 4.4 displays the findings.

**Table 4.4 Headteachers’ academic qualification**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentage</b>
P1 certificate	3	23.1
Diploma	2	15.4
BED	3	23.1
Masters degree	5	38.5
<b>Total</b>	<b>13</b>	<b>100.0</b>

Data revealed varied qualification for the headteachers. Majority of the headteachers (38.5%) held masters in education followed by degree holders (23.1%) minority being the certificate holders(15.4%). This implied that most of the headteachers were well informed on academic matters and were well equipped with to head their respective institutions. This findings implied that the respondents to the study were well informed on the issues of academic management and therefore in a position to respond to the issues of the headteachers administrative performance as required by the researcher.

#### **4.3.4 Headteachers’ attendance to KEMI training**

The study is based on influence of KEMI training on headteachers competence in management. The study sought to establish whether the headteachers have attended KEMI training. Table 4.5 indicates headteachers attendance to KEMI training.

**Table 4.5 Headteachers’ training at KEMI**

<b>KEMI training</b>	<b>Frequency</b>	<b>Percentage</b>
YES	13	100.0

Table 4.5 indicates that all the headteachers in Westland’s sub-county have attended KEMI training. This is because KEMI training was made compulsory by the ministry of education back in 2011 where all the administrators were required to train. This implies that through training, they gain skills and knowledge required for quality school management hence quality leadership. This is supported by Keith and Francoise, (2001) who note that the quality of education depends on the way the school is managed and the quality of leadership provided by the headteacher (Keith and Francoise, 2001)

#### **4.3.5 Teachers’ gender**

The researcher sought to establish teachers’ gender. Table 4.6 indicates the teachers’ gender.

**Table 4.6 Teachers gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	33	39.8
Female	50	60.2
<b>Total</b>	<b>83</b>	<b>100.0</b>

The gender distribution for teachers revealed that majority of the teachers (60.2%) was female with the findings 39.8% male representative. The findings imply that there were more female teachers in the county than the male teachers.

#### 4.3.6 Teachers academic qualifications

Teachers' academic qualification indicates the level of professional training. The researcher had sought to find out the academic qualification of the teachers and table 4.7 displays the findings.

**Table 4.7 Teachers academic qualification**

<b>Academic qualification</b>	<b>Frequency</b>	<b>Percentage</b>
P1 certificate	30	36.1
S1 diploma	26	31.3
BED	18	21.7
Masters degree	6	7.2
Others	3	3.6
<b>Total</b>	<b>83</b>	<b>100.0</b>

A teacher's academic qualification and professional qualification has a significant influence on pupils' achievement. It was encouraging to find out that only 36.1%



of the teachers were P1 certificate holders and the rest 63.9% had acquired higher educational qualification far above the Ministry of Education basic requirement of a P1 certificate in education.

#### **4.3.7 Teachers' teaching experience**

Teaching experience may indicate the level of content mastery of the teaching subjects. The researcher had asked the teachers to indicate their teaching experience. Table 4.8 displays the findings on the teachers teaching experience.

**Table 4.8 Teachers teaching experience**

<b>Teaching experience</b>	<b>Frequency</b>	<b>Percentage</b>
Below 5 years	9	10.8
6-10 years	12	14.5
11-15 years	12	14.5
16-20 years	21	25.3
21-25 years	12	14.5
above 25	17	20.5
<b>Total</b>	<b>83</b>	<b>100.0</b>

The study revealed that 25.3% had teaching experience of below ten years while 74.7% had over ten years teaching experience this implied that the responding teachers clearly understood the institutional management issues and supervision

issues that existed in their respective schools and were thus able to participate in the study.

#### **4.4 Influence of KEMI training on headteachers' competence in financial management**

The first research objective was set to determine influence of Kenya Education Management Institute training on headteachers competence in financial management. Financial management courses equip school head teachers with knowledge and skills to handle school finances efficiently and effectively. Competence in financial management enables headteachers to carry out financial tasks and enforces transparency and accountability with regard to public finance (KEMI module 3, 2014). To achieve this, the researcher sought the opinion of head teachers on several aspects of financial management skills by asking them to indicate their competence in undertaking management activities. The responses were as shown in table 4.9

**Table 4.9 Headteachers' response on their level of effectiveness in financial management**

<b>Task; financial management of;</b>	<b>Highly effective</b>	<b>Effective</b>	<b>Average</b>	<b>Less effective</b>	<b>Not effective</b>
Budgetary process	7.7	53.8	30.8	7.7	0
Books Auditing	0	23.1	61.5	15.4	0
Income generating activities	0	23.1	61.5	0	15.4
N=13					

From the findings, it is clear to say that the majority of the headteachers are effective (61.5%) in carrying out budgetary process. Book auditing is averagely performed with none of the headteachers being rated as highly effective. This could mean that the task areas is not carried out effectively and this implies that there is a need for further in-service training. The same applies to income generating activities where majority of the headteachers had not put in place income generating activities in their schools. Despite many head teachers having been trained on management of income generating projects, it still posed a challenge since two teachers stated that they were not conversant with it.

Headteachers were also asked to rate their competence in other financial tasks and their response were as shown in the table 4.10 below.

**Table 4.10 Headteachers’ response on their level of effectiveness in financial management**

<b>Task; financial management of;</b>	<b>Highly effective</b>	<b>Effective</b>	<b>Average</b>	<b>Less effective</b>	<b>Not effective</b>
Budget control	23.1	46.2	30.8	0	0
Updating inventories	46.2	46.2	7.7	0	0
Book keeping	46.2	53.8	0	0	0

N=13

From the findings, budget control as one of the task area of the financial management is well carried out since majority of the school headteachers (69.3%) can carry out duties on the tasks areas. Keeping up to date inventories seemed to be effective in majority of the schools. Book keeping was not a challenging area since majority of the headteachers (46.2%) were highly effective (53.8%) effective in the task area. This agrees with Wekhuyi (2014), study on that the KEMI programme for principals positively influences the principals’ management

of finances in schools especially on budget control, auditing and in carrying out budgetary process.

Teachers were asked to rate their headteachers competence in the management of school finance. They responded as Table 4.11.

**Table 4.11 Teachers’ response on headteachers competence in financial management**

<b>Financial management</b>	<b>Very high</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Very low</b>
Maintenance of school records	30.1	47.0	20.5	2.4	0
Ordering of textbooks	27.7	45.8	20.5	6.0	0
Sourcing of funds	19.3	44.6	27.7	8.4	0

N=83

As seen in Table 4.11, maintenance of school records is one of the task areas of the school headteachers and is being highly effective with 77.1% of the headteachers being able to carry out the task. This can be attributed to KEMI in the task area. This agrees with Silverthorne’s (2004) argument that employee competence influences organizational performance and its delivery of services and all these can be attained through training. From the findings headteachers can be said to be competent in ordering of textbooks where majority of the respondents were above average. The funds allocated by the government on

education cannot sufficiently support all needs of schools and this is why headteachers are trained on skills on how to raise funds from other sectors. From the findings, the majority of the headteachers are effective in sourcing for funds with only 8.4% who are low in sourcing for funds.

Teachers were further asked to rate their headteachers competence in management of finances and the findings were as shown in table 4.12 below.

**Table 4.12 Teachers’ response on headteachers competence in financial management**

<b>Financial management</b>	<b>Very high</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Very low</b>
Budget preparation	14.5	33.7	34.9	14.5	2.4
Auditing of books of accounts	18.1	26.5	44.6	10.8	0

N=83

Budget preparation is the backbone of financial management since these dictates how funds will be distributed and spends on different vote heads. From the findings, the majority of the headteachers are competent in budget preparation but still there are a few who are not competent which could the cause of inefficiency in financial management. This concurs with Southworth (1999) who stated that there is a great deal of inefficiency and ineffectiveness in financial management.

Auditing of books of accounts is another financial task of the school headteachers. From the findings, majority of the headteachers are competent in auditing books of accounts with only 10.8% who are below average. Most of the task areas were above average suggesting that KEMI courses were effective in addressing all the task areas listed for the headteachers.

We can therefore conclude that KEMI's programme for the headteachers in financial management effectively addresses; maintenance of school records, ordering of textbooks, determining sources of funds, budget preparation and auditing of books of accounts. This finding therefore established that exposure to training at KEMI influenced the headteachers competence in the management of finances.

#### **4.5 Influence of KEMI training on headteachers' competence on human resource management**

The second objective was on competence on human resource management. Human resource forms the base of any organization since without the man power success cannot be achieved. The way human resource is handled determines the achievement of objectives. As the managers of human resource, headteachers must have skills and knowledge while handling the resource involved in schools. The researcher therefore sought to find the level of headteachers competence in the management of the human resource. The findings are as shown in Table 4. 13

**Table 4.13 Headteachers' response on their effectiveness in human resource management.**

<b>Task:</b>	<b>Highly</b>	<b>Effective</b>	<b>Average</b>	<b>Less</b>	<b>Not</b>
<b>human resource management of</b>	<b>effective</b>			<b>effective</b>	<b>effective</b>
Teaching staff	46.2	30.8	15.4	7.7	0
Support staff	38.5	15.4	38.5	7.7	0
Staff welfare	30.8	46.2	15.4	7.7	0

N=13

From the findings on management of teaching staff by the headteachers, it shows that majority of the headteachers are effective (77%) in the task. The findings also reviews that headteachers are competent in management of staff welfare which can be attributed to KEMI training. This concurs with Okumbe (2001) who stated that managers need training and retraining due to organization transformation, growth, technology and dynamics of human relations.



**Table 4.14 Headteachers' response on their competence in human resource management.**

<b>Task: human resource management of</b>	<b>Highly effective</b>	<b>Effective</b>	<b>Average</b>	<b>Less effective</b>	<b>Not effective</b>
Staff appraisal	38.5	46.2	15.4	0	0
Disadvantaged groups i.e HIV positive staff	15.4	53.8	0	15.4	15.4
Staff motivation	38.5	53.8	0	7.7	0

Staff appraisal is a task area on human resource management and a course offered at KEMI to headteachers during the in-service training programme. From the findings, headteachers are competent in staff appraisal since majorities (84.7%) are effective in the task. Staff appraisal is vital in any institution as it is a way of motivating the staff and when staffs are motivated performances can be gotten.

It is only 15.4% who were average in appraising the staff. The findings on headteachers handling of the disadvantaged groups like the HIV positive staff. It shows that the majority (69.1%) are effective, 15.4% are less effective while 15.4% are not effective. From the findings, despite the training done by KEMI on handling the disadvantaged groups there are headteachers who are not able to handle the disadvantaged groups in their institutions. This could be contributed to the fact that, most teachers do not open up on their HIV status.

Staff motivation is important since motivated teachers can carry out their respective duties with minimal supervision. Most of the headteachers are highly efficient and effective in staff motivation according to the findings which shows that over 92.3% are competent enough in the task with only 7.7% being less effective. This concurs with Wekhuyi (2014) findings that KEMI training positively influences the principals management of human resource in areas such as management of teaching staff, staff motivation, handling of staff welfare and staff appraisal.

Teachers were also asked to evaluate their respective headteachers on various tasks regarding human resource management. On human resource tasks, the teachers were to indicate the level of competence they thought their headteachers had. Their responses were analyzed as shown in Table 4.15.

**Table 4.15 Teachers' response on their headteachers effectiveness in human resource management**

<b>Human resource management</b>		<b>Very high</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Very low</b>
Good staff relationship	20.5	42.2	32.5	4.8	0	
Enhancing teamwork	18.1	44.6	37.3	0	0	
Appraising teachers performance	22.9	38.6	38.6	0	0	
professional growth of teachers	15.7	44.6	36.1	2.4	1.2	

N=83

Table 4.15 suggests that the teachers viewed their headteachers as competent in human resource management tasks such as; cultivating good relationship with staff, building motivating climate to enhance team work and appraising teachers. However, some of the teachers felt that their headteachers were not competent enough in providing opportunity for professional growth.

#### **4.6 Influence of KEMI training on headteachers' competence in school plant management**

The third objective was to establish the influence of KEMI training on school plant management on headteachers competence. Headteachers are expected to be competent in school plant management since being competence in the task leads to a well planned school plant which enhances good teaching practices and stimulates learning (Ajayi 2007). To achieve this, the headteachers were asked to indicate the level of effectiveness of KEMI training in their execution of a number of school plant management tasks that regularly form part of the headteachers duties. The questions were presented in a scale format and the headteachers were to rank KEMI training as either highly effective, or effective, or average, or less effective or not effective. The responses were analyzed as shown in Table 4.16.

**Table 4.16 Headteachers' response on their effectiveness on school plant management**

<b>School plant management</b>	<b>Highly effective</b>	<b>Effective</b>	<b>Average</b>	<b>Less effective</b>	<b>Not effective</b>
Resource mobilization	30.8	53.8	15.4	0	0
Maintenance of school facilities	23.1	76.9	0	0	0

N=13

Table 4.16 indicates that 30.8% of the headteachers are highly effective in the mobilization of resources, 53.8% are effective and only 15.4% are average which is a clear indication that most of the headteachers are competent in resource mobilization. The table also shows that 23.1% are highly effective in maintenance of facilities and school resources and 76.9% are effective. From these findings it shows that majority of the headteachers are competent in maintenance of school facilities. This concurs with Wekhuyi (2014) findings on that that KEMI courses are effective in addressing school plant management tasks and especially on school resource, resource mobilization and the general running of the school. From these findings it is evident that KEMI training on tasks areas on school plant management on headteachers had positive influence.

Teachers were also asked to evaluate their headteachers competence in school plant management and their response was as shown in table 4.17.

**Table 4.17 Teachers' response in their headteachers competence in school**

**plant management**

<b>School plant management</b>	<b>Very high</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Very low</b>
Maintenance of school facilities	18.1	57.8	20.5	3.6	0
Maintenance of even grounds	12.0	49.4	33.7	3.6	1.2
Waste management	9.6	42.2	41.0	6.0	1.2
Renovation and development	9.6	47.0	31.3	8.4	3.6

N=83

Teachers viewed their headteachers as competent in the task areas in school plant management such as maintenance of school facilities, maintenance of even grounds and waste management but some felt that their headteachers were not competent enough in renovation and development.

**4.7 Influence of KEMI training on headteachers' competence in risk management**

Training on risk management is very crucial in enhancing the head teachers' competencies in risk management in public primary schools. The objective was formulated to ask the head teachers to rate KEMI training on risk management.

The results were as presented in table 4.18.

**Table 4.18 Headteachers response on their competence in risk management**

<b>Task area; risk management</b>	<b>Risks which have ever occurred</b>	<b>Risks likely to occur</b>	<b>Never occurred and not likely to occur</b>
Accidents	46.2	23.1	30.8
Fire	7.7	61.5	30.8
Diseases	69.2	15.4	15.4

N=13

Table 4.18 on headteachers' response on their effectiveness on risk management indicates that accidents have occurred in most of the institution since 46.2% of the findings show that accidents have occurred. Twenty three percent indicates that there is a likelihood of accidents occurring while 30.8% indicates that accidents have never occurred in their learning institution. Occurrence of accidents could be

attributed to unsafe conditions. This agrees with Khanka (2011) who states that accidents can occur due to unsafe conditions as a result of lack of knowledge and skills. The headteachers also gave ways through which accidents can be minimized which included encouraging children to walk and not run in corridors, drying up the floors, installing dustbins in every corner of the school for pupils to throw rubbish and in case of accident, there is a first aid kit box and scouts who are well trained to help.

Headteachers' responses on fire indicate that 7.7% cases of fire outbreaks have occurred, 61.5% feared that fire was likely to occur while 30.8% indicated that fire had never occurred and was not likely to. The risk of fire seemed to be minimal in most of the schools and this could be attributed to the training done at KEMI. Headteachers also named ways through which they could respond in case of fire outbreak which was installing fire extinguishers in the school compound and training the workers and the teachers on how to use the fire extinguishers. They also responded that the school had sensitized the pupils on what they should do in case of fire outbreak.

Diseases according to the findings seemed to be a common risk in majority of the schools. Sixty nine point two percent responded that diseases have occurred in their schools, 15.4% of the schools run at a risk of diseases while only 15.4% have never had diseases outbreak as a major risk. Despite the training done by



KEMI, diseases continue to occur in the schools. The headteachers responded that children were encouraged to take boiled water to curb water born disease, installing water points for children to wash their hands, and inviting health workers for a talk on health.

Headteachers were further asked to respond on their competence in risk management and the findings were as shown below.

**Table 4.19 Headteachers’ response on their competence in risk management**

<b>Task area; risk management</b>	<b>Risks which have ever occurred</b>	<b>Risks likely to occur</b>	<b>Never occurred and not likely to occur</b>
Theft	76.9	15.4	7.7
Floods	7.7	30.8	61.8
Insecurity	46.2	15.4	38.5
Pollution	38.5	38.5	23.1

N=13

Theft seemed to have occurred at a higher percentage with 76.9%, 15.4% likely to occur while only 7.7% having not experience it. In response to these, headteachers responded by installing metal doors on classrooms, adding grills to

the windows, ensuring that the classrooms are locked, planting a live fence around the school, reinforcing all the doors to all rooms, and employing security guards. Minority of flood cases had been reported with only 7.7% having occurred, 30.8% likely to occur while 61.8% having not been experienced and not likely to occur. Floods seemed not to be a major risk but the headteachers had employed strategies to prevent them which included constructing drainage systems.

Insecurity was a major risk with 46.2% having experienced it, 15.4% likely to occur and 38.5% having not experienced insecurity. The headteachers had put measures such as not allowing strangers into the school compound and having contacts of the concerned security agencies. Pollution had been experienced with 38.5% and the same percentage having a likelihood of it occurring and 23.1% having not experienced it. The headteachers responded to these by putting measures to curb the pollution such as mending the leaking sewages and involving the sewage department in repairing sewers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study was to investigate the influence of Kenya Education Management Institute's training on headteachers competence in management of primary schools in Westland's sub-county, Nairobi.

#### **5.2 Summary of the study**

The purpose of this study was to examine the influence of KEMI training on headteachers competence in management. The study was guided by four objectives from which research questions were drawn to be answered by the study. Related literature to KEMI training on headteachers competence within primary schools was reviewed. A theoretical and conceptual framework was provided.

The study targeted all the 25 public primary schools in the county. The study employed a simple random sampling method to get 13 headteachers and the same to get 105 teachers as the respondents. An interview schedule and two questionnaire sets were used to collect the required information. The return rate was 100% for the headteachers and 79% for the teachers, which was found adequate.

Data was analyzed using Statistical Package for Social Sciences (SPSS) to process the frequencies and percentages which were used to discuss the findings. The following were the findings of the study.

### **5.3 Summary of the findings**

On the first objective which was to determine the extent to which exposure to training at Kenya Education Management Institute influences headteachers competence in management of finances, it was established that that KEMI's programme for the headteachers effectively addresses; undertaking budgetary process 60.5%, auditing of books of accounts 84.6% were above average, management of income generating activities 84.6% were above average, budget control 69.3% were effective, keeping up to date inventories 92.4% were effective and in book keeping majority were effective.

On the second objective to determine the influence of KEMI training on human resource management on headteachers, it was established that the KEMI training was effective in addressing management of; teaching staff, handling of staff welfare, staff appraisal, building motivating climate and appraising teachers' performance. However, a few of the headteachers were not competent enough in handling of disadvantaged groups like the HIV positive staff.

On the third objective to establish the influence of KEMI training on school plant management on the headteachers competence, the training seemed to be effective since majority of the headteachers were competent in management of school according to the headteachers response. According to the teachers' findings, the majority of the headteachers were competent in school plant management apart from a few who were not competent enough in renovation and development. For this case the few could be trained further on the same skills.

On the fourth objective to establish the influence of KEMI training on risk management on headteachers competence, the training seemed to have had an influence on the headteachers since most of them were competent in the task area. In cases where by the risk was likely to occur the headteachers had put measures to prevent it. Measures such as installing fire extinguishers, dustbins, sewer systems, security guards, water points to ensure access to clean water and not allowing strangers into the school compounds had been put in place by the headteachers.

It was also discovered that headteachers face some short comings during KEMI training which are; inadequate time, lack of finance, attending lessons during the weekend, lack of training facilities, and a lot of workload in schools while learning. The respondent suggested that KEMI should employ the following strategies in order to improve KEMI training; consultation with stakeholders,

equipping headteachers with the requirements, organize full time training, give training more time like during holidays, and opening more training institutions in other towns in Kenya. The respondents also suggested that the Ministry of Education can improve the in-service programme by; decentralizing KEMI training, motivating headteachers by increasing their pay after training, training to be made extremely freely and looking for more strategies to train all teachers and not only the administrators since the programme offered is ideal for all members of the teaching fraternity.

It was also determined that, there are some challenges that headteachers encounter while carrying out their administrative tasks which included; inadequate finances to maintain school plant and also to employ, retain and motivate human resource, assumption that education is totally free has made development projects to stagnant since parents are not willing to cheap-in. another challenge faced by the headteachers is inadequate time allocated for KEMI training. Education stakeholders lack knowledge and skills on risk management and also lack the required facilities.

#### **5.4 Conclusions**

From the study it is evident that Kenya Education Management Institution training has a positive influence on headteachers competence in the management of finances. Based on the findings, the majority of the headteachers were competent in undertaking financial tasks such as budget control, updating

inventories, book keeping, maintenance of school records, ordering of textbooks, but however some of the headteachers were not competent enough in auditing of books of accounts and budget preparation. This calls for further training on the course areas. The study established that KEMI training has a positive impact on headteachers competence in human resource management.

The majority of the headteachers were able to carry out tasks on human resource management. From the findings, it is also evident that KEMI training has positively influenced headteachers competence in school plant since the majority of the headteachers are effective in carrying out tasks involving school plant management. Risk management is another task area carried out by the headteachers and a course offered during KEMI in-service training. The majority of the headteachers were competent in carrying out the tasks and they had put in place strategies of controlling and managing risk in case they occur. Therefore, the study found out that KEMI training programmes for the headteachers positively influenced competence in the headteachers management.

### **5.5 Recommendations**

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

- i. The Ministry of Education to decentralize KEMI training to the forty seven counties to ensure access to the training programme and to cut down on training cost.

- ii. That KEMI extends the headteachers in-service courses to deputy headteachers and heads of department as it prepares them to effectively and efficiently carry out management tasks should they be promoted to headteachers' position.
- iii. The school Board of Management acquire safety standards manual for schools in Kenya (2008). This manual will among other things help in identifying the safety needs of the school, mobilizing resources required to create safe environment, keep learners, parents and other stakeholders informed about school safety policies.

### **5.6 Suggestions for further research**

As a result of the findings it is recommended that further research be done on the following:

1. An analysis on influence of KEMI training on headteachers competence in management in a different geographical context in Kenya.
2. The challenges facing headteachers in carrying out administrative tasks of financial and human resource management.
3. An analysis on other institutional factors influencing management of public schools in areas of finance.



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## APPENDICES

### APPENDIX I

#### LETTER OF INTRODUCTION

Kiio Josephine  
University of Nairobi  
Department of Educational Administration & planning  
P.O BOX 92.  
Kikuyu.  
13<sup>th</sup> May, 2015

Dear sir/madam

#### **REF: QUESTIONNAIRE FOR RESEARCH PURPOSE**

I am a postgraduate student from the University of Nairobi undertaking a study on **“Influence of Kenya education management institute training on headteachers competence in management of public primary schools in Westlands Sub County”**. The purpose of writing this letter is to request for your participation in this research. The research is for purely academic purposes. Your identity will be strictly confidential so feel free to express your opinion regarding any issues required in the questionnaire.

Yours faithfully,

Kiio Josephine Syombua

**APPENDIX II:**

**QUESTIONNAIRE FOR HEADTEACHERS**

This questionnaire seeks to gather information to be used in a study on influence of Kenya Education Management Institute Training on headteachers competence in management of public primary schools in Westlands sub-county. You are kindly requested to fill the questionnaire by ticking against your answer and by filling the blank spaces for those questions requiring your answer. Do not write your name and that of your school on this questionnaire.

**SECTION A: Personal information**

Please respond by putting a tick (√) next to the response that is applicable.

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

2. What is your age bracket?

25-30years( )31-35 years( )36-40 years( )41-45 years( )above 45()

3. Please indicate your highest academic qualification.

P1 certificate ( )Diploma in education ( )Bachelor in education ( )

Masters degree ( )others (specify).....

4. Have you attended KEMI training Yes( ) No( )

**SECTION B: Kenya Education Management Institutes in-service courses.**

5. According to you, how effective are the courses offered by KEMI in enhancing the competence of headteachers in the following areas:-



Task area (i)	Level of effectiveness in financial management				
	Highly effective	Effective	Average	Less effective	Not effective
Undertaking the budgetary process					
Audit of books of accounts					
Management of income generating activities					
Budget control					
Keeping up to date inventories					
Book keeping e.g. receipts					

Task area (ii)	Level of effectiveness in human resource management				
	Highly effective	Effective	Average	Less effective	Not effective
Management in teaching staff					
Management of support staff					

Handling of staff welfare					
Staff appraisal					
Handling of disadvantaged groups like HIV positive staff.					
Staff motivation Recognition , fair treatment					

Task area (iii)	Level of effectiveness in school plant management				
	Highly effective	Effective	Average	Less effective	Not effective
Resource mobilization					
Maintenance of facilities and school resources					

<b>Task area: (iv) Risk management</b>	<b>Risks which have ever occurred in your school</b>	<b>Risks likely to occur</b>
i. Accidents		
ii. Fire		
iii. Diseases		
iv. Theft		
v. Floods		
vi. Insecurity		
vii. Pollution		

6. What are the shortcomings experienced by headteachers during training at KEMI?.....

7. In your opinion, what are the strategies that KEMI can employ to improve KEMI training?.....

8. In your opinion what can the MoE do to improve in-service programmes offered KEMI.....?

9. What measures have the school undertaken to reduce occurs of the risks?.....

**Thank you for your cooperation**

### APPENDIX III:

#### QUESTIONNAIRE FOR TEACHERS

You are required to answer the following questions according to the instructions given. The information you will give will be treated with absolute confidentiality.

Therefore, neither your name nor the name of your school should be recorded.

Please tick appropriately.

#### SECTION A: Personal information

Please respond by putting a tick(√)next to the response that is appropriate.

1. What is your gender Male( )Female( )

2. what is your highest qualification

P1 certificate ( )S1 /Diploma( )Bachelor of education( )

Masters in education( ) others (specify)

3. How many years have you served as a teacher?.....years

#### SECTION B: Headteachers competence in management

4. How would you rate your headteacher competence in:-

Financial management	Level of competence				
	Very high	High	Average	Low	Very low
Maintenance of school records					
Ordering of textbooks and other resources					
Determining sources of school revenue					

Budget preparation					
Auditing of books of accounts					

<b>Human resource management</b>	<b>Level of competence</b>				
	<b>Very high</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Very low</b>
Cultivating good relationship with staff					
Building motivating climate to enhance teamwork					
Appraising teachers performance					
Providing opportunity for professional growth					

<b>School plant management</b>	<b>Level of competence</b>				
	<b>Very high</b>	<b>High</b>	<b>Average</b>	<b>Low</b>	<b>Very low</b>
Maintenance of school facilities					
Maintenance of even grounds					
Waste management					
Renovation and development					

**Thank you for your cooperation**

#### **APPENDIX IV:**

#### **INTERVIEW SCHEDULE FOR SUB-COUNTY EDUCATION OFFICER**

You are kindly requested to respond to the following interview. Any information given will be treated with confidentiality.

1. Gender:
2. How long have you served in this sub-county?
3. In your opinion, which other in-service programme can be put in place to ensure head teachers are competent enough?
4. How do you find the headteachers competence in the handling of finances after undergoing through KEMI training?
5. How are school plant managed by the head teachers in your area?
6. In your own opinion, how can the headteacher's competence in school plant management be improved?
7. What motivational measures have been put in place to ensure commitment to project objectives and eventual success?
8. State cases of risk which have been reported to your office.


**Thank you for your cooperation**

## APPENDIX V

### RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MISS. JOSEPHINE SYOMBUA KIO**  
**of UNIVERSITY OF NAIROBI, 48081-100**  
**GPO, has been permitted to conduct**  
**research in Nairobi County**  
**on the topic: INFLUENCE OF KENYA**  
**EDUCATION MANAGE, MANAGEMENT**  
**INSTITUTES TRAINING ON**  
**HEADTEACHERS COMPETENCE IN**  
**MANAGEMENT OF PRIMARY SCHOOLS IN**  
**WESTLANDS SUB-COUNTY, NAIROBI**  
**for the period ending:**  
**6th November, 2015**

**Permit No : NACOSTI/P/15/4667/6259**  
**Date Of Issue : 7th July, 2015**  
**Fee Received : Ksh 1,000**




**Applicant's Signature**  
*[Signature]*

**Director General**  
*[Signature]*  
**National Commission for Science, Technology & Innovation**

**CONDITIONS**

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

**REPUBLIC OF KENYA**  
  
**NACOSTI**  
**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**  
**Serial No. A 5657**

**CONDITIONS: see back page**

**APPENDIX VI**  
**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:

7<sup>th</sup> July, 2015

**NACOSTI/P/15/4667/6259**


Josephine Syombua Kii  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of Kenya Education Management Institutes Training on headteachers competence in management of primary schools in Westlands Sub-County, Nairobi,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **6<sup>th</sup> November, 2015.**

You are advised to report to **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: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.



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