

**AN ASSESSMENT OF THE TRAINING NEEDS OF HEADS OF DEPARTMENT OF
SECONDARY SCHOOLS FOR EFFECTIVE SCHOOL ADMINISTRATION IN
KENYA- A CASE STUDY OF KISII CENTRAL DISTRICT**

BY

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DECLARATION

This research project report is my original work and has not been presented for a degree in any other University.

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DEDICATION

This research work is dedicated to my sisters Damaris, Martha, Becky and Edna. Also my brothers George and Charles. I cannot also forget my extended family and friends for their moral, social and financial support and guidance they granted me throughout the study and research period .Finally may this work be of immense value and benefit and profit humanity beyond limit..

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LIST OF ABBREVIATIONS

B.O.G – Board of governors

C.B.E – Curriculum based establishment

D.E.O – District Education Officer

D.P.M – Directorate of personnel management

H.O.D – Head of Department

H/T – Head teacher

INSET – In service Education and Training

KESI – Kenya Educational Staff Institute

KIM – Kenya Institute of management

KSA – Knowledge Skills and Attitudes

SPSS – Statistical Package for social Sciences

TSC – Teachers Service Commission

ABSTRACT

The main purpose of the study is to assess the training needs of the Heads of department in Secondary schools in Kenya using Kisii Central District as a case. The study was based on Herzberg's two factor theory and needs assessment approach. The study used a descriptive survey research design. A total of 136 respondents (32 heads of departments, 32 head teachers and 72 teachers) will be involved in the study. Stratified, purposive and simple random sampling techniques were used to obtain the study sample. The study was confined to all categories of schools in the district. The sample schools were selected through stratified sampling because there are different categories of schools including pure boys, pure girls and co-educational institutions. Simple random sampling was then used to select schools from each category. Purposive sampling was used to select the 32 head teachers and simple random sampling was used to sample 72 teachers from each strata. Data was collected using a designed questionnaire for heads of departments and teachers while head teachers were subjected to an interview schedule. Document analysis was carried out using a checklist that was tested using test and re-test while validity was determined through consulting supervisors and researchers from the department of education and policy studies. Data gathered was analyzed using descriptive statistics and presentation was by use of tables, frequencies and percentages. This was done with the help of statistical package for social sciences (SPSS). The independent variable was training needs while the dependent variable was school administration. Findings will enable the researcher to meet the objectives of the study while the recommendations of the study will equip the relevant policy makers and school administrators with vital information on critical skills required by HOD's in efficient administration of schools, designing appropriate training programs to address any inadequacies and point out areas for further research.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

This chapter examines the background of the study. It begins with a description of the role of managers in the effective management of schools, statement of the problem, purpose of the study, assumptions of the study and definition of terms, finally the outline of the remaining chapters is given. Education has been recognized as the cornerstone of economics and social development. (Haddat et al; 1990; 1). Relentless global, social, cultural and economic changes of the 21st century pose great challenges to the individuals, societies, organizations and nations. Vision 2030 was unveiled to help Kenya face these challenges as well as to improve the quality of life of its people.

It is also a vision of ‘a united nation, with a confident society, infused with a strong moral and ethical values that is democratic, liberal, tolerant, caring, equitable, progressive, prosperous, and is an important strategy to steer the country toward becoming a fully developed economy in the development of its human resources (Sarawak, 2008). The government has spent billions of shillings in providing educational facilities and services towards realizing this goal. It has invested heavily in providing various types of training and development programs for the public sector employees and in research development. Providing quality education and opportunities for professional development is important in ensuring the people are open to new ideas, remain current and able with the rapid changes in this technologically challenging millennium.

The ministry of Education is continuously looking for ways to enhance the teaching-learning process and student performance and to ensure that Kenyan children continue to have access to

quality education. The changes and innovations implemented over the last few decades require that educational reforms continue to dominate the education scene; teachers are expected to continue to develop, update their knowledge and skills, and remain current. Continuous professional development helps to facilitate learning and development among educators especially to learn to cope with the new and changing roles and new approaches to teaching.

At secondary school level, the principal is both the head of the school and the head of academic programs. Depending on the size of the school, most management teams are made up of the principal, the deputy principal and the heads of department. Schools have set up subject departments that teachers are to be under their prospective heads of department who are appointed by the school principal and in most cases, are selected from among the most senior or 'able' teachers.

These HOD's are responsible for teaching and management of their respective subjects. One of the primary roles of HOD's is to identify the best and most innovative teaching strategies to enhance learning. They are to lead teams of teachers to ensure that the curricula are developed, delivered and assessed, programs are evaluated and teachers are appraised. They are also to select, prepare, and organize teaching learning materials and to plan and organize school based workshops or short courses on specific topics and to serve as advisors to the principal. In short, they are responsible for the instructional programs in their subject areas. HOD's play a pivotal role in the school and are recognized for their expertise in the respective subject and teaching methodology.

They are even recognized as ‘the engine room of change and repository of expert with up-to-date knowledge capable of transforming and energizing teaching and learning and the key to developing successful schools’ (Brown and Rutherford 1999). A circular DPM PA/4/41 VOL.IV/ (12),(2002) released by the directorate of personnel management on the scheme of service for graduate teachers defines the duties and responsibilities of heads of departments to include: Preparing schemes of work, inducting new trainee teachers, conducting research activities and publishing teaching materials and manuals, participating in local subject panels and department activities , guidance and counseling of students and organizing remedial work for students. The report further outlines the requirements for appointment to this position include: at least three years of service in that grade (Job group M), having demonstrated outstanding competence by improving and maintaining high standards in examination results, ability to organize and administer curricular and co-curricular activities and being knowledgeable in stores, supplies and requisitions.

Staff development aims to ensure that the organization has the effective managers it requires to meet its present and future needs. An educational organization, like all organizations is characterized by division of labor. The labor in any educational organization is divided among the teaching staff, non-teaching staff and even students who are themselves the raw materials. In educational organizations, division of labor should be thoughtfully worked out for both efficiency and effectiveness. A sound educational management ensures proper organization and co-ordination of the various sub units within the organization for the achievement of the overall educational aims through the organizational goals.

Beecher report (1949) noted that the, *“Most important in any educational Programme is the teacher. Wherever we have good teachers, there are good schools regardless of the kind of buildings or equipment. Poor teachers mean poor schools. Good teachers will soon improve buildings and equipment.”* HOD’s serve as link between operative employees and all the teachers in an organization. Teachers with good technical skills and good work records are the ones who are normally selected by school management to administrative positions. HOD’s ensure proper utilization of people by encouraging the members of the department to contribute positively towards accomplishing the organizations goals and objectives. The HOD must therefore learn to make decisions, communicate well with people, make proper work assignments, delegate, and plan, train people, motivate people, appraise performance and deal with various specialties in other departments. The varied work of HOD’s is extremely difficult to master yet mastery of administrative duties is vital to organizational success since HOD’s are the administrative persons that most teachers and support staff see and deal with everyday. As the management of educational institutions change, the roles of heads of department tasks also change. Teacher education and training has to be continuous in order to reflect changes in management of educational institutions. Hawes (1979:54) stated that the teachers are;

“Embattled..... so frequently, he is put into the position of being asked to do the impossible and then blamed for not achieving it”.

This is the position that many HOD’s find themselves today as they are given the important positions and roles in the management of educational institutions. The Kenya Government Education Commission chaired by Ominde (1964:8) recognized the necessity of training teachers as a way of making them influential and effective in their work. The commission acknowledged

the fact that: “It is unsafe to assume a promoted school master will automatically make a good supervisor without training”. This has brought new demands on the knowledge, skills and attitudes needed by the teacher. For the successful management of educational institutions, the heads of department need in service training to help them understand the philosophy of school leadership and management. INSET is a post initial professional program given to teachers during their period of employment. However there has been no clear policy or meaningful in service education and training. Majority of HOD’s in schools are picked from the ordinary teachers without any form of training that prepares them to assume their new roles in school administration. As Henderson (1981) warns, if needs identification is superficial, any planned training Programme will most likely prove to be irrelevant and if consensus is inadequate, commitment to involvement in the planned training activities will be lacking.

More often, they attend poorly planned in-service courses and workshops or seminars that are done in a haphazard manner. Ayot (1982) focused on Teacher advisory centers in Kenya. He called for change in the in service education and training philosophy. Instead of looking at INSET as a “Training” session in which a teacher is told what to do by “Experts” who think that they know the teacher’s problems and can provide answers, INSET providers ought to recognize a teacher as a professional person capable of examining his own problems and providing answers thorough guidance.

Lubben (1994) reiterates that INSET providers rarely undertake surveys to identify the priority INSET needs of their target groups. This scenario is prevalent in developing countries where centralized, top down education system pre-dominates with chronic shortages of time, funds and

expertise. Instead INSET providers program are structured on the basis of observations of INSET providers and requests by educational administrators. INSET according to cogon (1975;220), is intended to fill the gaps left by college training, enlarge and refine teachers knowledge and skills and support innovations or test of new curriculum, methods and materials of instructions and resource management competencies. Ann, cited in Kinshaga, (1989) says in many other countries, there is “mediocrity, lack of relevance, boring presentation, forced curriculum, and a failure to relate with their real world of work due to lack of proper needs assessment. Another uniqueness of educational organizations is that despite bureaucracy, teachers who occupy the bottom of the hierarchy are highly educated professionals. Teacher’s qualifications and certification is meticulously controlled by the state to ensure quality. Teachers are therefore supposed to be effectively involved in decision making in their schools due to their specialized training. Indeed as (Sifuna, 1990:1) said, the strength of any educational system largely depends upon the quality of its teachers.

HOD does therefore play a crucial role in managing the teaching –learning process and ensuring the quality of teaching in schools. However, not much is known about the level of competencies of the HOD’s. This study will be useful to stakeholders such as the Ministry of Education identifying the training needs of HOD’s and designing a training Programme for them. In order to develop relevant training Programme for Heads of departments, it is necessary to establish whether a gap exists between the expected and the current situation to enable the teachers to gain requisite knowledge, skills and attitudes for the effective administration of schools.

1.2: Statement of the Problem

A report on school standard assessment by district quality assurance and standards officer among public secondary schools in Kisii Central District revealed a series of inadequacies in the administration of schools. The report highlights several areas that require urgent attention. The report from the schools assessed noted that boarding facilities were congested, lacked basic health and safety facilities as indicated in the health and safety manual for schools (2008) by the Ministry of Education and circular on school safety by the MOE (2003).

“Most dormitories were disorderly an indication that supervision was wanting. Students shared beds which is unacceptable as it could to antisocial behavior. The sanitation units were not adequate, poorly drained and that supervision in this area must be enhanced to avoid compromising their hygiene. In addition, no roll calls were taken making it difficult to ascertain the whereabouts of students.”

In most schools head teachers rarely held meetings with HOD's. In 60% of the schools the timetables were not learner friendly and in some instances did not correspond with copies in other offices in other offices within the same school. This is an indication that the timetable committee was ineffective and made the tracking of tracking of teaching and learning difficult. The delivery of the content was mostly through lecture hence curtailing learner participation and hindering the acquisition of the required skills and no lesson plans while 30% had irregular lesson plans despite being provided with the document. In most schools teachers were rushing to complete the syllabus hence the development of competencies was inadequate.

There was minimal use of teaching and learning aids and most lessons were not concluded hence didn't capture the attainment of objectives. Record management was not done systematically in almost all departments and was difficult to track the performance of the learners after every assessment. Over 80% of the schools had guidance and counseling department headed by a teacher but lacked a room set aside for individual counseling, peer counseling was absent, no teacher tutelage or student clinical records. This study therefore aims at assessing the training needs of HOD's in the effective administration of secondary schools in Kenya and in particular Kisii central District. The problem being investigated is how poor management and lack of knowledge in the case of head of departments are affecting performance and management of schools in the region. The study region covers some sampled schools from the entire Kisii central region in Kisii County.

1.3: Purpose of the study

The purpose of the study was to assess the training needs of HOD's for effective school administration of secondary schools in Kenya and in particular Kisii Central District with a view to establishing whether they have the requisite management competencies that are required in order to discharge their roles effectively.

1.4: Objectives of the study.

The objective of the study will be;

- 1) To establish if the HOD's competence in management skills necessary for effective school administration in Kisii Central District.

- 2) To establish whether the HOD's have human related skills for effective school administration in Kisii Central District.
- 3) To establish if the HOD's have resource management skills required for effective school administration in Kisii Central District.
- 4) To establish appropriate training programs for heads of departments in Kenya.

1.5: Research Questions.

The main research question in this study is:

- 1) What are the training needs of Heads of department in the effective administration of schools?
- 2) What human related skills should HOD's have for effective school administration in Kisii Central District?
- 3) What resource management skills do HOD's require for effective school administration in Kisii Central District?

1.6: Justification of the study.

Despite the pivotal role played by the HOD's in the effective management of schools, less attention has been given on policies designed to assess the training needs of this group of school managers. Normally, the HOD's are expected to oversee the organization of department and the allocation of resources within the units in the school, facilitate professional development and in service training of training of teachers as monitor how teaching and assessment of students is conducted and effectively manage the outcomes. Studies on the training needs of school managers in Kenya (Okumbe, 1999; Kipnusu, 2001; Ogembo 2005) reveal that most of them

take up their work especially in handling personnel in their departments and the school in general. The researcher finds it important to undertake this study since available literature is inadequate to reveal the training needs of HOD's that are required in order for them to efficiently discharge their responsibilities as school managers. This therefore justifies the timely call by this research for the assessment of training needs of HOD's in the effective administration of schools in Kisii Central District.

1.7: Significance of the study

This study examined the training needs of the HOD's for effective school administration. By so doing, the study provided findings that will be of practical and of theoretical value to educational planners and managers. Firstly, the findings of the study will provide guidelines to planners of training programs relating to curriculum management skills, human related skills, resource management skills and record management practices among HOD's for effective school administration. Secondly, the study will provide a training model for designing training program for HOD's. This will ensure the development of strong and effective training program that will create an opportunity for bridging the gap between the HOD's training needs and their roles in effective school administration.

1.8: Basic Assumption of the study

- i) That there is a gap between the expected performance and the actual performance by HOD's.
- ii) That HOD's with curriculum management skills are effective school administrators.

- iii) That lack of human related skills among HOD's lead to ineffective school administration.
- iv) That poor resource management skills lead to ineffective school administration.

1.9: Limitations of the study

The fact that the study covered only one district from the original Kisii District is delimitation by itself. The study should cover all the districts in the Kisii County. The researcher overcame this challenge by picking a representative sample that enabled the generalizability of the findings. The researcher will overcome this by assuring the respondents of confidentiality. The limitations of the questionnaire as the main instrument to be used for data collection was solved by supporting it with other tools of data collection like interviews and analysis of documents. The accessibility of some schools may also be difficult due to poor road infrastructure and limited means of transport. This was solved by employing qualified research assistants from the locality where data was collected.

1.10: Scope of the study.

The study was carried out in Kisii Central District, with 41 secondary schools. The study covered 36 registered schools with the respondents being the head teachers, heads of departments and teachers. Stratified random sampling was used to select those schools from where data on HOD's resource management skills, human related skills and curriculum management skills was studied. Stratified random sampling technique has been chosen because the schools from where the HOD's will be sampled are varied in status. In the district, there are categories of schools such as pure boys boarding, pure girls boarding and co-educational schools. Purposive sampling will be

used to sample teachers per strata. The choice of Kisii central District because it is a new district carved out of the expensive Kisii Central where no such study has been conducted.

1.11: Theoretical framework.

The role of the HOD's and the changing demands in the specific administrative roles calls for a critical review of their current knowledge , skills and attitudes and a clear understanding of their new roles and responsibilities that constantly change due to the dynamics of educational management in such areas as curriculum management skills, human related skills and resource management skills.

The study was based on Herzberg's two factor theory and needs assessment approach. Herzberg studied factors that motivated industrial employees to work. He interviewed 203 accountants and engineers. Each person interviewed was described events experienced at work that had resulted in either marked improvement or a significant reduction in job satisfaction and another set to dissatisfaction (Hellriegel et al, 1989). Herzberg identified five factors which he called motivators, or stratifies which include sense of achievement on completing work, recognition of others within the organization; work itself, responsibility assumed and advancement or prospects of promotion. Hertzberg pointed out that these factors were intimately related to the context of the work i.e. with its intrinsic challenge, interest and the individual responses generated by them. Those giving rise dissatisfaction were called hygiene factors. These were company policy and administration, supervision (technical aspects), salary, interpersonal relations and working conditions. Hygiene factors or maintenance factors is from the analogy that hygiene factors does

not improve health but prevents illness. When hygiene factors are catered for, they do not increase a workers satisfaction but their deficiency creates dissatisfaction.

Motivators if provided adequately increase job satisfaction but when not gratified, only minimal dissatisfaction results. Hygiene factors on the other hand, produce job dissatisfaction if not gratified. Gratification of hygiene factors leads only to minimal job satisfaction. (Dwivedi, 1981, Sergiovanni, 1969).

Kapkia (2006) noted that Carnevale (1992:449) argues that, “Human motivation is a key economic resource.....*The key difference in productivity among firms and nations can be attributed not only to the quality of the resource input but some immeasurable qualitative human factor X’.....the variation in X’ efficiency is rooted in motivational difference*”. Carnevale (1992) further notes that the increases in the quality of labor through education and training have consistently accounted for three quarters of productivity since 1929. But as cooper points out, “*people will only act when they have a reasonable expectation; their actions will lead to desirable goals.*” The needs alone are not enough, the possibility that goals can be fulfilled is also necessary for motivation.

1.12: Conceptual framework

A key issue in the process of staff development and training is the Bruner idea of starting where the learner is. (Bruner; 1960). The training of Heads of department cannot be successful unless it is based upon an enriched understanding of the teacher’s needs. The broad theoretical background of this study is provided by the concept of needs assessment. The conceptual

framework developed shows the relationship among concepts to be studied. The training needs of the HOD's, their current knowledge, skills, attitudes (KSA analysis) and school management practices and experiences will be used as the sources from which teachers actual training needs was determined. The needs assessment process was used to provide critical information necessary to design both the training program and identify those areas of school administration worth being improved.

The process of training needs assessment begins with a desired trainees' outcome being identified; Secondly, the trainee status with respect to that outcome is ascertained and finally, the difference between the current status and the desired status and the desired status is identified. This is called a training needs assessment, the researcher was first to establish the roles of HOD's and the management skills required of them to effectively participate in school management, what adjustment they have to make and the difficulties they encounter and how to alleviate them.\Secondly the HOD's current knowledge skills and attitudes was examined in relation to the demands of school administration in order to establish the gaps in knowledge, skills and attitudes that the training might help to ameliorate. The two stages above provided a repertoire of HOD's competencies in school administration that indicated their training needs and these will be used in drawing policy implication in future training and development. The selection and design of the training Programme must ensure that it is manageable and match with training objective. This will be accomplished if the instructions and training program is anchored on learning principles that support the acquisitions and transfer of the learned behavior.

Conceptual framework

A conceptual framework for assessment of training needs of HOD's

(Adapted from Irwin L Gold stern, 1993.Pg 21)\

Independent

Dependent variable

Variable

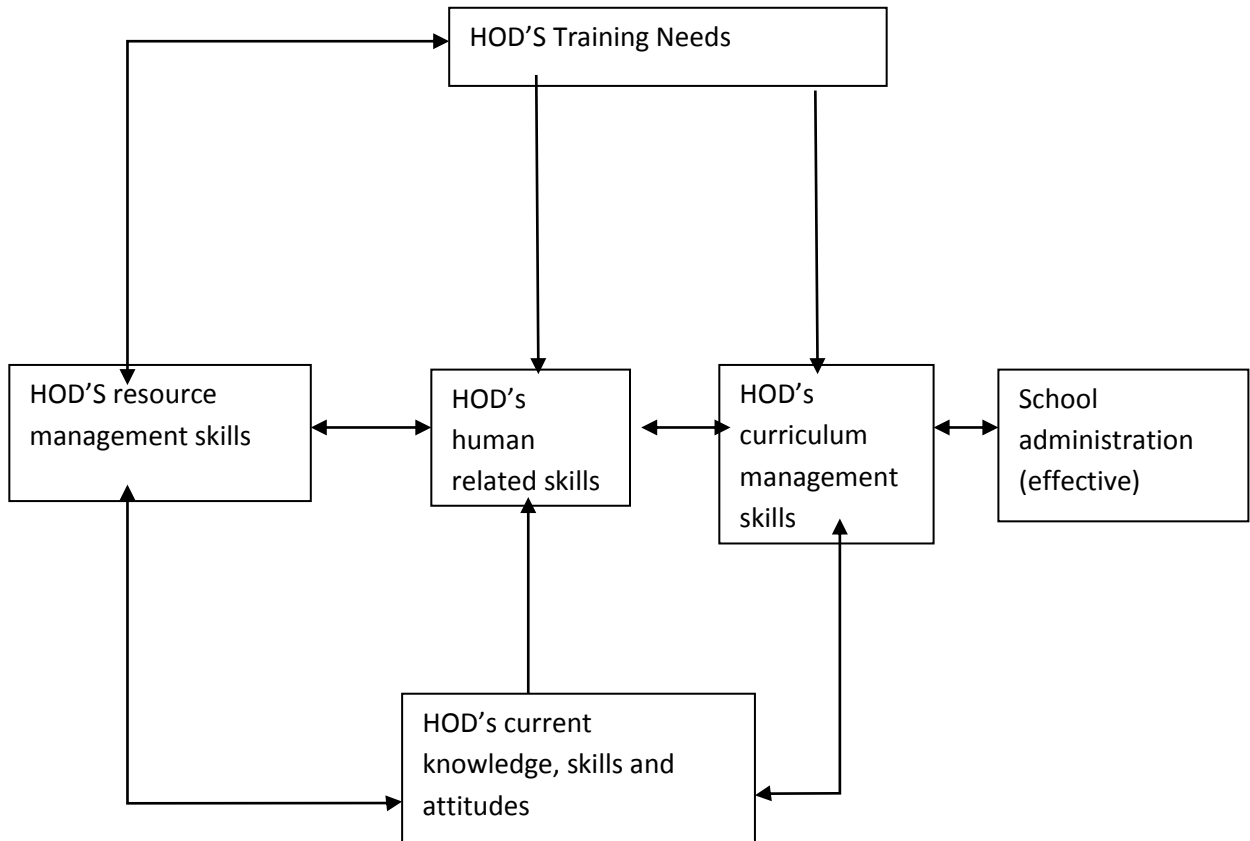


Figure 1: Conceptual framework

The Fig 1 A above shows a conceptual framework that identifies the relationship between the independent variable; training needs and the dependent variable; school administrator. The training needs will be studied by evaluating management competencies which includes resource management skills, human related skills and curriculum management skills. The HOD's current

knowledge, skills and attitudes will also be considered in relation to the variables above in order to show how it influences school administrator in Kenya.

1.13: Definition of Significant Terms

Effectiveness:- refers to the extent to which an organization achieves its goals, acquires the necessary material and human resources, provide a congenial organizational climate, meet the expectation of the society within which it is established.

In-service education and training: – refers to courses offered to teachers after attaining their professional certification and are intended to improve their academic and professional knowledge, skills and attitudes during their service in order that they may effectively perform their work.

School administration: – refers the marshalling and combing of resources of all kinds in sufficient quantity and quality to ensure that set objectives are reached. It includes the function of planning organizing, decision making, evaluating, staffing, communication, control, and co-ordination, reporting and budgeting of both material and human resource at the disposal of the school in order to achieve school’s defined ends.

Training: – refers to the process of systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in the work environment.

Training need: – Refers to a gap in knowledge, skills and attitudes that has not been filled by initial training offered or attended by HOD’s.

CHAPTER TWO

LITERATURE REVIEW

2.1: Introduction

This chapter deals with background information based on review of related literature. The chapter presents a review of available literature pertinent to the study. The materials reviewed include research in education, commissions, reports, books and the Education Act. The literature pinpoint the value of in-service training, provision of INSET in Kenya and outside Kenya and conclude with the summary of findings and results on the research study.

2.2: Need for in service training.

Training represents a positive hope for persons first entering the world of work or individuals changing their work environment. When training is designed well, it gives individuals opportunities to enter the job market with needed skills to perform new functions and to be promoted into new situations.

Training activities have the potential to result in the improvement of school administration and effectiveness. Dove (1986:195-210) reviewed several studies on in-service education and training in developing countries. She found out that teachers who attend courses are better endowed with modern and more up-to-date information skills and management approaches thereby enhancing their teaching and management effectiveness. Okumbe, (1999), defines Organizational effectiveness as the ability of an education organization to procure and efficiently use available resources in order to achieve the goals for which it was established. Educational organizations may not have all the required materials and human resources necessary for the achievement of their goals. However, what makes an educational organization is judged by the

extent to which organization achieves its goals, acquires the necessary material and human resources, provides a congenial organizational climate and meets the expectations of the society within which it is established.

Pansegrau (1934:239-258) examined teacher's perspectives and attitude on INSET through in depth interviews and participant observation involving 86 primary school teachers over a month period. He found out that teachers used the variety of INSET activities that they had been exposed to in order to improve their effectiveness. The degree to which INSET course content is asked on teachers' perceived needs influences the degree to which teachers apply knowledge, skills and attitudes from in service tutors to the classroom teacher. However the degree of transfer was influenced by how the tutors met the teacher's needs. The greater the tutor came to presenting knowledge or skills that the teacher perceived as needed, the greater the degree of transfer. Pat Ashton, cited in Donoghue (1981) noted that INSET would be more useful if teachers are asked to specify what they would like to be improved and the problems they face. As mentioned above, INSET activities are most effective if the participating teachers are "ready" for the topics addressed and if they feel that these topics are high on the priority list of their problems.

A study by Robin, 1971, cited in Freiberg et al, (1982:189) expressed concern that numerous training programs do not enable teachers to apply new skills, knowledge and attitudes. This is because they were poorly developed and implemented. In study conducted in 1988 by a Royal commission, it made an analysis of the work relating to school administration from which the following qualities were considered necessary for school administration from which the

following qualities were considered relating to school managers: Business habits, administrative ability and tact, some amount of education, interest in school work, sympathy with the teachers and scholars, residence in reasonable proximity to the school and a breadth of view on educational issues. Basing on the analysis by the Royal commission and the immense roles and responsibilities that HOD's are expected to accomplish, it is necessary to establish training inadequacies and recommended appropriate training Programme to enable them acquire the necessary managerial competencies for effective school administration Programme to enable them acquire the necessary managerial competencies for effective school administration.

The effectiveness of any training program depends on an inter play of various factors such as content of the training, competence of trainers, choice of instructional materials, ability to diagnose the training programs. Anyone who set out to test whether HOD's need increased managerial competence will always find that they do indeed. It is therefore prudent to establish the priorities regarding what the HOD's should be taught to do.

In many countries, efforts have been made to provide training opportunities for school managers to enhance their professional knowledge, skills and attitudes. In addition, studies have been done to evaluate the training courses. A study of in service training of teachers in commonwealth by (Thompson, 1982:1-187) analyzed the following key issues: Purpose for which in service education was provided, financial allocations for training Programme, responsibility for control and co-ordination on training Programme motivation of teachers, evaluation and follow –up and innovative approaches to training adopted by various countries.

The study established that there was a wide gap between training goals and achievement in the countries surveyed. The study recommended for a more organized thinking about the provision of training with special attention on : Definition of training purposes and priorities as a guide to allocation of resources, clear analysis of training needs and how the training Programme will be conducted to solve the problem, the nature of training to be provided as determined by the competency profiles of the staff intended to perform them and suitable processes of training courses, workshops, distance or residential training courses etc.

The study proposed for a more effective mode of evaluation and the following with closer attention to the means through which feedback may be provided to those who plan and provide training. The study also observed that teachers input have rarely been considered in the planning of training and the content of the training program. It is also crucial to design the training environment as it forms part of a delicate process that requires a blend of instructional learning principles and media selection. The analysis of job tasks and required knowledge, skills and attitudes and the design of a matching training environment are important research issues with many questions remaining to be resolved. (Gagne, 1984). Age and experience determine teachers' needs. This is supported by Kashimoto et al (cited in Sato and Ushitawa, (1990:14) who tried to identify the actual conditions related to the preferred development of teachers in order to establish a professional growth and development model as the foundation of the systemization of training program. They surveyed 1040 teachers using a questionnaire designed to obtain a score on set of competence items that teachers felt they needed to learn.

In 36 out of 48 teacher competency items, teachers' age and length of experience played a central role in explaining the score patterns showing that it was appropriate to consider the teachers needs for competencies according to their age and experience.

In another study in Japan on similar theme, Ojima (cited in Sato and Ushiwate, 1990:42) administered a questionnaire to teachers in their 20's and 30's and over 40's, department heads and head teachers asking about the context of training provided. He showed that the needs of in service education were many and varied. He concluded that the content of training should not be fixed and forced on teachers. Both studies in Japan proposed changes in which in service education and training for teachers would reflect their own training needs. However, the questionnaire method used in the studies to identify teacher's needs was inadequate to explain the needs in relation to the working content of the teachers.

On training methods used in the training program, research findings by De Jong et al (cited in Kieviet, 1990:58-59) concluded from the research with 63 teacher training institutions for primary education in Netherlands that a significant difference exists between what is known about effective training components (strategies) and what is offered in in-service course. They also reported that teachers learned more if the practice part was greater. Coaching by tutor after the course appeared to strengthen the knowledge level. Based on these findings it is important to investigate what training strategies are offered in current training programs for HOD's and HOD's preference to improve future programs in Kenya. Klinzig (1990:93) reviewed research findings on INSET in Germany and reported that participation in in-service activities would be higher if they were of higher quality and more practice –oriented, if more time were available, if

more incentives (like higher incomes) were offered, and if in-service activities were given higher reputation and status. Based on these findings, what is the situation with HOD's training programs in Kenya?

Tisher (1990:80-81 reviewed research on in-service teachers education and training in Australia and found out that teachers had a range of needs for in-service education which varied considerably on experience and school location. Their most highly rated needs were for skills in; Curriculum development, inter personal relations, general teaching methods, record management practices and resource management skills. He found that the training offered did not seem to cater adequately for these needs. About half of the in-service activities in Australia focused on issue relating to organization development while only a third dealt with curriculum development, and less than one fifth with staff development. As a result of this, there had been a decline in the number of in-service activities attended by teachers. The attrition in the attendance for not only by the failure to meet teachers needs but also the reduced funding and unhelping stance by employers about their responsibilities for professional development.

In the U.K, studies reveal that the provision of training is inadequate to its purpose. *Cane* (1968) carried out a survey of the nature of INSET curriculum offered in Britain. He conducted the survey among teachers who had attended INSET courses. The teachers described the courses they had attended as being of "Limited" or very little immediate benefit to their teaching. More than half of the respondents declared that there was a shortage of the kind of in service training they may wish to attend. On the method of delivering the content of the training, *Cane* found that most respondents gave overwhelming approval to methods allowing them a large element of

participation, such as working in groups and carry out practical cases, and lectures followed by an adequate period of questioning or comment.

On participation of teachers, there was widespread agreement that more effective INSET can be achieved if the participating teachers can contribute to decisions about INSET policies and programs at all stages. In many African Countries, the goals of INSET activities in Africa (Greenland 1983), shows that the goals and objectives of the INSET activities are not discussed with the teachers. Teachers are not invited to think through goals for the INSET activity. Consequently, there is lack of relevance, boring presentation, top-down imposition and failure to relate the training programs to the real life of the school. The INSET Africa project (Greenland, 1983) found that few INSET programs had undergone any form of evaluation. Such studies as it was thought relied only on the participants' opinion of their training immediately it was over. There was no attempt to assess the effects of the training on the teacher's performance back in the classroom. The study recommended that evaluation studies be conducted to provide data to improve existing training programs. A workshop on INSET in Africa organized by UNESCO (UNESCO, 1970) paid attention to the problems encountered by Africa member states in relation to in service programs. The findings and resolutions of the workshop acted as a guide to aims of INSET contents and methods of training as well as means of evaluation.

The workshop observed that in spite of the importance of INSET; there was little official research on this subject. It recommended that research should be conducted on INSET programs to answer questions such as; what is to be taught and for what purpose? And what methods and resources are to be used? Some of the key areas in which research was recommended were

evaluation of various types of INSET courses, development of INSET courses, opinion polls among teachers to establish their views in INSET as well as their choice of best methods for the INSET courses.

A study by Peddler ET. Al, (1986) cited in Kimurto, (2008) gave a list of attributes of successful and effective managers as follows: Command of basic facts, relevant professional knowledge, continuing sensitivity to events, analytical problem solving, decision making and judgment making skills, social skills and ability, emotional resilience, pro-activity, i.e., the inclination to respond purposefully to event, creativity, mental agility, balanced learning habits and skills and self-knowledge. The above statement stresses the importance of managers' to have relevant professional knowledge, skills and command of basic factors for competent school administration.

2.3: Studies done in Kenya on the training needs of HODs

In Kenya, the need for improvement of teacher's in service courses has been stressed in government policy documents. The Kenya education Commission chaired by Ominde (Republic of Kenya:1964) recommended in service training of teachers in teaching methods and child psychology as one of the ways to improve the quality of education in post –independence Kenya. According to the MOE strategic plan 2006-2011, “Continuous improvement in the quality of education services also entails continuous skills upgrading for serving teachers. There is a need to provide adequate opportunities for in-service training for practicing teachers to enhance their skills beyond those acquired during their pre-service training. In addition, there is need for teachers to be in-serviced on emerging issues such as HIV/AIDS, life skill, drug and substance

abuse, gender issues, guidance and counseling among others. The current situation calls for an urgent development of a comprehensive in-service Programme to equip teachers with the requisite skills.” (Pg. 24).

According to Koech report (1999) “Heads of institution are Central to the successful management of educational institutions and implementation of the total curriculum. The commission also noted that appointments are usually made from serving teachers, most of whom have had no prior training has adversely affected effective management of educational institutions and the maintenance of quality and high standards of education and training. In order to improve secondary education, there is paramount need to identify and train the right people to head school.” Head teachers, deputies and heads of department must be persons with appropriate academic and professional qualifications, experiences, ability, competence, integrity and initiative. They must have undergone training courses on institutional and financial management. The commission recommended for in-service training programs to be provided regularly to managers, administrators, and heads of department, teachers and curriculum implementers.”

Koech Report (1991) recommended that the appointment of head teachers and school managers should be based on individual management training and on proven competence and possession of appropriate qualification and relevant experience and that in-service training Programme, should be provide regularly to managers, administrators, and teachers. The Koech Report only supported what the National Committee on education objective and policies chaired by Peter Gachati (Rep. of Kenya, 1976) who noted that the role and quality of teachers must be given the

most critical consideration if they are to be qualified to teach. In addition, they said in service courses should be organized for teachers' regularly.

Studies on the training needs of school managers in Kenya (Okumbe, 1999, Kipnusu, 2001 and Ogembo, 2005) found that most head teachers take p management positions without formal training in leadership. Lack of confidence in their work especially in handling personnel in their schools are some of the common challenges experienced by head teachers and by extension the Heads of departments.

The above named researchers identified major areas of shortcomings to include: General administrative duties, planning and financial management and development, curriculum implementation and evaluation and enhancing the spirit teamwork in the school. This challenge clearly highlights that before appointment, the HOD's need formal training on essential management skills to ensure effective administration of secondary schools in Kenya. Effective school managers need to create and sustain a competitive school, empower others to make significant decisions, provide instructional guidance and develop and implement strategic school improvement plans. Ayot (1982) focused on Teacher Advisory Centre in Kenya and called for change in in-service education and training philosophy. Instead of looking at INSET as a "training" session in which the teacher is told what to do by "experts" who think that to solve teacher's problems and provide answers. INSET providers ought to recognize a teacher as a professional person capable of examining his own problems and providing the answers through guidance.

He also stressed that the Kenya Institute of Education (KIE) should place more emphasis on induction courses for newly recruited teachers. There was also a proposal for introducing serving teachers to new developments in curriculum with emphasis on classroom — based advice. This raises a pertinent question for this study (i.e.) how far has these proposals been implemented in relation to training needs of HOD's in secondary schools in Kenya? A committee of inquiry appointed in 1994 by the then western provincial Commissioner Mohammed Yusuf Haji to investigate the causes for the declining performance of students in National Examinations in the province (Republic of Kenya, 1995:2-5) revealed serious problems in the provision of Education in the area.

Regarding human resource development, it was noted that there is need for well-planned staff development programs to avoid wastage, misuse and duplication of resources. The committee observed that some teachers had ceased to improve their professional and academic qualifications and were ill — equipped to teach the subject assigned to them. Some of the teachers had not had any training at all. The report called for the development of in-service education programs to update the teachers on matters such as syllabus, schemes of work, lesson plans, records of work and student progress records.

In relation to training needs of HOD's, it is important to find out what specific training need requires emphasis during training programs. Maranga (1993) commented that lack of formal training in management skills has been responsible for a great deal of inefficiency and ineffectiveness commonly observed in the performance of many educational systems in Africa and in particular Kenya. Maranga concluded that potential managers should be identified well

before time for training for the purpose of producing skilled, efficient and effective managers in education.

The studies reviewed provide an eye opener for assessing the present status of training need of HOD'S in the effective administration of schools. The situation in most countries and Kenya in particular is wanting especially in terms of the quality of training and the method of delivering the content of training, which is often undertaken in a haphazard manner. Consequently, there is mediocrity, lack of relevance, boring presentation, top-down imposition and a failure to relate the training Programme to the real management challenges of particular schools. In Kenya, Orwa, (1986) points out that the programs are haphazard and unsystematic without a well thought out training curriculum. Many teachers fail to avail themselves for such training while those who have attended several of them may be motivated by benefits, other than improvement of individual effectiveness in teaching (Maranga 1992). However, as the review of literature shows, the impact of training will be greater when teachers have major ownership in planning, organizing and delivering them. It is therefore important to find out the teacher's views as a basis for planning training opportunities. The surveys of needs did not capture the meaning of HOD's training needs and how to address them.

There is a tendency to examine teacher needs largely in terms of course content yet teachers have preferences for the overall manner in which the course is organized, implemented and evaluated. Problems of implementation and evaluation have to be systematically tackled through systematic inquiry into the whole training program. Given the superficial approach to studies on the training of school managers and especially the HOD's in secondary school, this study is therefore timely

because it attempts to assess the training needs of HOD's that influence their effectiveness in school administration and suggest guidelines for designing suitable training programs in Kisii Central District.

2.4: Scope and Limitations of the Study Area

The scope of the study tends to give the extent to which the research take or entail as well as its coverage. The study as is indicated from previous sentiments and research topic was concentrated in Kisii central district of Kisii County. The case under study where schools are dominant and extensive, to come up with explanations and inferences pertaining to training needs and its role and impact on development and school administration. The study will focus or rely on some or a few schools sampled randomly from the study area (Kisii central district of Kisii count). This research problem could serve as a basis for making concrete inferences on how this project can help explain how , the training needs of HODs can promote effective management and administration of schools, provide employment in the areas they are located, generate income to the locals, provide goods and services for both the local and foreign markets, provision of social amenities in the area to uplift the social welfare and living standards an important measure of development an added advantage to locality to the main and broad objective of my case study.

As earlier indicated the research was done in some randomly sampled schools found in Kisii central district of Kisii county with the sole and principal aim of extorting and acquiring information from the (Management and Workers) of the schools, the administration of the region (government officials) and the local people and get their take on this sort of links and gaps in

training needs of HODs and management and administration in school development. Their information and account in this case study will be vital and significant also resourceful on their first hand encounter on importance and usefulness in the area as pertains to school proliferation and the drawbacks and negative impacts on the negation.

The study will tend to illustrate and proof through inferences in the research on how these interactions on training needs of HODs and development of schools through effective management and administration to help the locals realize their social development goals (SDGs), like raising literacy and educational levels, bombarding maternal and child mortality rates, poverty alleviation and reduction from where our development measures and effective management and administration are to be founded. Through the number of people employed, satisfactions of human wants through goods and services produced for the local and foreign market, infrastructure development and provision, and schools and hospitals and houses and any other community projects all these being our core focus in the case study as may be effected by the competent and wit administration and management in schools as be facilitated by the training needs acquired and held by HODs.

2.4.1: Limitations of the study (pick only one limitation)

A vital limitation not to be forgotten is that of communication barrier, since our county is multi-clannish .There is like hood of distrust and fear since where I was taking my case study is not in my home area and since most Kenyans are illiterate or semi illiterate I could hire an the services of an aide and some sort of escort for familiarization purposes and framing the questions was

even difficult and the use of questionnaires had a hell of time since questions were asked and framed in English and not local dialects or the native or local language.

In my encounter the final limitations was that of hostility and unwilling respondents in the study regions. Some people out of their own will or wish or due to arrogance and stubborn decided to ignore me or not lend me an ear if you are not familiar to them. Others due ignorance and lack of exposure may confuse you for somebody else says a land grabber or a terrorist, spy in the disguise of research. These are some of the zealous challenges and limitations I encountered but with proper prior planning and visiting and reconnaissance you are mostly are to overcome them and others through enduring and perseverance.

2.5: Conceptual Framework

For schools to be located in a region or an area there must be various reasons or underlying factors. These reasons include political and underlying laws and decrees on school location of a certain state or government. Other includes social factors cultural and customs they may support or hamper location of schools. In case of government influence some policies and legislation ensure equality and regional balances in economic development as brought about location of schools and other social amenities. Another component or pre-requisite factor is availability land and nearness to other essential infrastructure and facilities this makes such a place viable and vital. Also we have infrastructure, like transport and communication networks to facilitate the movement from and to schools of products and raw materials such books and other learning materials. The other aspect is that of availability of labor and manpower both skilled and semi –

skilled and non- skilled this will facilitate and boost promotion efficient and prudent management and administration of schools.

Hence with these underlying factors schools is likely to shine up through effective administration and management and help and aid in developing the area or region more on upward or ascending scale. Again one major thing or issue to be taken into consideration or given attention is the aspect of Environmental Impact Assessment to ascertain the negative effects of schools and give solutions and mitigation measures. The EIA is a service now provided by the Natural Environment Management Authority. (NEMA) an environmental body established by an act of parliament. Finally the schools should be able to provide employment opportunities to the locals, empower the local community to generate income ,provide goods and services for foreign and local market through enlightening and support self-help groups as a mutual relationship between schools and the locality.

Kisii central district is found in Kisii County formerly of Nyanza province of Kenya. This is an area which is economically endowed and worth living since it is habitable and its nearness to the great lake of East Africa that is Lake Victoria makes the area receive rainfall almost throughout the year hence Agriculturally viable and productive to support the ever raising population. Again the region has a variety of raw material is considered a hub for industrial activity like the soapstone carved to make several equipment and also a tourist attraction site. Coffee, Tea and Maize are grown though in small scale.

Also with its spatial location and nearness to high population from the nearby city of Kisumu its products from the industries find ready and steady market from the ever sprawling city population. Next Kisii county is in close proximity to Maasai National Park a tourist attraction center hence travelers make stopovers in this area hence the continued growth and development of this area and the urge to have my research in this region .Kisii town one of the urban centers in Kisii county, in this case the rise of the number of schools is a reflection of the historical background of Kisii county and town come with development and promotion of schools there in as a whole.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1: Introduction

This chapter describes the design and the methodology that was used in the study to obtain research data. The chapter is divided into the following sections; Description of study area, research design, target population, sample size and sampling techniques, research instruments , reliability and validity of research instruments, ethical considerations, data collection procedures, data analysis techniques and summary.

3.2: Description of the study area

This study area was carried out in Kisii Central District in Formerly Nyanza Province. The district has 4 administrative divisions namely; Keumbu, Kiogoro, Ibeno, Birongo, Township. The district also forms a political constituency, Nyaribari cache. It is bordered by Kitutu masaba to the west, Bobasi district to the East, Nyaribarimasaba to the North and Bonchari to the south. The population of the district was estimated at 214,517 by the 2009 National census results (Republic of Kenya, 2010). The district is agriculturally productive with the major economic activities being crop and livestock husbandry, forestry and commerce. The district has a total of 41 secondary schools with a student's population of about 10644 and 232 teachers. (D.E.O statistics, 2010).

3.3: Research Design.

The study will adopt a descriptive survey research which is concerned with describing the characteristics of a particular individual or of a group. The study will examine the training needs of HOD's with respect to INSET programs provided to them by various training agents. The

study will assess the intended needs with actual program performance, analyzing the context and questioning existing and alternative training goals.

The approach used in the study will break down the program into component elements as suggested by Tannas (1976) where training activities will be broken down into variables such as resource management, record management, human relations and curriculum management skills and how it influences school administration. The source of decision making for the program for this study will be HOD's training curriculum, HOD'S experiences of training courses attended and teacher's current knowledge, skills and attitudes. The views collected from the three sources will be evaluated against current training programs in Kenya. The research will adopt this approach in order to provide an appropriate means through which to efficiently examine the training Programme.

3.4: Target Population

The target population will comprise of 41 secondary schools in Kisii Central District with a population of 232 teachers (DEO's statistics, 2010). The study will be conducted in 36 registered secondary schools within the district. The participants will be the 32 head teachers 32 heads of departments and 72 teachers in the sampled secondary schools.

3.5: Sample size and Sampling techniques

Stratified random sampling technique will be used to draw the sample schools from the population because schools are not homogenous, that is, there are pure boys boarding, pure girls boarding and co-educational schools. A sample of 36 schools will be chosen out of the total of 41

schools that forms the study population using simple random sampling. In this method each unit in the universe will have an equal chance of inclusion in the sample. According to Kothari (1990:74) Random selection ensures the law of statistical regularity which states the if on an average the sample chosen is a random one the sample will have the same composition and characteristics of the universe. Out of the 36 schools sampled, the sampling units will include 32 HOD's, 32 head teachers and 72 teachers in Kisii central District. The sample size will be chosen from the entire population using the table for determining sample size developed by Krejcie, et al (1970) in order to avoid error and under- representation.

3.5.1: Simple Random Sampling.

This is where the samples to be included in case study or research is selected randomly with predetermined criteria hence in my case each and every school in the research as an equal chance of inclusion in the field study or research to avoid bias and inclination. However the method has some short comings and limitations like the issue of double sampling in case of repeating if care is taken and being accurate and conscious.

3.5.2: Sampling Frame

This is choosing the area or region from where the research is to done or conducted and inferences and conclusion are too drawn or depicted concerning the study. It means a less region which is representative of the larger region of the case study. There are two types of sampling that is probability and non- probability sampling. However according to the pre-determined conditions and reconnaissance the probability sampling seemed lean and clean hence desired in my research study its appropriate forced my inclination and its adoption in the case study. This

was based on the issue of randomization where each respondent is given an equal chance of inclusion into the sample size or frame. In probability sampling the issue bias and partisan is eliminated hence making the study scientific and measurable hence concrete and viable unlike in some instances where data is predetermined before the study is done hence bogus and vague and deceptive results are arrived which are doctored.

3.5.3: Stratified Sampling

This method is most appropriate in cases of interviews for instance in case of employees whereby after ten(10) people the eleventh person is interviewed or questioned To ensure the statistics and data collected is representative of the whole population and is not biased.

3.6: Research instruments

The study will use the following research instruments and tools to collect data namely: Questionnaires, Interviews schedule and Observation document analysis.

3.6.1: Questionnaires

This will include all techniques of data collection which each person is asked to respond to the same set of questions in a predetermined order (de vans, 2002). Questionnaire will be the main instrument of the research and will be carefully designed to ensure its reliability and validity. In order to enhance validity and reliability, a pre- test will be carried out in two secondary schools which are not part of the sample in order to determine whether it would provide the data needed, identify the problems which informants might encounter in completing the questionnaire that were not envisaged during construction of the questionnaire and also determine whether the

items in the questionnaire were clear to the respondents. The questionnaire will then be revised on the basis of pretest results. The questionnaire will have open ended and closed ended items. The closed ended questions will enable the researcher to get relevant responses which will be easy to analyze and compare and was easy for the respondents to answer.

The open ended questions will enable the researcher to minimize the limitation of closed ended questions that will make respondents to avoid serious thinking and choose the easiest alternative. Open ended questions provide opportunities to respondents for expression and serious thinking. In any research or case studies or fieldwork questionnaires are used since they are appropriate when the questions are predetermined and pre-recorded and in some instances the questions are open ended questions not to tie the answers. The questionnaires could be e-mailed or send by post office to the desired organizations where the research is being done to draw conclusions and inferences on the research problem.

Unlike in interviews where there face to face for the researcher and respondents the use of questionnaires you not need to meet with respondents in research problem. In case of mailing the questionnaire it would be efficient and economical by saving time and money it is a convenient and faster way of gathering data with little barriers and obstacles. The questionnaire method was effectively and extensively used in this case study ,the questions were prepared in advance and mailed to the supposedly relevant authority like the management of schools , the local administrators, the locals and also a few selected workers both casual and permanent also teachers and students from selected schools.

The questions were prepared and copies and sent to different respondents and the feedback recorded. The questions were then same and featured the research problem and included, Do schools offer employment and job opportunities to the locals?, Does the schools generate the income for local residents?, Where do the goods and services for local and foreign markets come from?, Can the HODs uplift the standards and develop the administration and management of schools in region where they are in?. Other questions were specifically sent to selected authorizes and structured in the following ways.

3.6.2: Secondary Data

These are data that have already been collected and analyzed previously or in the past on a related or similar research that was undertaken and concluded. The information can be published or unpublished; in case the data is published it can be in books, journals, newspapers and newsletters, reports and pamphlets internet and brochures. It can also include records from the industries kept by clerks and superior store person or supervisors and management. Information can also be retrieved and gotten from libraries, archives, museums, places of antiques and artifacts. All these can contain and give appropriate and desired information crucial and vital on linkages and interludes between schools and HODs in school administration and management in development. The secondary data is important in any field study in several ways its information can be desirable in literature review and in data analysis stipulating the best methods in the final stages of research

3.6.3: Interview Schedule

The process of obtaining information through face to face interaction between researcher and respondent (Mugenda and Mugenda, 1999). This method is chosen because it allows for in - depth probing leading to more information and clear expression of feeling, opinions and attitudes by the respondents that may not be captured by a questionnaire. It is also more flexible than questionnaires because it can extract more sensitive information and will yield a high response rates. It will also be used to confirm and remedy the limitations of questionnaires and act as a backup of the data collected. This method requires that the researcher meets the respondents face to face or in close contact or range that is the people to be interviewed. It is actually an interview where the researcher is the interviewer and the respondents the interviewee where the researcher can use both structured and unstructured questions to inquire into the problem of study depending on prevailing conditions such availability and literacy levels of respondents.

This method was suitable when gathering information from government officials for instance the local administrators in the region under study since they may have some of the critical and crucial factors and issues desired in the case study. The officials include chiefs who had vital and hints and clues on figures and information from previous statistics on the number of employees a particular school or schools whether boarding or day school were taking in the past. The employees who work in various schools, the wages they earn for the case of casual workers, conditions of work and terms of payment ,modes of hiring clerks, drivers ,secretaries ,office messengers and other school administrators from local residents. Since the management must liaise with the local administrators to ensure security and equality in the distribution of the available jobs for the local residents. Again since the administrators are familiar with the locals

like chiefs they may offer the desired and much sort facts as pertains to the research. According to the figures and information from the statistics held and gotten from the local administration. 60% of the physically productive population between the ages of 18 and 45 years either depends directly or indirectly on the schools in the local region for their livelihoods including their dependents. This shows that a substantial number of employees are taken and absorbed in the schools and other institutions of learning, that is they are gainfully employed and get their income from the schools from the various jobs they are offered and tenders to the locals this greatly boost and fosters development hence uplifting the living standards of the locals the research problem study area.

From the employees and drivers and other staff in general the schools have been forced under a matter of necessity to providing of dispensaries, schools like baby day cares and primary schools and infrastructure to the area like electricity, sanitation and sewerage lines, transport the data was collected between January and March 2011. The researcher visited the 36 sampled schools to request the HOD's, head teachers and teachers to be involved in the study. Letters requesting them for their involvement were dispatched during that pre-visit. The interviews of the HOD's were conducted by the researcher himself. Questionnaires were delivered by the researcher in person on that day and were collected after one week or as per agreement with the respondent.

3.6.4: Use of Mechanical Devices

Mechanical devices are used to capture data and record the data for future retrieval and references. Usually devices as camera are used to capture information and are used as documented evidence, the data recorded in my case included pictures of employees and students

entering and leaving school precincts and premises during the morning the reporting time and evenings after their days shift is over. I could also take photographs of school buses and vans transporting to various students to various destinations and other important constituents required in the school operation, administration and management. I could also capture the pictures of employees taking lunch in there and students in large numbers during lunch time in a busy working day. This are used as evidence to depict the number of people employed in a particular school which is vital in drawing conclusions and inferences to make the research concrete and valid. For instance I could see the schools offered employment and jobs to the locals and most residents dependent on these schools for their livelihoods. Hence effective management of schools through training needs acquired by HODs in different schools.

3.6.5: Document Analysis

This strategy was used to provide insight into perceptions, rules and guidelines in the planning, implementation and evaluation of training programs as well as competences relevant to the effective school administration. The documents to be analyzed will include training manuals by KESI, departmental schemes of work, lesson plans, records of work, progress report, departmental minutes of meetings, and circulars to heads of department and school strategic plans. Documents analysis will be used by the researcher to verify some of the information obtained through interviews and questionnaires. The researcher will create rapport with respondents and assure them of confidentiality while handling information provided by them.

3.7: Reliability and Validity of Research Instruments

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trials. The reliability of the research instruments will be determined through test - re- test method by carrying out a pilot study in four schools in the neighboring district of Masaba South which is outside the study area. The pilot study will again be repeated after a period of three weeks on the same respondents under the same conditions. The results of the two pilot studies will be compared using spearman's rank correlation coefficient (ρ) so as to determine the strength of the relationship. If the spearman's ρ is greater than 0.75, then the research instrument is highly reliable and if the (ρ) is less than 0.5 then appropriate advice will be sought from supervisors on the alternative research instruments to be used. Validity according to Moser and Kalton (1971) is the success of a scale in measuring what is set to measure so that the differences in the characteristics in individual scores can be taken as representing the true differences in the characteristics under study. In order to ensure validity of questionnaires and interview schedules, the instruments will be given to supervisors and experienced researchers in the department of educational management and policy studies to examine and provide comments which will serve to amend the final instruments for use by the researcher.

3.8: Ethical considerations

The respondents will be assured of confidentiality of information received and of the documents availed to the researcher for analysis especially departmental minutes and resolutions. The findings of the study will show the training needs of HOD'S in the effective management of schools.

3.9: Data collection procedure

In this method of data collection it involves the researcher physically being at site or area or region of case study and through direct observation, closely looking and participatory inquiry into the problem of research in the few sampled and selected schools in the field of study to draw and come with inferences concerning the research problem and observing and gathering and recording information or data. This method helps eliminate subjective bias and partisanship and it is independent of respondents' unwillingness to respond. It required that on working days that is from Monday to Friday the researcher to visit or be near the vicinity or proximity to the school and from observation and closely looking in the morning hours and evening hours to observe and look to approximate the number of employees and students entering and leaving the school premises to ascertain the number of employed there in the case of day schools.

According to the information gathered the boarding schools and effective performance from observation and looking after visiting the region under research, it was found to be leading in offering employment and job provision since it was taking in the highest number of employees both skilled and non-skilled, casual and permanent. Wages and Salaries from speculation or as is the norm and culture any region will depend on skills, expertise, qualification and profession. From the observation done in schools showed effective administration and management of schools where HODs had the required training needs from the average five sampled schools on a daily basis. Casual and hired workers who could be seen at the gates and would be taken in or hired when there was more or higher workload would be interviewed.

Other schools which offered substantial or jobs and employment with the advice of HODs who had the required training needs recognizable or acknowledgeable scale worthy being appreciated included, Kisii High school, Nyamagwa high school, Sameta High School, and other schools Moi High school Gesusu and other day schools like Mobamba High School and Senior Chief Musa Nyandusi Kegati which offered essential services to these existing schools in one way or another and increased efficiency in school management and administration. The major problem and challenge encountered was that the information gathered and obtained for recording and drawing inferences was limited to observation and looking which left to speculation at many times without concrete and substantial facts. Also this method was expensive since it required physically visiting the region to look and make observation on a daily routine for one or two weeks consecutively which was tedious and tiresome and monotonous and boring .But we overcome these limitations through proper prior planning and budgeting in advance and persistence and perseverance.

3.10: Data analysis procedure

The data collected was analyzed using descriptive statistical techniques. At the end of data collection, all completed questionnaires from the field will be examined and coded to ensure accuracy, consistency and completeness. Descriptive analysis uses measures of central tendencies such as mean, median and mode and measures of dispersion like standard deviation and this was used to describe the phenomena under investigation. Data was grouped into tables according to responses of various respondents. Each table of response of key variables was expressed in percentages in order to facilitate description.

The foregoing chapter three has outlined the research design and methodology to be used in identifying the study area, target population, sampling procedure, data collection instruments, validity and reliability of data collection instruments and data analysis procedure and presentation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The study was about an assessment of the training needs of heads of Department of secondary schools for effective school Administration in Kenya. This was carried out in Kisii central district of Kisii County. The study will be confined to all categories of schools in the district both private and public, and primary and secondary. The schools will be chosen through sampling in particular descriptive survey research. Other sampling designs like stratified, purposive, and simple random sampling.

Various methods were used in the collection of data from the field, I mean the study area. First what was observation and viewed were recorded. The interviews which were carried and done on the few selected schools was captured and recorded as captured and included in the project as per the stipulation and rules in a research. The questions in the interview and the questionnaires were almost similar and they included the following sample:-

4.1: Data Analysis

Table 4.1 Questionnaire Response rate

Respondents	Number expected	No. returned	Percentage
Head Teachers	36	29	83.7
Teachers	72	66	91.2
Total	108	95	88

N=108

The high response rate was achieved through careful preparation, advance arrangements with the teachers and students to collect questionnaires promptly after they have been completed. The data from questionnaires was then analyzed using descriptive statistics such as percentages, frequency, and distribution and presented in Tables, charts and graphs.

Do your school have a structured departmental office per subject or subjects with a bureaucracy as a form of organization in learning school institutions? The answers were varied and diversified depending on the school they were received from. Kinshaga (1989) says in many countries, there is “Mediocrity, lack of relevance, boring presentation, forced curriculum and failure to relate with their real world of work due to lack of proper assessment needs.” From the schools sampled and studied or surveyed, almost all sampled and studied schools had a structured departments as per subject or subjects. Due to limited number of some subject teachers and other hitches, some schools especially public day secondary schools and private schools due to inadequate infrastructure and resources combined some departments in a single office room.

Then they were referred to as Arts, sciences, Humanities, Languages, Technical subjects to make administration efficient and services delivery easy and cheaper hence good performance and administration as desired and anticipated and stipulated in model schools. From the data collected and analyzed it depicted that schools have systematic and organized departments under well skilled and knowledge from prior training needs for HODs the school administration and performance could be excellent and high respectively.

If your schools have structured departments headed by well-trained HODs do they hold meetings regularly or how often and is within the department or interdepartmental? A gain the answer was varied, but summing them up, the interviewees was giving similar and related responses as concerning this particular question. Indeed HODs played a crucial role in the administration directly through the teaching of students the morals anticipated by students in a contemporary society. As pertains to discipline, relationships and other moral values like truth, honest, sincere, and modest.

These were taught in social and religious subjects who enable the school to run effectively as a result of the prior learning and teachings needs HODs acquired from seminars, in – service training and symposiums. Again indirectly HODs played even a bigger role in the administration and management of schools, through departments like guidance and counseling, clubs like debating, drama and music clubs. The teachers coerced with HODs and offered students and learners the required knowledge and skills in living in harmony and peacefully with school mates, neighbors and teachers relationship was fostered and improved hence performance in exams improved a measure of effective administration.

In most schools Head-teachers (Principals) rarely held meetings with HODs. In 60% of the schools surveyed from the sampling frame the timetables were not learner friendly. And in some instances the timetables did not correspond with copies in other offices within the same school. This showed lack of interaction, correlation and poor linkages according to what was analyzed. This could lead to agitation from students and learners and other uncalled for grievances which would cause poor performance and undesired administration in those schools. Should such schools have regular interactive meetings to spell out what is to be done in an organized way and manner such agitation and rifts and any sort of disagreements and arguments will be minimized to ensure good performance and up to standard administration the requisite of any school or institution in the contemporary world.

Do HODs in your schools go for seminars, symposiums, INSET and other training courses to acquire knowledge and skills concerning Administration and Management? Actually within the Kenyan education systems, HODs go to Seminars regularly on appraisal of the required training needs to augment schools Management and administration to improve performance. According to some of the principals and board of management interviewed and questionnaire were sent to. They concurred and so need of HODs training needs as essential and inevitable in school management. And some schools set aside funds for HODs to go to retreat and seminars to further their training needs to help in the management and administration schools to better performance.

Hawes (1979:54) stated that teachers are; “Embattledso frequently, he is put into the position of being asked to do the impossible and then blamed for not achieving it.” So for teachers to perform as anticipated and stipulated they should hold frequent seminars, educational meetings and tours, educational fairs and exhibitions to ensure they are appraised and equipped with knowledge and skills

for effective administration and good performance in schools and institutions'. From the schools sampled and surveyed(studied) more than half the schools from data collected and analyzed whose HODs held meetings and seminars regularly that is at least once a week.

These schools performed well or above average academically, again in these schools the administration was not strained that is administration issues neared perfection. In your school do Principals (Head-teachers) and Board of Management invite or listen to views from HODs to offer advice of the management and administration of schools from their acquired training needs?

Beecher report (1949) noted that, "Most important in any educational Programme is the teacher. Where ever we have good teachers, there good schools regardless of buildings and equipment .Poor teachers mean poor schools. Good teachers will soon improve buildings and equipment." HODs serve as a link between the administration, teachers, support staff and the students in a well-structured learning institution or school. In half of the school sampled and surveyed those schools where a cordial relationship and harmonious existence between HODs and the administration, the support staff and the students'.

The performance was high in this schools where consultation and consensus took Centre stage in their administration and learning. From the data collected and analyzed it is of great importance to note that when the various department coerce and work in harmony like the case of the schools surveyed and studied then administration and performance are achieved to greater heights as stipulated and anticipated by efficient and excellent administration desired and should be embraced to achieve these desired administration and performance levels.

Do HODs ?

A part from the farm produce to the local market and the neighboring community which benefits from the wood work projects like table, cabinets, beds and other projects. The community also benefits from the skilled – labor in various subjects is advantage of the community.

Apart from these essential produce, the locals benefits from electricity which was meant to be for the schools, and neighbor end up being connected and the grid. Again water is given to neighbor incase schools have sunk boreholes. Also the community benefit since Barraza's, meetings and occasions are grazed or done in the schools fields. Since public land is rare in this region given the rapid increase in population. So these benefits and advantage to locality cannot be overlooked. Do employees get essential services for their families provided by the schools, hospitals and recreational facilities?

It is goes without saying, even before the study was carried out, that beneficiaries in any school are the employees. Some schools provided servant quarters for their employees. So from these national, county and sub-County schools most supports staffs are housed in the school premises so they get these other essential services in the schools like water, electricity, recreation and nearness to hospitals courtesy of the schools so from the study the employees benefited a lot from the schools. So from the study the employees benefited a lot from the school where they work and other accrued benefits and advantage benefit them without their knowledge like security and so forth.

All the respondents in the study and mostly from the sample schools agreed unanimously on the questions and attributed them to be related and by common hence featured or captured the needs of the

community, school administration and teachers as interdependent from the results and findings inferred or deducted from like field work or study.

The data was collected from like field work or study. The data was collected between January and March 2017. The researcher visited the 36 sampled schools to request the HODs, head teachers and teachers and even support staff to be involved in the study or research. The research also drafted letters and questionnaires requesting them to be of value to my study through cooperation in answering the relevant questionnaires will assist in my research to infer and deduct occlusions and findings I conducted the interviews alone and came up with the following the deduction as been narrated before in this chapter. So I have narrated how the research was conducted and the responses were received and narrated before in this chapter.

4.2 Demographic characteristics of the teachers

It was necessary for the study to gather data on the respondents' background in terms of age, gender, academic qualification, teaching experience and nature of school.

4.2.1 Gender of teachers and students

The study sought to find out on gender for equality and responsibility in relationships in schools and provision of student well-being services. It is also important to avoid any biasness in the distribution of the questionnaires. The teachers and students were asked to state their gender as a warm question so that they could effectively participate in the questions of the study. This also ensured that research instruments administration was gender sensitive as possible and targeting both genders. The responses are shown in Tables 4.2, 4.3 and 4.4

Table 4.2 Distribution of head teachers by gender

Gender	Frequency	Percentage
Female	12	33
Male	24	67
Total	36	100

According to Table 4.2 there is an imbalance of gender in the head teachers in Kisii central district. Majority of the head teachers in Kisii central district are male by gender. Nzomo (2012) noted that the correlation of gender reveal that there is no significant difference between the gender when it comes to school management perhaps due to the fact that each head teacher managed a school of his or her own gender.

Table 4.3 Distribution of teachers by gender

Gender	Frequency	Percentage
Female	50	46.34
Male	58	53.66
Total	108	100.00

N= 108

According to table 4.3 it showed that there was indication of gender imbalance as there are more male teachers than female teachers in Kisii central district. This could be based on the assumption put forward by Obunga, (2011) that female can attend to calls pertaining to individual's needs and due to their motherly love, patience and kindness for students which is absolutely absent in most men if not all.

4.3: Hypothesis

4.3.1: Alternative Hypothesis

Are the training needs of HODs effective for administration Promotion and development of schools? Do in service training and seminars for HODs promote school performance. Actually the aim of the study was to ascertain the training needs of HODs in schools are correlated to school administrations and development. And I can decisively and boldly conclude from the inferences and deductions that the alternative hypothesis is upheld without even starting the null hypothesis. So the training needs acquired by HODs in seminars, symposiums, meetings, in-service training and other related educational tours and congresses are really vital and crucial in the effective management and administration of schools.

Hence to say that sample groups are selected randomly from the population; and the groups are homogenous in variability. The regression is linear and the same from group (schools) – group (schools). Several methods were used in data collection they included observation, interviews, questionnaires and schedules and at times case studies. All these methods necessitated me (the researcher) to be in the field and conduct study to avoid instances of bias, unwilling respondents and their ignorance to overcome these barriers and come up with a study that is valid and concrete.

4.4: Data Presentation

This is important and culminates to the climax of any research activity by relaying the information to the third party and anybody in need of such information and literature and material. They include the use of bar graphs, pie charts, tables and histograms to explain or relate the number of people employed in one school to the population of the region or the school to the total number of schools in the area , the effective management and administration as necessitated by the training needs acquired by HODs in these schools. The factors were the training needs held by the HODs in different sampled schools in Kisii Central District of Kisii County and their role in effective administration and management of schools.

The higher bar shows the number of schools with the required needs for HODs in relation to school administration, which can. be converted to for a pie chart, percentages and they were derived from the table found from the 36 schools sampled and studied. Efficiency in school management. Finally the findings were presented using the figures as shown above. The data tabulated as shown in the table which was converted into pie charts and bar graphs can also be presented in terms of percentages, quartile, and decitiles depending on the need. The questionnaires and interviews and observation methods as used in the collection of data was summarized and recorded in this chapter before this part in the section of the questionnaires and interviews carried out for future reference and if need be further research.

4.4.1: Use of Chi-Square (X²)

This an important non-metric test it requires that the items of the sample to be independent , observed numbers to exceed twenty(20) , observations recorded and used to be collected on a

random bases and lastly the expected frequency to be more than three(3). This will be used as a test of independence especially for the schools (both day and boarding) from the study area. The number of schools (unit inputs) and production outputs; the amount of wages per employees in a school and the next factory independent of the area of production or produce.

4.4.2: Use of Descriptive Statistics

Descriptive statistics involves the use of percentages, means and frequencies to infer or explain the research carried out in a simpler and understandable way depending on the kind of data collected during the field study .No of people depend on school activity for live hood in the area
No of people not depend on school activity in the area
Services providers to both sectors and school.

4.4.3: Use of Bar Graph.

They show the relation of two variables presented by vertical and horizontal bars. They can give a clear impression or expression explicitly of the changes in employment trends, income of employees, consumption rates and levels of living index standard which are used to draw conclusion on the research study
USE OF PIE CHARTS they show a certain proportion in relation to a whole, with each wage representing a percentage of the total. The component parts should be in percentage form and represent a measureable parameter being researched and the number of wedges should not exceed eight for better representation of data not to be obscured and blurred.

4.4.4: Use of Tables

They are also referred to as frequency tables. They normally have a title of what is represented in the table on what is being researched on like the level of employment, the number of schools in an area, which are important to data summarization.

Inferential Analysis

4.4.5 Duration of Service of head teachers and teachers

The study sought to find out the duration of service of the of head teachers and teachers because the experience was relevant to this study as previous research reveals that principals with long working experience had a better approach in handling of students' well-being. The findings are shown in Table 4.4

Table 4.4 Duration of Service of head teachers

Item	Male		Female	
	Frequency	%	Frequency	%
1-5 years	6	12	17	33.33
6 -10 years	24	43	33	66.67
11 -15 years	15	29	0	0.00
Over 15 years	6	11	0	0.00
Total	58	100.00	50	100.00

N=108

According to findings in Table 4.4 majority of the head teachers had a long teaching experience which translates to better handling of students' well-being in Kisii central district. According to Asunda (1983) administrative experience is one of the variables that influence the needs of the teachers and well-being services. Also Okeo (2011) noted that in any institution experience plays an important role in school management and leadership which could easily influence the provision of well-being services to the students in secondary schools.

The researcher conducted a multiple regression analysis so as to establish the effect of TRIPS on accessibility of drugs in Kenya. The researcher applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study.

Table 4.5 Duration of Service of teachers

Item	Male		Female	
	Frequency	%	Frequency	%
1-5 years	5	8	9	18.75
6 -10 years	12	20	28	56.25
11 -15 years	23	40	6	12.50
Over 15 years	18	32	3	6.25
Total	58	100	50	100.00

According to findings in Table 4.5 majority of the teachers had long teaching experience hence handling students' well-being was not an issue. Eshiwani (1982) the professional qualification of a teacher is very important indicator of the quality education provided. Suggestively, working

with students needs a lot of experience and therefore the preference of the TSC to employ teachers who have served for long in this profession as a worthwhile idea. This older individuals are believed to have greater experience, wisdom and capacity to handle both human and physical resources within the organization to enhance the handling of students' well-being in Kisii central district secondary schools.

4.4.6 Level of Education of head teachers and teachers

The academic level of education the head teachers and teachers were important because sufficient skills are needed to handle their jobs at school and to provide proper guidance to the students. The study also sought to find out the level of education of the head teachers and teachers. While dealing with students, educational qualification should be considered as it equips on an individual with quality skills, appropriate knowledge and a positive attitude towards issues ranging from individual life, socialization and nutritional needs of everyone in the school. The findings are shown in Table 4.6

Table 4.6 Level of Education of head teachers

Item	Male		Female	
	Frequency	%	Frequency	%
Diploma	8	14.28	0	0.00
Bachelor's Degree	33	57.14	33	66.67
Master's Degree	24	42.88	67	33.33
Total	58	100.00	50	100.00

According to the findings shown in Table 4.6 the head teachers' academic and professional qualifications directly or indirectly determine how the head teacher will handle the students' well-being in schools and also in the provision of necessary materials. The findings agree with Nzomo (2012) who noted that the head teacher basically sufficiently skilled to handle jobs at the schools and to provide essential guidance to the students. Also the findings confirm those of Okeo (2011) noted that for any reforms to succeed head teachers must be up to the task and need for continuous professional development.

Table 4.7 Level of Education of teachers

Item	Male		Female	
	Frequency	%	Frequency	%
Diploma	11.6	20	10	19
Bachelors Degree	28	48	28	56
Masters Degree	18	32	12	25
Total	58	100	50	100

N=108

According to Table 4.7 majority of the teachers had bachelor's degree while diploma holder teachers presented the least number in Kisii central district. Teachers are essential players in schools because they are catalysts of change. Teachers at all levels of education systems should have access to training and on-going professional development that includes application of teaching and learning aid so that they can be able to participate locally and internationally in

decisions affecting their teaching environment (UNESCO, 2001). The results confirm the views of UNESCO (1997) that that performance of teachers depend on their level of qualification, training and motivation to perform their duties among others. Therefore it can be concluded that the largest number of teachers have bachelor's degrees while diploma teachers presented the least numbers and even less least numbers in female teachers in Kisii central district.

4. 5 Head teacher's provision of guidance and counseling services to the students well-being

Counseling should assist students to appreciate their role as workers and also develop right attitudes towards discipline and management of time. The staff and the school community look upon the head teacher for counselling on all matters pertaining to the well-being of the school. The success and effectiveness of counselling programme, depends mainly upon the head teacher. His/her encouragement and commitment is essential to the success of the programme. Head teachers, Student and teachers responses were required to ascertain the provision guidance and counselling in public secondary schools. The responses by head teachers as illustrated in table 4.8.

Table 4.8 Head teachers’ responses on provision of guidance and counselling

Guidance and counselling used in Training	Frequency	%
	Strongly Agree	21
Agree	54	50
Not Agree	11	10
Disagree	22	20
Strongly Disagree	0	0.00
Total	108	100.00

N= 108

According to table 4.8 the majority of head teachers agreed that guidance and counselling was used in solving students’ problems in Kisii central district. The findings agree with Momanyi’s (2013) observation that principals play a big role in managing and controlling discipline besides being the supervisors of both the curricular and co- curricular activities and government policies. All the head teachers interviewed identified that major encountered management problem of all was the students discipline and hence the recommendation of guidance and counselling process to curb the indiscipline cases

4.6 Head teachers’ provision of student’s safety and students’ well- being

School safety is a fundamental and indispensable component of teaching and learning processes. Incidents ranging from minor discipline problems such disobedience and dangerous actions in form of physical threats, bullying, vandalism, non-conducive learning environment and gang

related activities turn the students from being good students to organized gangs which in turn jeopardizes the teaching and learning processes. The study sought to find the provision of students' safety in secondary schools in Kisii central district. The following are head teachers, teachers and students responses. Table 4.9 indicates the responses from head teachers.

Table 4.9 Head teachers' responses on students' safety

Students' health and security is highly regarded and properly taken care of	Head teachers responses	
	Frequency	%
Strongly Agree	3	30
Agree	5	50
Not Certain	1	10
Disagree	1	10
Strongly Disagree	0	0
Total	10	100
N=108		

According to table 4.9 the head teachers' agreed that the student safety was paramount to the students' well-being though they confessed having faced challenges in provision of adequate facilities. Okeo (2011) noted that head teachers used different strategies to facilitate good learning environment, this motivates teachers to work as a team to achieve set goals. Table 4.10 indicates the responses from teachers.

Table 4.10 Teachers responses on students' safety

Students' health and security is highly regarded and properly taken care of	Teachers	
	Frequency	%
Strongly Agree	15	36.59
Agree	17	41.46
Not Certain	3	7.32
Disagree	4	9.76
Strongly Disagree	2	4.88
Total	41	100.00

N= 108

According to table 4.10 the teachers' agreed that the student safety was very important to the students' well-being. However, Irumbi (1990) noted that when the number of students in class is too large, student well-being services such as guidance and counselling, health facilities, school discipline, sports and other administrative issues of the students are not undertaken well due to pressure of work and lack of proper attention. Table 4.11 indicates the responses from students.

4.6.1 Teachers' responses on provision of recreational facilities

The teachers were asked whether the students were involved in planning and designing physical facilities for example play grounds and choosing of rooms for their indoor games. The responses are summarized in Table 4.11

Table 4.11 Teachers responses on the need for planning and designing of physical facilities

Students are involved in planning and designing physical facilities	Teachers	
	Frequency	%
Strongly Agree	2	4.88
Agree	2	4.88
Not certain	1	2.44
Disagree	5	12.20
Strongly Disagree	31	75.60
Total	41	100.00

N=108

According to table 4.11, majority of the teachers did not approve the involvement, planning and designing of physical facilities by students. The teachers from their nature of duty felt that it was entirely the head teachers' duty to provide and maintain the recreational facilities.

HOD's have no competence in management skills necessary for effective school administration in Kisii Central District.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	240.000 ^a	228	.280
Likelihood Ratio	94.371	228	1.000
Linear-by-Linear Association	1.319	1	.251
N of Valid Cases	108		

a. 260 cells (100.0%) have expected count less than 5. The minimum expected count is .05.

H₀: Null hypothesis:- There is no relationship between HOD's competence in management skills and effective school administration in Kisii Central District.

From the above table chi square table indicates that the p-value is above the 5% level of confidence hence up holding the null hypothesis that no relationship between HOD's competence in management skills and effective school administration in Kisii Central District

HOD's have no human related skills for effective school administration in Kisii Central District.

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26296.363 ^a	27889	1.000
Likelihood Ratio	2563.625	27889	1.000
Linear-by-Linear Association	39.435	1	.000
N of Valid Cases	108		

a. 28224 cells (100.0%) have expected count less than 5. The minimum expected count is .00.

H₀: Null hypothesis:- There is no relationship between HOD's human related skills and effective school administration in Kisii Central District

From the above table chi square table indicates that the p-value is above the 5% level of confidence hence up holding the null hypothesis. There is no relationship between HOD's human related skills for effective school administration in Kisii Central District.

HOD's have resource management skills required for effective school administration in Kisii Central District.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47991.379 ^a	46092	.000
Likelihood Ratio	2968.312	46092	1.000
Linear-by-Linear Association	.491	1	.484
N of Valid Cases	108		

a. 46536 cells (100.0%) have expected count less than 5. The minimum expected count is .00.

H₀: Null hypothesis:-HOD's have no resource management skills required for effective school administration in Kisii Central District.

Table 4.12: The effect of management skills on school administration in Kenya

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.851 ^a	.724	.692	.23484	2.169

a. Predictors: (Constant), Skills

b. Dependent Variable: Effective schools administration.

The study established a correlation value of 0.851. This depicts a very good linear dependence between dependence on the independent variables. An R-square value of 0.724 was established and adjusted to 0.692. The coefficient of determination depicts that Skills bring about 69.2% variations on school effectiveness on accessibility in Kenya. The coefficient of determination (R^2), further, shows a strong relationship as the value of R^2 is greater than 0.1 ($R^2 > 0.1$). Durbin Watson value of 2.169 was established illustrating lack of autocorrelation in the model residuals.

Analysis of Variance (ANOVA) for TRIPS and Accessibility to drugs

The ANOVA table produced an f- statistic of 23.043 while the p-value is 0.000. This depicts that planning and controlling has a significant relationship with operational budgeting at 95% confidence level.

Table 4.13: Analysis of Variance (ANOVA)

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	6.354	1	6.354	23.043	.000a
Residual	2.427	70	.0364		
Total	8.781	71			

The study conducted a regression analysis so as to establish the effect of Skills on the effective schools administration in Kenya. The regression equation ($Y = \beta_0 + \beta_1 X_1 + \alpha$) was:

$$Y = 1.6469 + 0.2522X_1 + \alpha$$

Whereby: Y = Relevant skills in Kenya; X_1 = Effective schools administration

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS, DISCUSSIONS AND
RECOMMENDATIONS

5.1 Summary of the findings

After collecting and analyzing data, the researcher had to accomplish the task of drawing inferences and deducting conclusion vital and important in report writing. So this has to be done carefully, otherwise misleading conclusions may be drawn and the whole purpose of doing research may get vitiated. The purpose of the study is to assess the training needs of HODs for effective school administration of secondary schools in Kisii Central District of Kisi County in Kenya.

The main aim, objective or purpose of the study is to ascertain whether there pre-requisite skills and needs necessary in management and administration of schools effectively required by HODs in the particular schools sampled in the study area. Normally the HODs are expected to assess the organization of department and allocation of resourced within the units in the school to facilitate professional development and in-service training of teachers to monitor how teaching and assessment of students is conducted and effectively manage the outcomes.

The study was examining the training needs of the HODs for effective school management, administration and development. So from the findings and inferences, it can be deducted and concluded that schools that had their HODs teachers acquire the necessary and required training were well managed and administration and development promotions was not compared to the other schools were HODs had none of these training needs. They lack proper management and

administration hence they performed poorly educationally that is exams, games and other managerial attributes related to school management and promotional development. In the course of the study I incurred several problems and some of them, I got an impetus to deal with them so that to stimulate further research or in a personal view offer.

Recommendation to avoid such scenarios in the future, first there was insufficient interaction between the school administrations, the HODs, teachers, the principal and the students. This lead to poor management and performance in the studied schools. So my recommendation is that for effective administration of schools and management promotion and development of schools, there must be regular meeting and development of schools, there must be regular meeting and discussion on burning issues for both partner to offer the grievances to come to amicable solutions for effective learning, administration and management and development to take place and uplift performance and their core values and attain their vision, mission and mandates. In my research I also faced lack of adequate and timely secretarial assistance, including computorial assistance.

This really hindered and hampered my research and study process greatly. I would recommend that in future that all possible efforts be done in these directions so that efficient secretarial assistance is made available to researchers and computer assistance done well in time to lessen unnecessary delays in the completion of research studies. Another stumbling block and barrier I encountered during the field research or study, is that of timely availability of data from various government and other agencies doing the job in my county. The data was different and varying. Concerning this anomaly. I will comment the relevant authorities to digitalize the documents and

system to easy and facilitate simple access and retrieval of any literature which may vital and crucial to the relevant would be researchers.

In summation from the research it is inferred and deducted that the training needs acquired by HODs either through seminars, in-service, symposiums or whatever means is paramount to effective management and administration promotion and development of schools especially in Kisii Central district of Kisii county the research study area. From the study and research vividly and elaborative carried out in the case study afore mentioned. Several inferences and deductions and conclusions are arrived. First is that the training needs acquired by HODs either through in-service or seminars is crucial and vital in the effective management and administration of schools hence boosting performance one of the core objectives of the study achieved and realized.

5.2 Discussions

The purpose of this study was to establish the influence of head teachers' student management principles on students' well-being in secondary schools in Kisii central district, Kenya. The findings of this study showed that there is an influence of head teachers' student management principles on students' well-being in public secondary schools in Kisii central district, Kenya.

The study was guided by four objectives that focused on; to ascertain how the provision of guidance and counselling services by head teachers influence the students' well-being selected public secondary schools, to determine the extent to which provision of students' safety by head teachers influence the students' well-being, to determine the extent to which provision of

recreational facilities by head teachers influence students' well-being and to determine the extent to which the head teachers' governance influence the students' well-being in public secondary schools in Kisii central district , Kisii County and consequently four research questions namely, to what extent does provision and management of guidance and counselling influence the students' well-being in public secondary schools? To what extent does provision of students' safety by head teacher influence the students' well-being in public secondary schools? To what extent do head teachers influence the maintenance and usage of recreational facilities in the students' well-being in the public secondary schools? What is the influence of head teachers' governance on the students' well- being in public secondary schools?

The study applied descriptive survey research question design. The target population was 72 and 69 responses were received. In the study sample size and sampling procedure, both stratified random sampling and purposive sampling were used where 10 schools were divided into homogeneous strata based on three educational zones and samples were selected. Questionnaires and interview schedule were used as research instruments for this study. Descriptive statistics was used to analyze the responses. Quantitative data was summarized into frequency and percentages. The findings were presented using distribution tables, chart and graphs with their explanations. The researcher used the sample statistics to draw conclusions about the population from which the sample was drawn. Qualitative data from the interview schedule was transcribed. The target population included all secondary schools in Kisii central district particularly focusing on head teachers, teachers and students. Data was collected by use of a questionnaire and interview schedule. Through data analysis, the study revealed that male head teachers were 6 represented 62 per cent while female head teachers were 4 represented per cent. This shows that

there was no gender bias. The analysis of teachers indicated that there were 41 teachers, male teachers were 22 represented 53.66 per cent while female were 19 represented 46.34 per cent.

The analysis of students indicated that there were 1428, male were 866 represented 60.64 whereas female were 562 represented 39.36. Majority of the head teachers who responded were aged 41 years and above, this represented 75.0 per cent. Majority of teachers who responded were between 38 to 40 years and above, represented 66.7 per cent. This was an indication that teachers had a long experience of teaching where youthful energy and experience was expected to be at its peak. The majority of the students who responded were between 14 to 18 years represented 85.56 per cent.

Regarding the extent to which the provision of guidance and counselling services by head teachers influence the student well-being in public secondary schools in Kisii central district, majority of the head teachers who responded indicate that there was guidance and counselling given to students. Guidance and counselling should be continuous processes. Through data analysis the study revealed that the male head teacher respondents' were 7 representing 70 per cent while female respondents head teachers' were 3 representing 30 per cent, thus showing there is no gender bias. Majority of the groups responded to the research questions. Provision of guidance and counselling was responded by teachers, head teachers and the students. Majority of the head teachers who responded were representing 100% of the indicated that there was encouragement of students Kisii South secondary schools to work through disagreements by not suppressing them. Guidance and counselling of students is a major service in Kisii central district schools. The majority of the head teachers and teachers who mentioned that guidance

and counselling of students as a mild challenge. There may be in these schools specially trained guidance and counselling teachers who make the work seem easy.

Regarding the extent to the provision of students' safety by head teachers influence the students' well-being in public secondary schools, Majority of the head teachers, teachers and students responded to research question on the student safety. The researcher used both questionnaire and interview schedule. Findings are that head teachers provided students' safety as it is according to education act. Students are well taken care of in school and their need met accordingly. Questionnaires were used to collect data.

Majority of the principals who responded were 10 indicating that students were involved in the planning and designing physical facilities. Majority of the teachers who responded equaled to 31 representing 75.6 percent this indicated that the students were involved in planning and designing physical facilities. Majority of the students who responded equaled 501 representing 34 per cent, this indicated that the students had an opportunity to determine the nature of sports and games to participate in.

One component of student well-being service was the provision of health services by the schools. From the results, it was established that most of the schools (over sixty per cent of them) do not maintain students' health records perhaps because they do not provide these services in the first instance. Given that there is health facilities near these schools the head teacher are most likely not to be overly concerned with provision of these services, especially

since the schools are apparently day schools. Keeping of students' health records can therefore not be used as a good measure of how head teacher provide health services to the students.

Relation to the extent to which the head teachers influence the maintenance and usage of recreational facilities in the students' well-being in public secondary schools. The method used to conduct the data was through questionnaire. The findings were that the head teachers provided the recreational facilities to sampled secondary schools. The recreational facilities were adequate. Every head teacher seemed to consider sufficiency of facilities as a concern although none of them classified it as a very serious one. A small majority of about forty-seven per cent though, had a feeling that this challenge was serious. There is a concurrence among the head teacher of the existence of a serious negative effect on the delivery of well-being services to the students occasioned by insufficient facilities. The evidence of regular participation of students in games and sporting activities at various levels from zones to national level shows that majority of head teachers are able to provide for students sporting activity services.

Regarding the influence of head teachers' governance on the students' well-being in public secondary schools, majority of the head teachers provide proper governance to their students. The researcher used interview schedule to collect data. Student involvement in decision making all the head teachers (ninety-five per cent) involve the students in making school rules. The consequence of this student involvement is the increased acceptability of the rules by the students and a reduced rate of discipline. Elsewhere, the head teacher indicated that they had no significant challenges in maintaining the discipline in their schools. In all the schools, the school administrators often meet with the students to discuss issues.

In addition, students in all schools participate in selection of school prefects which is a good thing for the student leadership can be respected by the student body. Majority of the teachers and students responded to research question on head teachers' governance. Majority of the teachers who responded were 23 representing 56.10 per cent indicated that student council was in existence, students were involved in designing, implementation of the school rules and regulations. Majority of the students who responded were 716 representing 49 percent this indicated that students' council was in existence and also students were involved in planning, designing, and implementation of school rules and regulation.

5.3 Conclusions

Study was guided by four objectives that focused on; to ascertain how the provision of guidance and counselling services by head teachers influence the students' well-being selected public secondary schools, to determine the extent to which provision of students' safety by head teachers influence the students' well-being, to determine the extent to which provision of recreational facilities by head teachers influence students' well-being and to determine the extent to which the head teachers' governance influence the students' well-being in public secondary schools in Kisii central district , Kisii County.

Based on the data of the study the following are the findings of the study. The majority of the head teachers in Kisii central district were effective in the provision of guidance and counseling services towards the well-being of students. The guidance and counselling services offered were adequate to the students and the guidance department in most schools they had a head of

department. This was enough evidence that the guidance and counseling was in schools as well as being in use to all the secondary school in Kisii central district.

To a greater extent provision of students' safety by head teachers influence the students' well-being in secondary schools in Kisii central district. Majority of the head teachers provided the safety and health services to the students. Teachers and students agreed that there were provision health services and safety of the students was intensified in all secondary schools in Kisii central district.

To determine the extent to which provision of recreational facilities by head teachers influence students' well-being in secondary schools, the head teachers affirmed that they provide adequate recreational facilities to the students. Teachers and students equally confirmed the availability of the recreational facilities in schools in Kisii central district. The study also sought to find out the extent to which the head teachers' governance influence the students' well-being in secondary schools, Majority responded to research question on head teachers' governance. Majority of the teachers who responded were 23 representing 56.10 per cent indicated that student council was in existence, students were involved in designing, implementation of the school rules and regulations.

Majority of the students who responded were 716 representing 49percentthis indicated that students' council was in existence and also students were involved in planning, designing, and implementation of school rules and regulations. In addition the demographic data of head teachers also influenced greatly to teaching experience, good exposure, knowledge and skills of

administration that facilitated to the use of the above mentioned arrangement of principles to influence students' well-being in secondary schools in Kisii central district.

5.4 Recommendations of the study

The following recommendations are made in view of the research findings.

Ministry of Education (MoE) should ensure that best behaviors and conditions are inculcated, established and maintained for effective learning to take place in our secondary schools. The school environment should be busy, and an active place in which the students and teachers know that they are on the same side, working together to achieve something worthwhile. It should establish structures at school level to specifically deal with reconciliation, trauma and healing for peace building and therefore enhance student well-being in public secondary schools. The Ministry of Education should also collaborate with all stakeholders in education on student discipline should be determined. Finally, the Ministry of Education should encourage organizations and NGO's dealing with education to help schools with materials on guidance and counselling for students and teachers.

Teachers Service Commission (TSC) should ensure that best behaviors and conditions are inculcated, established and maintained for effective learning to take place in our secondary schools. The school environment should be busy, and an active place in which the students and teachers know that they are on the same side, working together to achieve something worthwhile. It should also establish structures at school level to specifically deal with reconciliation, trauma and healing for peace building and therefore enhance student well-being in public secondary schools Kenya Education Management Institute (KEMI) and other research

institutions should carry more study to investigate measures that can be put in place to ensure that secondary schools are effectively managed. Kenya Institute of Curriculum (KICD) should provide appropriate resources for guidance and counselling such as special rooms. It should also provide appropriate resources for guidance and counselling such as special rooms.

The head teachers should improve on their leadership in the schools to appreciate the importance of dialogue and democratic approaches in ensuring students well-being. They should also create more forums on student well-being and finally they should enhance meetings within the school level that is between principals, teacher-counselor, other teachers and students body. Guidance and counselling department in Schools should often invite young mentors for counselling and guest speakers as well as improving the counselling committee to include parents, BOM representatives and other stakeholders at all times of the term to maintain the tempo of well-being in schools.

Teachers in our secondary schools should endeavor to develop moral values among the students. Moral values refer to the building of a consistent set of values and ideas which can become a basis for making personal decisions about how to behave in relation to other people and the society, this should be enhanced at all levels of instruction.

5.5 Suggested areas for further research

- i) Similar studies could be carried out in other Counties in Kenya to find out influence of head teachers' student management on student well- being in primary schools.
- ii) The study could be replicated using other respondents such as the parents and education officials.
- iii) A study needs to be carried out in private secondary schools to see whether findings from the study will tally with the ones from this research.

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