

# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH AND STUDIES

www.ijcrs.org

ISSN-0249-4655

## PERCEPTION OF THE INDUCTION COURSE IN EDUCATION MANAGEMENT ON EFFECTIVE MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN NAIROBI COUNTY, KENYA

**Joel Ongoto**

PhD student, Kenyatta University, Nairobi, Kenya

**Dr. Martin Ogola**

Lecturer, Department of Educational Management, Policy & Curriculum Studies  
Kenyatta University, Nairobi, Kenya

**Prof. Joseph Malusu**

Associate Professor of Education,  
Mwenge Catholic University, Moshi, Tanzania

---

### **ABSTRACT**

*To address gaps in management of public primary schools and provision of quality education, the Ministry of Education periodically supports head teachers of public primary schools to undertake induction courses in education management in order to improve management practices at school level. One of the many induction courses supported by the Ministry of Education and organised by Kenya Education Management Institute is the Induction Course in Educational Management. This course targets all education managers in public schools with the aim of improving management practices. Despite Kenya Education Management Institute conducting the induction course targeting school managers, poor management practices still are witnessed in many public primary schools. The research objective of this study was to examine effect of school managers' perception of induction course in education management on effective management of public primary schools in Kenya. The study was anchored on Total Quality Management theory. Descriptive survey research design was employed. The target population for the study were ninety-six public primary schools head teachers, chairpersons of boards of management, senior teachers, subordinate staff members, school prefects and staff trainers from Kenya Education Management Institute. Simple random sampling was used to select the sample for this study. Data for the study was collected using structured questionnaires and analysed using descriptive statistics with the aid of the Statistical package for Social Sciences (SPSS) computer software. Results revealed that the head teachers perceived the ICEM in-service training to be highly effective on effective*

*management of public primary schools. Therefore, this study recommends that KEMI should not only develop a new model of training and evaluating the impact of ICEM in-service training but also rethink on appropriate models of evaluating results in-service training attended by public primary school managers.*

**Key Words:** *School Managers' Perception and Effective School Management*

## **Introduction**

The importance of effective management for successful operation of schools is widely acknowledged by many governments. There is growing recognition that the quality of management in schools is critical if the schools are to produce the best results and outcomes. Highly skilled school managers are required if public schools are to flourish. There is an emerging recognition that all school managers require specific preparation in order to perform better. This has led to the introduction of formal development programmes and opportunities for practicing school managers. It is now a requirement that some formal management qualification is required before school managers take up posts and there is now more reliance on in-service training to achieve this. The agenda of improving management practices in schools aims at being responsive to tackling challenges at school level (UNESCO, 2013). It is widely accepted that school managers require specific training if they are to be successful in management of schools. The development of effective school managers requires high-quality training. Training that impacts on management is an integral part of development of an organization and leads to motivation of workers which is very crucial to the success of any organization (Foskett and Hemsley-Brown, 2002).

Lynton and Pareek (2000) emphasize that training is the most important task in modern management and that dissatisfaction with training has grown rapidly and become common, adding that there is now reluctance to send staff for training because of lack of positive impact. Globally, Brundrett (2013) in United States of America, Crawford (2007) in England, Ontario Principal's Council (2013) in Canada, acknowledge that effective management of schools is considered to be a function of effective induction trainings attended by school managers. Despite some challenges attributed such as inadequate funds, to a larger extent inductions courses are antecedents of effective school management. Regionally, Theobald, Umar, Ocheke and Sanni (2007) in Nigeria, also acknowledge that ineffectiveness in management of educational institutions is associated with lack of induction courses among school managers. Whilst, in Kenya, (Omote, 2005), Kalai (2012), Imonje (2011), (MoE, 2016), Chepkuto, Sang and Chumba (2018) assert that despite benefits associated with induction training courses attended by education managers, most of the schools in Kenya are inefficiently managed thus formed the basis of this study.

## **Statement of the Problem**

As school managers, head teachers play an important role in school management and ensure provision of high-quality education at primary school level. It is important that head teachers are well equipped with management skills and knowledge in order to execute management functions. The success and performance of schools depends on how effective and efficient the head teacher is as a school manager. It has been established that the initial training for head teachers is inadequate and cannot provide all the management skills a head teacher needs to effectively manage a school. This is the key reason why the GoK made it mandatory that all head teachers in public primary schools undertake the ICEM in-service training to help improve management practices. Despite the fact that head teachers had undergone ICEM, empirical evidence shows that head teachers continue to perform poorly in management practice. The essence of this research was therefore to answer the key question of efficacies of ICEM in-service training on management practices for public primary schools in Nairobi County to find out its contribution to management practices in public primary schools. Nairobi County was the focus of this study because unlike other Counties, a vast majority of the head teachers

had attended the ICEM in-service training. Analysis of the literature also indicated that many of the studies carried out explored the impact of KEMI in-service courses and none of them focused on efficacies of ICEM.

### **Study Objective**

To evaluate the effect of school managers' perception of induction course in education management on effective management of public primary schools in Kenya.

### **Study Question**

How did school managers' perception of induction course in education management influence effective management of public primary schools in Kenya?

### **The Theoretical Review**

This study is anchored on the Edward Deming theory of Total Quality Management (TQM). According to Hackman and Wageman, (1995), Edwards Deming argued that if an organization adopted appropriate principles of management, it may increase quality and simultaneously reduce costs in terms of reducing waste, rework, staff attrition and litigation while increasing customer loyalty. The theory emphasizes that in processes that make up a system, management must involve those who actually use the processes. In this case, school managers are involved in the day to day running of schools and therefore need to understand the processes that the employer has assigned them. In understanding their role, Deming argued that managers change from giving orders and meting out punishments and rewards, to leading and supporting those they work with in improving quality. Further, it asserts that in order to improve the quality of management, Deming developed fourteen points which serve as guidelines for effective and transformative management. The fourteen points are meant at cultivating an enabling atmosphere in which efficiency and increased productivity thrives.

The fourteen points include creating a constant purpose toward improvement, adopting the new philosophy, stopping depending on inspections, using a single supplier for any one item, improving constantly and forever, using training on the job, implementing leadership, eliminating fear, breaking down barriers between departments, getting rid of unclear slogans, eliminating management by objectives, removing barriers to pride of workmanship, implementing education and self-improvement, and making "transformation" everyone's job. With the fourteen points, Deming recognised that the management is charged with establishing continual improvement through the redefinition of the organization's purposes. Quite simply, the organization must survive, compete well, and constantly replenish its resources for growth and improvement through innovation and research. Deming emphasized that only a commitment to a process of continual improvement truly rewards. An organization cannot expect to ignite and feed a quality revolution from which it will prosper for all time. Instead, it must adopt an evolutionary philosophy; such a philosophy prevents stagnation and arms the organization for the uncertain future. Part of the evolutionary mentality is to abandon practices that, despite their obvious short-term benefits, ultimately detracts an organization's effectiveness.

According to Hackman and Wageman, (1995), Deming stressed on the importance of participative management and transformational leadership and pointed out the need for cooperation. Deming added that in order to fulfill its own potential, an organization must harness the power of every worker in its employment. In this way, shoddy workmanship, poor service, and negative attitudes from the organization are discouraged. The workers should be made to feel valued, work towards a shared vision, embrace teamwork and reduce adversarial relationships. In this way, the overall performance of the organization is improved by having each person take a step towards quality. To promote cooperation, Deming advocated the idea of profound knowledge. Profound knowledge involves expanded views and opinions and an understanding of the seemingly individual yet interdependent elements that comprise the larger system. Deming believed that every

employee has nearly unlimited potential if placed in a situation that adequately supports, educates, and nurtures senses of pride and responsibility. Deming stated that majority (85%) of an employee's effectiveness is determined by the environment and only minimally by individual skill. Deming pointed out that an organization should seek to continually improve the current skills of its workers, encourage people to learn new skills to prepare for future changes and challenges and build skills to make the workforce more adaptable to change, and better able to find and achieve improvements.

TQM theory as advanced by Edward Deming was deemed relevant to this study in a number of ways. First, TQM emphasizes the need to improve the current skills of workers. ICEM in-service training that school managers are required to undergo is meant to improve their management skills. In this way, the school managers are trained on best management practices that they would adopt for their schools. Second, TQM teaches that for transformation to occur, the first step is to transform the individual. The transformed individual will have a basis for judgment of own decisions and for transformation of the organizations they belong to. It is hoped that once school managers complete the ICEM training, they will apply what they have learnt in the management of public primary schools hence transforming them. Finally, TQM emphasizes that a manager of people needs to understand that all people are different. This is not ranking people. The manager needs to understand that the performance of anyone is governed largely by the system that they work in. It is hoped that once the school managers complete the ICEM training, they will understand the different cadres of people they will be dealing with and in the process, devise ways of harnessing their potential for the betterment of the schools they manage.

## Literature Review

### **School managers' perception of the induction course in education management and effective school management**

Muchoki (2011) in a study of head teachers' role in management of educational resources and pupil's performance found out that poor management of physical facilities, instructional materials and teaching personnel by the head teachers greatly contributed to poor pupil performance in primary schools in Kasarani division in Nairobi County. Muchoki argued that even where some schools were properly equipped with resources, poor management had watered down any significant contribution to enhancement of education as evidenced by continuous dismal pupil performance. Muchoki targeted a division within the larger County of Nairobi and looked at the role of head teachers in management of educational resources and pupil performance. The researcher considered this study important as it clearly brought out the management problems in schools in Nairobi County despite ICEM having been undertaken. The researcher wanted to find out if the dismal performance in Nairobi County schools would be attributed to how ICEM was being conducted in order to answer the reasons for poor performance by pupils. Although Muchoki did not recommend any form of in-service training as a remedy for poor management practices in schools, the researcher in this study seeks to establish whether there existed a link between effectiveness of ICEM and poor performance in the affected schools.

Githu (2014) in a study on factors influencing principals' perception of effectiveness of Kenya Education Management Institute in service programmes in Nairobi County, revealed that principals, with low level of education perceived in-service training as a platform to gain skills on management. Githu established that principal's learnt new methods of management from attending in-service training programmes which positively contributed to their management needs. The Githu study established that principals from secondary schools perceived in-service training differently and added that KEMI should make follow-up on their trainees to make sure that head teachers were practicing what they had learnt in the training. Githu asserted that head teachers should be encouraged to take personal initiative in preparing and developing themselves for school leadership. Githu examined the perception of head teachers on all courses offered by KEMI which was a major weakness of this study and since ICEM was not singled out. Unlike Githu who focused on secondary

schools, the researcher focused on ICEM for public primary school managers to bring out the effectiveness of ICEM on management practices. While Githu targeted head teachers from secondary schools' head teachers and KEMI trainers as respondents for the study to assess effectiveness of KEMI courses, the researcher in this study expanded the number of respondents and included school prefects, teachers, school workers and BOM chairpersons. The Githu study did not assess the perceptions of effectiveness of ICEM but focused on factors influencing perception.

Mabonga (2009), in a study on headteachers' self-perception of their roles in the management of school-based change in western Kenya found out that specific school-based changes introduced by headteachers varied from one school to another and from one management task area to another. Mabonga established that the main sources of resistance to the school-based changes initiated by headteachers emanated from the communities surrounding schools, school staff and students. The researcher identified this as the main weakness of the study as Mabonga did not examine the role played by trainings such as ICEM in school-based change, which would also be the cause as well. Mabonga identified the key task areas that elicited the most serious forms of resistance to changes as, management of finances, general administration, staff personnel and student services but did not give the reasons. The researcher aimed to determine the reasons for this resistance and whether this could be attributed to ICEM. Mabonga established that a large proportion of headteachers were unable to diagnose resistance to change but did not determine the reasons for this scenario. The researcher in this study sought to find out whether this would be attribute to the effectiveness of ICEM.

Mabonga used ex-post-facto research design, while the researcher in this study opted for a descriptive survey research design. Mabonga revealed that headteachers perceived themselves positively on the accounts of teambuilding, personal motivation and initiative, leadership management and effective communication in the initiation and implementation of school-based educational change. The researcher in this study wanted to find out whether these perceptions would also be attributed to ICEM. Unlike in the Mabonga study, the ICEM study focused on a different region of Kenya, had higher samples, and involved respondents such as prefects, support staff and chairpersons who were not part of the Mabonga study. The researcher also involved data collection on perceptions of head teachers on ICEM effectiveness, while the Mabonga study involved self-perceptions of the role of head teachers in the management of school-based change and did not bring out the perceptions of the effectiveness of ICEM in the management of school-based change which was considered a weakness.

Simiyu (2019) in a study on teachers' preparedness towards implementation of Free Primary Education in Bungoma County in Kenya argued that the launch of the Free Primary Education (FPE) lead to an increase in enrolment of learners in primary schools which posed a challenge to the teacher preparation of handling large number of learners. The researcher wanted to find out whether these challenges would be attributed to weaknesses and effectiveness in ICEM training. Simiyu used a descriptive survey research design and targeted head teachers, teachers, school management committee chair persons, used questionnaires, interview schedules, document analysis and observation schedules as instruments for data collection. The researcher in this ICEM study did not use interview schedules and observations as tools for data collection. The main findings of the Simiyu study was that most teachers felt inadequate in handling challenges of FPE on resource utilization due to inadequate in-service programmes but did not specify which in-service training, as there were many trainings which were being conducted by various stakeholders in the MoE. The researcher undertook this study to find out whether their inadequacy would be attributed to ICEM training conducted by KEMI.

Latouche and Gascoigne (2017) while writing in the journal of attention disorders, evaluated the efficacy of an in-service training workshop at increasing primary school teacher Attention Deficit Hyperactivity Disorder (ADHD) knowledge and sense of self-efficacy. Teachers were allocated into either an intervention or control group. Latouche and Gascoigne assessed teachers' ADHD knowledge and self-efficacy following the

provision of a brief training workshop on ADHD. Knowledge and self-efficacy retention were also assessed. It was found that within the intervention group, ADHD knowledge and self-efficacy increased following the intervention. This study indicated that a brief training workshop would increase primary school teachers' ADHD knowledge and self-efficacy. This informed the researcher significantly as it indicated that after trainees had attended training, they gained significant knowledge in the performance of their work. The research findings contradicted available literature on effectiveness of training after trainees had participated for the case of Nairobi County. The ADHD study did not examine the perceptions of trainees on the training they undertook, which the researcher covered in this study.

Rahman, Jumani, Akhter, Chisthi and Ajmal (2011) examined ways in which teacher training was related to effective teaching and student achievement. The study found out that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation including actual academic work, classroom management, evaluation procedures, assignments, and developing human relationships with students, principal, and society. The researchers concluded that teacher training was positively related to effective teaching. The results of the study indicated that there was a significant correlation between teachers training and student test results. They recommended that quality training programmes for teachers may be introduced as it had significant correlation with student performance. The findings of this study contradicted the situation in Nairobi County, as the ICEM training was not impacting positively on pupil performance. This motivated the researcher to undertake the study in order to establish the perceptions on effectiveness of ICEM by trainees.

Mulwa (2018) sought to investigate the influence of head teacher exposure to management training on implementation of public procurement regulations in Kenya and established that majority of the headteachers had been inducted on implementation of public procurement regulations. Mulwa found out that the training had a positive significant effect on headteachers. The Mulwa study concluded that headteachers induction on public procurement regulations had a significant effect on implementation of public procurement regulations in public secondary schools. The researcher in the ICEM study expanded the scope of the study by examining all aspects of training under ICEM and not just procurement. The researcher included all aspects of finance management in the study and other head teacher management tasks such as curriculum management, student and personnel management and school community relations as well. Although Mulwa study focused on secondary schools the researcher in this study focused on primary schools. Mulwa did not also assess the perceptions of the effectiveness of training and the study did not focus on the procurement topics conducted under ICEM.

Manduku, Boiyon and Cheruiyot (2017) in a study on in-service teacher training programmes and its implications on teacher effectiveness in secondary schools in Kenya, assessed the effects of in-service teacher training programmes on teacher effectiveness in Sotik Sub-County found trainings effective but recommended joint efforts of the government, school principals, universities in ensuring proper rolling and management of the in-service teacher training programme in order to benefit more teachers. The study did not focus on perception of effectiveness of specific in-service trainings. The researcher in the ICEM study focused on perception of the effectiveness of ICEM for school managers. Although this study recommended more in-service courses for teachers, the researcher needed to find out the perception of the effectiveness of the courses that had already been undertaken before more courses were organised.

Omondi (2006) in a study on the role performance of female head teachers in public primary schools in Bondo District in Kenya found out that many female head teachers of primary schools faced a lot of problems in financial management despite attending in-service trainings and recommended that more training in financial management be done in order to enable the head teachers and school managers to perform more effectively. Omondi did not examine the perception of effectiveness of in-service courses organised in finance management. The researcher wanted to find out whether the challenges faced by head teachers in financial

management would be attributed to ICEM weaknesses. Omondi recommended further research to be done to give a general picture of the whole country in terms of how female head teachers performed their roles. Omondi excluded other critical management practices in primary school management like curriculum management practices, plant management practices, human resource management practices and community relations practices. The researcher included all aspects and examined all areas of management left out in the Omondi study and went further to assess whether ICEM was effective and not a mere formality based on participants' perception.

Writing on effectiveness of training, Cole (2004) asserts that evaluation of training is part of the control process of training and aims to obtain feedback about the results of training with a view to improvement where necessary. Training evaluation is concerned with setting appropriate standards of training. Cole adds that the more precise the standards set, the easier it is to evaluate the success of training. Cole gives a different framework for evaluating training and suggests what information should be sought to enable evaluation to become an on-going process in the organization. Examining the perception of school managers on the effectiveness of ICEM feeds into the recommendations of Cole on evaluation of training programmes. Babbie and Mouton (2003) assert that evaluation to determine effectiveness of any programme is commissioned for purposes of programme management, improvement and refinement, financial accountability, on public demand, to meet accreditation requirements and for purposes of quality assurance and control.

Babbie & Mouton argue that evaluations are done to improve an understanding of how a programme works and how people change their attitudes and behaviours because of successful interventions. The researcher borrowed heavily from the work of Babbie and Mouton to undertake this study on the perception on effectiveness of ICEM. Programme sponsors and other stakeholders require evidence that what was paid for and deemed desirable took place and there is no point in being concerned with the impact or outcome of a programme unless it had taken place and has been properly implemented. The researcher assessed ICEM according to Babbie and Mouton recommendations in order to contribute to knowledge on the worth of ICEM by assessing the perceptions of the effectiveness of ICEM. Cowie & Crawford (2007) sought to determine whether principal preparedness in schools was still an act of faith or just a policy. The study analysed the principal preparation concerning management practices in Scotland and England. The main objective of the study was to find out effectiveness of the current preparations of school head teachers in Scotland and England. Cowie & Crawford found out that in Scotland, the issue of principal preparation was not effective in realizing the goal of proper school management. This was attributed to the fact that most principals and school heads considered the training as just a formality and thus did not transfer what they learned from the courses to the actual school settings. Cowie and Crawford did not examine the perception of respondents towards the effectiveness of the courses organised in Scotland and England for school managers. The researcher also wanted to find out whether ICEM was effective or participants considered it a mere formality.

## **Methodology**

The study adopted descriptive survey research design to investigate the effect of induction preparation procedures by Kenya education management institute on effective management of public primary schools in Kenya. The target population for this study were 96 ICEM in-service trained public primary school head teachers, senior teachers, heads of support staff, head prefects, chairpersons of Boards of Management (BOM) and the ICEM staff trainers. During the study, there were 197 public primary schools, 132 non-formal primary schools and 216 private primary schools. The average class size was 34 pupils. By the time of the study, Nairobi County had a pupil population of 229,251, of whom 115,096 were boys and 114,155 were girls. The County had 203,061 pupils in public primary schools of whom 101,044 were boys and 102,017 were girls. Nairobi had 31,929 pupils attending private primary schools of whom 16,762 were boys and 15,167 were girls.

The study population was arrived at based on the following inclusion and exclusion criteria. Simple random sampling was used in this study. Based on a total population of 499 respondents from all the sub-categories, a sample size of 374 respondents was computed using Watson (2001) formula. Structured questionnaires were used to collect data primary data while content analysis method was used to collect secondary data from published reports such as ICEM modules, KEMI policy guidelines, training materials, and MoE guidelines and published documents on in-service training for Education administrators to examine the stated policies. Primary data was analysed quantitatively and descriptive statistics such as mean scores, percentages, frequency tables were used to describe the general behaviour of data.

**Table 4.1: Response Rate**

<b>Respondent</b>	<b>Expected</b>	<b>Actual</b>	<b>Percentage</b>
Head teachers	72	72	100
Senior teachers	72	72	100
BOM chairs	72	72	100
Head chairs	72	72	100
School prefects	72	72	100
Staff trainers	14	14	100
<b>Total</b>	<b>374</b>	<b>374</b>	<b>100</b>

As depicted in Table 4.1, the researcher distributed questionnaires to respondents drawn from the 72 schools whose head teachers had undergone ICEM in-service training and was able to receive 374 questionnaires. Questionnaires were distributed to head teachers, senior teachers, BOM chairpersons, heads of support staff and school head prefects as well as to KEMI staff trainers.

### **School managers' Perception of Induction Course in Education Management on Effective School management**

**Table 4.2: Head teachers' perceptions of the effectiveness of ICEM training**

Comment about KEMI Courses	n	Excellent %	Good %	Satisfactory %	Poor %	Very poor %
Extent course objectives were met	72	22	41	27	10	-
Relevance of courses to head teachers	72	37	36	17	7	3
Session management	72	26	47	21	7	-
Instructiveness of sessions	72	31	27	32	10	-
Use of varied training methodologies	72	26	35	23	7	9
Use of teaching aids	72	26	28	36	10	-
Enhancement of performance	72	17	44	29	10	-
Relevance of topics	72	20	38	32	10	-
Course facilitation	72	31	36	23	10	-
Invitation for courses	72	26	43	16	15	-
Course durations	72	14	36	34	16	-
Course venues	72	20	29	39	9	3
Boarding facilities	72	11	32	41	16	-
Dining facilities	72	14	38	41	7	-



Findings in Table 4.2 indicate that the head teachers perceive the ICEM in-service training to be highly effective on their management practices. Majority of the head teachers lauded variations in training methodologies (61%), use of teaching aids (54%), management of the training sessions (70%), interactions during the sessions (58%) and relevancy of the courses (73%). Based on these, majority (63%) of the head teachers perceived that the objectives for KEMI in-service course for public primary school heads were met with 61% of them pointing out that ICEM in-service training enhanced their job performance. These findings are in tandem with those of Rebore (2012) who avers that head teachers perceive in-service training on school management as being of great importance to their duties as this will assist them in school management as well as achieving better results in their school. These findings also agree with the findings of Githu (2014), Latouche and Gascoigne (2017). Mulwa (2018), Manduku Boiyo & Cheruiyot (2017) who all found out that participants of training perceived it as effective and enhanced that it improved performance at the organization level.

**Table 4.3: Head teachers' perceptions of ICEM training on financial management**

Response	n	Excellent %	Good %	Satisfactory %	Poor %	Very poor %
Budget Control	72	22	41	27	10	-
Book Keeping	72	37	36	17	7	3
Keeping Inventories	72	26	47	21	7	-
Sourcing of funds	72	31	27	32	10	-
Auditing Books of Account	72	26	35	23	7	9
Budget Preparation	72	26	28	36	10	-
Income Generating Activities	72	17	44	29	10	-
Maintenance of school records	72	14	38	41	7	-

The study further sought to determine the participant perception of ICEM in-service training on particular management practices such as financial, human resource, and plant management. Head teachers' perceptions of ICEM training on aspects of financial management were tabulated in Table 4.3. Gross mismanagement of finances is one of the key problems facing public schools in Kenya (Koech, 2004). Omondi (2006) also found out that poor finance management affected schools managed by female head teachers and recommended in-service training. The Ministry of Education, through in-service training, has moved to avert this situation by taking head teachers through best financial practices to be adopted in their schools. Findings in table 4.9 shows that head teachers perceive financial management practices that they are trained on in the ICEM training as being very effective in their day to day running of the schools. The findings show that majority of the head teachers have gained knowledge and skills in budget preparation (54%), budget control (63%), auditing books (61%), keeping inventories (73%) and sourcing for funds (58%) among other financial aspects. These findings are in tandem with Kii (2015) who observes that competence in financial management enables head teachers to carry out financial task and enforces transparency and accountability with regard to public finance. Thus, financial management courses equip school heads with knowledge and skills to handle school finances efficiently and effectively. These findings are also in tandem with the findings of Githu (2014) Rahman et al. (2011) and Mulwa (2018) who found that training made a positive impact on trainees' knowledge on various issues on management.

Head teachers play a critical role in managing human resource management in their respective institutions. In a school setup, the head teacher has teaching staff, parents, non-teaching staff, and pupils as human resources to be managed. As managers, head teachers should therefore have skills in recruitment, selection, orientation, induction, appraisals, team work, delegation, training and teacher motivation. Thus, this study sought to establish the head teachers' perceptions of ICEM training on various aspects of human resource management. The findings were tabulated in Table 4.4.

**Table 4.4: Head teachers' perception of ICEM training on human resource management**

Response	n	Excellent %	Good %	Neutral %	Fair %	Bad %
Staff appraisal	72	16	60	10	14	-
Team work	72	24	60	14	2	-
Staff motivation	72	17	65	11	7	-
Delegation	72	10	64	17	9	-
Staff welfare	72	10	60	14	16	-

Findings from Table 4.4 indicate that the head teachers highly rated the effectiveness of ICEM training on various aspects of human resource management. This implies that after ICEM training, head teachers found the training useful in handling various human resource aspects such as staff appraisals (76%), team work (84%), motivation (92%), delegation (84%) and staff welfare (70%) among others. Competence in human resource management leads to effective human resource management which is reflected in the school's performance, discipline among teachers and learners, time management, good rapport between parents and teachers and good teacher working surroundings. These findings agree with the findings of the studies conducted by Githu (2014), Latouche & Gascoigne (2017), Rahman et al. (2011) and Mulwa (2018), on the positive impact of in-service training on human resource management knowledge. It cannot be gainsaid that head teachers are responsible for the day to day running of their respective schools. This means that they are expected to be competent in school plant management because this leads to a well-planned school which stimulates learning and enhances good teaching practices (Ajayi, 2007).

**Table 4.5: Head teachers' perception of ICEM training on school plant management**

School Plant Management Task	n	Very Effective %	Effective %	Fairly Effective %	Ineffective %	Very Ineffective %
Resource mobilisation	72	20	60	10	10	-
Waste management	72	20	50	5	25	-
Renovation	72	24	60	2	14	-
Maintenance of school facilities	72	11	65	17	7	-
Maintenance of school library	72	34	24	23	13	6
Ground maintenance	72	10	60	14	16	-

The study sought to establish the head teachers' perception of ICEM training on school plant management and the responses obtained were analysed in Table 4.5. Table 4.5 shows that the head teachers rate highly the effectiveness of ICEM training on school plant management. This shows that majority of the head teachers gained knowledge and skills which will competently enable them to handle various school plant tasks such as resource mobilization (80%), waste management (70%), renovations (84%) and ground maintenance (70%) among others. The findings concur with Wekhuyi (2014) who, in a study on influence of in-service training on public secondary management of finances and human resources in Busia County, avers that KEMI courses are effective in addressing school plant management tasks especially on resources mobilization and the general running of the school. The findings are also in tandem with the findings of Githu (2014) and Mulwa (2018) who found out that in-service trainings were effective when conducted properly on giving trainees knowledge on plant management. From these findings, it is evident that head teachers positively perceive ICEM training on various management practices. This is in agreement with the findings of Muthini (2004) who, in a study on

secondary school principals' perception of KEMI programmes in Nairobi Province, found out that the principals appreciated relevance of KEMI programmes. Like the principals, the head teachers regarded, appreciated and highly perceived KEMI's ICEM in-service training.

### **Conclusion and Recommendations**

The study found out that head teachers' perception on effectiveness of ICEM was good and through the analysed data ICEM had positively influenced management practices at school level. This influence touched on curriculum management, plant management, human resources management and finance management. The study also showed that a strong ICEM efficacy on management practices in relation to human resources management, plant management, finance management and curriculum management as indicated by BOM chairpersons, senior teachers, support staff and prefects in Nairobi County. Therefore, this study concludes that ICEM in-service had positively and significantly impacted on management practices adapted by head teachers in their respective public primary schools. Majority of the head teachers felt that ICEM training improved their overall performance in the management of their respective primary schools.

Based on the findings of this study the following recommendations were made: KEMI should develop policy guidelines on the selection and preparation of head teachers for in-service training to cover ICEM as it was found that there was no such policy in place on participant selection and preparation by the time the study was finalized. KEMI should orient head teacher teachers on ICEM course requirement on areas such as its course requirements, expectations, course coverage, its modules and duration. KEMI should carry out evaluation of its training programmes to determine the worth of some of the courses it was offering as there were no evaluation reports for KEMI courses by the time the study was undertaken to determine efficacy of the courses. It is recommended that KEMI should continue to implement ICEM as it was found to be effective and had influenced the management practises at school level in Nairobi County positively in the areas of human resource management, curriculum management, finance management, pupil personnel management and plant management.

### **REFERENCES**

- Adama, A. H. (2019). Impact of in-service training on teachers' job performance in public secondary schools in Kogi-East Senatorial District, Kogi State, Nigeria. *International Journal of Education and Research*, Vol. 7, No.1, 165-178.
- Adentwi, K. I. (2010). *Principles, practices and issues in teacher education*. Kumasi: Skies Printing Works.
- Alegado, E. P. J. (2018). The challenges of teacher leadership in Philippines experienced and perceived by teachers. *International Journal of Education and Research*, Vol. 6, No. 6, 291-302.
- Alsawalgah, M. L. (2019). The role of school administration in eliminating bullying phenomenon in schools, case of Jordanian Schools. *International Journal of Education and Research*, Vol.7, No.4, 197-204.
- Ajayi, J.A (2007). *The Concept of Innovations, Diffusions, Relevance and Implementation of ICT in Nigerian Schools and Colleges*. Ikere, J. Edu. Special Edition on ICT, 40-50.
- American Psychological Association (2013). *Publication Manual of the American Psychological Association*. Washington, DC: Author.

- Arikewuyo, O. (2009). "Professional Training of Secondary School Principals in Nigeria: A Neglected Area in the Educational System." *Florida Journal of Educational Administration & Policy*, Vol. 2(1), 73-84.
- Armstrong, M. (2009). *Armstrong's Handbook of Human Resource Management Practice (11<sup>th</sup> Ed.)*. London: Kogan Page.
- Ayiro, L. P. (2005). *Entrepreneurship modelling in a semi-autonomous government agency: A case study of the Kenya Education Management Institute*. Unpublished Master of Science Thesis, Kenyatta University, Nairobi, Kenya.
- Babbie, E. & Mouton, J. (2003). *The practice of Social Research*. Cape Town: Oxford University Press.
- Balnaves, M. & Caputi, P. (2001). *Introduction to Quantitative Research Methods. An Investigative Approach*. London: Sage Publications Limited.
- Bayrakci, M. (2009). "In-Service Teacher Training in Japan and Turkey: A Comparative Analysis of Institutions and Practices." *Australian Journal of Teacher Education*, 34, 10. Retrieved on 20<sup>th</sup> November, 2009 from Sakarya University Turkey database.
- Beardwell, I. & Holden, L. (2001). *Human Resource Management: A Contemporary Approach*. London: Prentice Hall.
- Bearmont, P.B. (1993). *Human Resource Management Key Concepts and Skills*. London: Sage Publications.
- Bechem, E. P. C. (2019). Inclusive Education in Cameroon: Challenges and Prospects. *Journal of Education and Practice*, Vol.10, No.12, 12 – 112. DOI 10.7176.
- Bell, J. (2005). *Doing your Research Project: A Guide for first time Researchers in Education and Social Science*. Buckingham: Open University.
- Bernard, H. R., & Ryan, G. W. (2010). *Analyzing Qualitative Data*. Los Angeles, Thousand Oaks, CA: Sage Publications.
- Best, J.W & Khan, J.V. (2011): *Research in Education (8th Edition)*. NewDelhi: Prenticehall.
- Brundrett, M. (2013). "The Development of School Leadership Preparation Programmes in England and the USA: A Comparative Analysis." *Sage Journals*, Vol. No. 2, 1-25.
- Bryman, A. (2004). *Social Research Methods*. Oxford: Oxford University Press.
- Buchanan, D. & Huczynski, A. (2001). *Organizational Behaviour: An Introductory Text*. London: Prentice Hall.
- Chaligha, J. E. (2018). The quality of Pre-service primary school teacher education in Tanzania: An Investigation into policies and practices. Unpublished PhD Thesis, Kenyatta University.
- Chepkuto, W. K., Sang J., Chumba, S., (2018). Influence of continuous professional development programmes on curriculum implementation in selected North Rift Counties public secondary schools, Kenya. *International Journal of Education and Research*, Vol.6, No.6, 169-182.
- Climate Nairobi (2018, June 27). Retrieved from <https://en.climate-data.org/africa/kenya/nairobi/nairobi-541/>
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education (5<sup>th</sup> Ed)*. New York: Routledge Falmer.
- Cole, A. G. (2004). *Management Theory and Practice (6<sup>th</sup> Ed)*. London: TJ International, Padstow Cornwall.

- Cowie, M. & Crawford, M. (2007). "Principal preparation – still an act of faith?" *School Leadership & Management*, Vol. 27 (2), 129-146.
- Creswell, J. W. (2012) *Educational Research. Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Los Angeles: Pearson.
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods approaches*. Thousand Oaks: Sage Publications.
- Dale, B. G., Van Der Wiele, T., & Van Iwaarden, J. (2013). *Managing quality*. London: John Wiley & Sons.
- Derek, E. (2013). *Competencies for School Managers*. London: Kogan Page.
- Document Analysis (n.d). *What is document analysis?* Retrieved On 19<sup>th</sup> November 2012 from <http://www.drcath.net/toolkit/document.html>
- Farrant, J. S. (2012). *Principles and practice of education*. London: Longman Group Ltd.
- Flick, U. (2006). *An Introduction to Qualitative Research*. London: Sage Publications.
- Foskett, N. & Hemsley-Brown, J. (2002). *Choosing futures young people's decision-making in education, training and careers markets*. London: Routledge Falmer.
- Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications*. Columbus, OH: Merrill.
- Geering, A. D. (1980). *An In-service Plan for School Principals in a School District in Minnesota, U.S.A.* Retrieved on 20<sup>th</sup> November, 2009 from <http://www.creativeeducation.co.uk>.
- Getange K. N. (2013). Financing of public day secondary schools education and its implications on the quality of learning in Kisii Central District, Kisii County, Kenya. Unpublished PhD Thesis, Kenyatta University.
- Gichohi, P. K. (1994). *Office Routine and communication Techniques*. Nairobi: KEMI.
- Githu, L. N. (2014). Factors Influencing Principals' Perception of Effectiveness of Kenya Education Management Institute In-Service Programmes in Nairobi County, Kenya. Unpublished M.Ed. Project, University of Nairobi
- Githiari, F. W. (2017). Ways Through Which Principals Acquire the Leadership Competencies Required for Effective Management of Secondary Schools in Nairobi County, Kenya. *Journal of Education and Practice* Vol.8, No.9, 43-48.
- Goddard, W. & Melville, S. (2001). *Research methodology an Introduction*. Lansdowne: Juta & co. Ltd.
- Greenland, J. (2003). *The in-service training of Primary school teachers in English-speaking Africa*. London: Macmillan Publishers Ltd
- Hackman, J. R., & Wageman, R. (1995). *Total Quality Management: Empirical, Conceptual, and Practical Issues*. New York: Cornell University.
- Hammersley M. & Atkinson P. (2007). *Ethnography: Principles in Practice*. London: Routledge.
- Higson-Smith, C. & Bless, C. (2004). *Fundamentals of Social Research Methods: An African Perspective*. Lusaka: Creda Communications.

- Huber, S. and Schratz, M. (2004). 'Austria: mandatory training according to state guidelines', in S. Huber (ed.), *Preparing School Leaders for the 21st Century: An International Comparison of Development Programs in 15 Countries*. London: Routledge Falmer.
- Imonje, R. M. K. (2011). Factors influencing teacher performance on implementation of Free Primary Education in City Council primary schools in Nairobi province. Unpublished PhD Thesis, University of Nairobi.
- Inyangala, E. M. (2016). Institutional factors influencing learners' involvement in management of public primary schools in Makadara district, Nairobi. Unpublished Master Project, University of Nairobi
- International Monetary Fund (IMF). (2012). *Kenya: Poverty Reduction Strategy Paper - Progress Report*. USA: IMF.
- Jarvis, P. (2010). *An international dictionary of adults and continuing education*. London: Routledge and Kegal Paul.
- Johanson, R. K. & Adams A. V. (2004). *Skills Development in Sub-Saharan Africa*. Washington D. C.: World Bank.
- Kabono, R. N. (2014). Contribution of In-Service Training for Headteachers Towards Teachers' Performance in Public Primary Schools in Kiambu East District, Kenya. Unpublished M.Ed. Project, Kenyatta University.
- Kagendo, D. A. (2018) Student Participation in decision making in secondary schools and its influence on student discipline in Tharaka-Nithi and Nairobi Counties, Kenya. Unpublished PhD Thesis, Kenyatta University.
- Kagiri, S. M. (2005). The role of Kenya Education Management Institute in Effective/of heads of secondary schools. Unpublished Master of Education Thesis, Kenyatta University, Nairobi, Kenya
- Kalai, J. M. (1998). Kenya Education Management Institute (KEMI), in- service Programs as Perceived by Secondary Schools Head teachers. A case study of Kitui District. Unpublished Masters of Education thesis, University of Nairobi, Nairobi, Kenya.
- Kalai, J.M. (2012) *School principals' preparation and development*. Saarbrucken: Lambert Academic publishers.
- Kalungu, A. S. (2015). Influence of Boards of Managements.' Financial management on public secondary schools in westlands district, Nairobi county. Unpublished Masters Project, University of Nairobi.
- Kamau, N. (2010). Effectiveness of secondary school headteachers in management of human resources, A case study of Murang'a County, Kenya. Unpublished M.Ed. Project, Kenyatta University
- Kamindo, C.M (2008). Instructional supervision in an era of change: policy and practice in primary education in Kenya, Durham University School of Education United Kingdom, unpublished PhD thesis.
- Kaniaru, S., Thinguri, R. W. & Koech, P. (2018). An Analysis of The Association Between School Managers' Induction Capacity and The Implementation of Human Resource Development Policy at Public Primary Schools in Nyeri County, Kenya. *European Journal of Education Studies* Vol.4, No.12, 183-193.
- Kannan, R. (2004). Evolution of systems theory of management and its basic assumptions. *Personal website*. Retrieved on 8<sup>th</sup> October, 2008 from [www.geocities.com/kst\\_ability/learning](http://www.geocities.com/kst_ability/learning).

- Karimi, P. and Gitonga, A. K. (2017). Factors influencing performance of teachers in managerial positions in public secondary schools in Meru County, Kenya. *International Academic Journal of Information Sciences and Project Management*, Vol. 2, No. 1, 335-355.
- Karuri, S. W. (2015). Factors influencing pupil discipline in public primary schools in Dagoretti sub county Nairobi, Kenya. Unpublished Masters Project, University of Nairobi.
- Kasomo, D. (2015). *Research Methods in Humanities and Education*. Nairobi: Jomo Kenyatta Foundation.
- Katua, E. K., Mulwa, J. K., Mungai, A. G. (2019). Influence of Principals communication strategies on students discipline in public secondary schools in Kenya. *International Journal of Education and Research*, Vol.7, No.2, 197-206.
- Kaugi, E. M. (2015). An evaluation of dynamics of quality of education provided by non-formal primary schools in Nairobi, Kenya. Unpublished PhD Thesis, Kenyatta University.
- Kavulya, J. M. (2014). *How to Write Research and Term papers. Guidelines for Selecting Topics, Conducting Research and, Writing and Referencing Sources*. Nairobi: Jomo Kenyatta Foundation.
- Keban, Y. B., Arifin, S., Wahyono, R., (2019). SWOT analysis and implementation strategies in educational management. *Journal of Education and Practice*. Vol. 10, No. 12, 86-92.
- Keith, L. & Françoise, C. (2001). *Financing secondary education in developing countries: strategies for sustaining growth*. Published by International Institute for Educational Planning. Paris.
- Kenya Institute of Education, (1999). *Aids Education Facilitators Handbook*. Nairobi: Government Printer.
- Kenya Education Management Institute (2008). *KEMI News link Briefs*. Nairobi. Kenya Education Staff Institute.
- Kenya Education Management Institute – VVOB (2002). *Project Institutional Capacity building for the Kenya Education Management Institute*. Final draft version presented to the KEMI Council. Nairobi: Kenya Education Management Institute.
- Kiio, J.S. (2015). Influence of Kenya education management institute's training on head teachers' competence in management of primary schools in Westlands Sub-County, Nairobi. Unpublished Med. Thesis, University of Nairobi, Nairobi.
- Kimosop, M. P. (2002). A study of the role of the headteacher in instructional Supervision in Kabarnet and Salawa divisions of Baringo district. Unpublished Master of Education Thesis, Kenyatta University, Nairobi.
- Kindiki, J. N. (2009). Effectiveness of Boards of Governors in Curriculum Implementation in secondary schools in Kenya. *Educational Research and Review*, Vol. 4 (5), 260-266.
- Kingoriah, G. K. (2004). *Fundamentals of Applied Statistics*. Nairobi: Jomo Kenyatta Foundation.
- Kinyanjui, G.N., Olembo, J., Onyango, G. (2019). Influence of inclusiveness on the quality of education in public primary schools in Nairobi and Kajiado Counties, Kenya. *International Journal of Education and Research*, Vol. 7, No.2, 11-24.
- Kombo, D. K. (1998). Correlates of students' deviant behaviour in selected secondary Schools in Nairobi. Unpublished PhD thesis, Kenyatta University, Nairobi, Kenya.
- Kombo, D. K. & Tromp, L. A. D. (2006). *Proposal and Thesis Writing*. Nairobi: Pauline Publications Africa.
- Koontz, H. & Weihrich, H. (1993). *Management A. Global Perspective*. New York: McGraw – Hill Inc.

- Kothari, C. R. (2006). *Research Methodology. Methods and Techniques*. New Delhi: New Age International (P) Limited Publishers.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30, 607-610.
- Kroehnert, G. (1995). *Basic Training for Trainers. A Handbook for New Trainers*. New York: McGraw-Hill Book Company
- Latouche A. P. and Gascoigne M. (2017). In-Service Training for Increasing Teachers' ADHD Knowledge and Self-Efficacy. *Journal of Attention Disorders*, Authors, 1-12. DOI: 10.1177/1087054717707045
- Locke, F. L., Silverman J. S. & Spirduso W. W. (2000). *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. London: Sage Publications. Inc.
- Leki, I. (1998). *Academic writing*. New York: Cambridge University Press.
- Lodiaga, J. (1996). *Education management training for school committees*. Nairobi: Kecha Printers & Stationers.
- Lockheed, M. E. & Verspoor, A. M. and Associates (1991). *Improving Primary Education in Developing Countries*. Oxford: published for the World Bank by Oxford University Press
- Lynnton, R. P. & Pareek, U. (2000). *Training for Organizational Transformation*. New Delhi: Sage Publications.
- Mabonga, J. L. O. (2009). Headteachers' self-perception of their role in the management of school-based change in Western Kenya. Unpublished PhD Thesis, Kenyatta University.
- Malusu, J. M. (1997). *The role of the Christian church in curriculum development in Kenya: A case study of CISRET and CREATE in-service teacher education programs*. Unpublished PhD Thesis, Kenyatta University, Nairobi, Kenya.
- Manduku, J., Boiyon E., Cheruiyot A. (2017). Inservice teacher training programmes: implications on teacher effectiveness in secondary schools in Kenya. *European journal of Education Studies*, Vol 3, No. 7 189-202.
- Manoppo, N. N., Tambingou H. N., Lengkong J. S. J. (2019). The effect of school head competency and motivation on teacher performance (study on elementary school sub-district Wenangi Manado City, Indonesia). *Journal of Education and Practice*, Vol. 10, No. 14, 1-7. DOI: 10.7176/JEP.
- Mbesa, M. C. (2018). School based factors influencing discipline of the boy child in public primary schools in Masinga District, Kenya. *International Journal of Education and Research*, Vol.6, No.12, 7-16.
- Mbiti, D. M. (1999). *Foundations of School Administration*. Nairobi: Oxford University Press.
- Ministry of Education (2012). *A policy Framework for Education*. Nairobi, Government Printers.
- Ministry of Education. (1978). *Report of the study committee on the feasibility of establishing. A Kenya Education Management Institute*. Nairobi: Ministry of Education.
- Ministry of Education (1988). *Sessional Paper No. 6 of 1988 on Education and Manpower training for the next decade and beyond*. Nairobi: Government Printer.
- Ministry of Education (1989). *Kenya Education Management Institute: a brief to the World Bank Mission on Kenya Education Management Institute (IDA 5<sup>th</sup> Education Project) for the in - service Training of Education Managers 1981- 1989*. Nairobi: Kenya Education Management Institute



Ministry of Education (1991). *Kenya Education Management Institute (KEMI). Annual Report 1991*. Nairobi: Kenya Education Management Institute.

Ministry of Education (1991). *KEMI Annual Report*. Nairobi: Kenya Education Staff Institute.

Ministry of Education (1993). *Report on the status of teachers in Kenya. A National case study coordinated by KEMI*. Nairobi: Kenya Education Management Institute.

Ministry of Education (1995). *KEMI Annual Report*. Nairobi: Kenya Education Staff Institute.

Ministry of Education (1996). *KEMI Teachers Service Commission Retreat*. Nairobi: Kecha Printers & Stationers.

Ministry of Education (1996). *KEMI: A report on 1<sup>st</sup> national training workshop for provincial and district coordinators of training in educational management held at the state girls*. Nairobi: KEMI. Kenya Education Management Institute.

Ministry of Education (2004). *School Empowerment Programme for Primary School Teachers, School Empowerment Head Teachers Module, Free Primary Educational Support Project*. Nairobi: Government Printer.

Ministry of Education (2005). *School Empowerment Programme for Primary School Teachers, Key Resource Teachers Professional Development Packages, Free Primary Educational Support Project*. Nairobi: Government Printer.

Ministry of Education (2006). *Education Statistical Booklet, 1999 – 2004*. Nairobi: Government Printer.

Ministry of Education (2006). *Kenya Education Management Institute Strategic Plan 2006-2010*. Nairobi: KEMI

Ministry of Education (2006). *Kenya Education Management Institute Concept Paper on Refocusing of KEMI*. Nairobi: KEMI

Ministry of Education (2007). *Approved List of Primary and Secondary Schools Textbooks and Other Instructional Materials*. Nairobi: Government Printer.

Ministry of Education (2007). *Service Charter*. Nairobi: Government Printer.

Ministry of Education (2007). *Strategic Plan 2006 – 2011*. Nairobi: Government Printer.

Ministry of Education (2007). *Kenya Education Management Institute. Education Management course. A training module for school management Committees for Kenya primary schools. Module 1*. Nairobi: KEMI/VVOB.

Ministry of Education (2013). *Kenya Education Management Institute. Education Management course. A training module for school management Committees for Kenya primary schools. Module 2*. Nairobi: KEMI/VVOB

Ministry of Education (2007). *Kenya Education Management Institute. Education Management course. A training module for school management Committees for Kenya primary schools. Module 3*. Nairobi: KEMI/VVOB

Ministry of Education (2008). *Primary School Curriculum. Life Skills Education Syllabus*. Nairobi: Kenya Institute of Education.

Ministry of Education and Human Resource Development (1999). *Kenya Education Staff Institute. Centre for Human Resource Development Training Prospectus in Education Management*. Nairobi: Jomo Kenyatta Foundation.

Ministry of Education Science and Technology (2000). *A Handbook for Inspectors of Educational Institutions*. Nairobi: Government Printer

Ministry of Education Science and Technology (2000). *Training for School Management, School Development Planning No.1*. Nairobi: Government Printer.

Ministry of Education Science and Technology (2000). *Training for School Management of Curriculum No2*. Nairobi: Government Printer.

Ministry of Education Science and Technology (2000). *Training for School Management of People No.3*. Nairobi: Government Printer.

Ministry of Education Science and Technology (2000). *Training for School Management of Resources No 4*. Nairobi: Government Printer.

Ministry of Education, Science and Technology (2000). *Administration Handbook. School based Teacher Development (SbTD)*. Nairobi: Government Printer.

Ministry of Education, Science and Technology (2001). *Education for all (EFA), in Kenya National Handbook for 2000 and Beyond*. Nairobi: Ministry of Education.

Ministry of Education Science and Technology (2003). *A Handbook of Financial Management Instructions for Educational Institutions*. Nairobi: Government Printer.

Ministry of Education Science and Technology (2003). *Free Primary Education Every Child in School*. Nairobi: Government Printer.

Ministry of Education, Science and Technology (2003). *Report of the Task Force on Free Primary Education*. Nairobi: Jomo Kenyatta Foundation.

Ministry of Education Science and Technology (2003). *Primary School Instructional Materials Management Manual for Trainers*. Nairobi. Government Printer.

Ministry of Education Science and Technology (2003). *Report of the National Conference in Education and Training*. Nairobi. Government Printer.

Ministry of Education Science and Technology (2003). *Report on the Sector Review and Development Direction*. Nairobi: Government Printer.

Ministry of Education, Science and Technology (2003). *Report of the Taskforce on Implementation of Free Primary Education*. Nairobi: Government Printer.

Ministry of Education Science and Technology (2005). *A Handbook of Financial Management Instructions for Primary School*. Nairobi: Author.

Ministry of Education Science and Technology (2005). *Kenya Education Sector Support Programme 2005 – 2010. Delivering Quality Education and Training to all Kenyans*. Nairobi: Government Printer.

Ministry of Education (2006). *Kenya Education Management Institute. Strategic Plan 2006-2010. Final Report*. Nairobi: KEMI.

Ministry of Education Science and Technology (2007). *Education and Law. A Training Module for School Committee Members*. Module 4. Nairobi: Kenya Education Management Institute.

Ministry of Education Science and Technology (2007). *Kenya Education Staff Institute Module 4, Education and Law: A Training Module for BOGS in Kenya*. Nairobi: Kenya Education Management Institute.

Ministry of Planning and National Development (2005). *Central Bureau of Statistics Geographical Dimensions of Well-being in Kenya. Who and Where are the Poor?* Nairobi: The Regal Press Kenya Limited.

Ministry of Planning and National Development (2007). *Vision 2030 a Competitive and Prosperous Kenya*. Nairobi: Government Printer.

Morant, R. W. (2011). *In-service education within the school*. London: George Allen & Urwin.

Miriti, J. M., Wangui M. N. (2014). Financial Management: Training needs of public secondary school principals in Machakos County, Kenya. *Research on Humanities and Social Sciences*, Vol. 4, No. 13, 136-141.

Molla, Y., Berhanu E., Demissie D., Sodo W., (2019). Conflict management and its impact on teachers' performance of secondary schools of Wolaita and Dawro Zones, South Ethiopia. *Journal of Education and Practice*, Vol. 10, No. 13, 6-19. DOI: 10.10.10.7176/JEP.

Morrison, N. (30<sup>th</sup> December, 2013). "The Eight Characteristics of Effective School Leaders." *Forbes*. Retrieved on 29<sup>th</sup> March, 2016 from <http://www.forbes.com/sites/nickmorrison/2013/12/30/the-eight-characteristics-of-effective-school-leaders/#5b7fef62576>

Mosiori, E. M. and Thinguri R. W. (2015). A critical analysis of the school head teachers' capacity in provision of quality education in primary schools in Kenya. *International Journal of Education and Research*, Vol. 3, No. 7, 307-320.

Mouton, J. (2003). *How to succeed in your Master's and Doctoral Studies*. Pretoria: Van Schaik Publishers.

Muasya P. M. (2018). Influence of instructional leadership practices on academic performance in public secondary schools in Machakos County, Kenya. Unpublished PhD Thesis, Kenyatta University.

Muchira, M. F. (1988). Leadership Effectiveness in Primary Teacher's Colleges in Kenya: A study of Leadership Style, Job Satisfaction, and Student Achievement. Unpublished PhD Thesis, Dalhousie University Halifax, Nova Scotia, Canada.

Mugenda, O. and Mugenda, A. (2003). *Research Methods, Quantitative and Qualitative Approaches*. Nairobi: Acts Press.

Mulwa, J. K. (2018). Influence of headteachers' exposure to management training on implementation of public procurement regulations in Kenya. *International Journal of Education and Research*, Vol. 6, No. 2, 149-156.

Munguti, S. (2016). Learning resources and student academic performance in Geography in Makueni County, Kenya. Unpublished PhD Thesis, Kenyatta University.

Musembi, P. M. (2016). The Influence of KEMI Principals' Diploma in Education Management Training Course on Management Practices Of Public Secondary Schools in Matungulu Sub-County. Unpublished M.Ed.Project, South Eastern Kenya University

Muthini, P. W. (2004). A study of headteachers' perception towards KESI in service programmes in public secondary schools in Nairobi Province. Doctoral dissertation, University of Nairobi.

- Mutua, F. M (2012). Influence of In-Service Programmes on Headteachers' Competence in Management of Secondary Schools. Unpublished M. Ed project, University of Nairobi.
- Muya, F. K. (2016). Levels of teacher self-efficacy and use of music activities in pre-schools in Nairobi and Kiambu Counties, Kenya. Unpublished PhD Thesis, Kenyatta University.
- Mwakisha, F. W. S. (1997). *Senior Induction Course in Education management (SICEM)*. Nairobi: Kenya Education Management Institute.
- Mwangi, W. (2003, August 4). Editorial. *The Daily Nation Newspaper*, p.10. (col.1).
- Nairobi City Council (2010). *Education Department KCPE 2009 Analysis and Order of Merit*. Nairobi: Nairobi City Council
- National Anti-Corruption Campaign Steering Committee (2006). *A Report on the State of Corruption in Kenya*. Nairobi: Government Printer.
- Nevo, D. (1995). *School-based Evaluation: A Dialogue for School Improvement*. New York: Pergamon Press.
- Naylor, J. (1999). *Management*. London: Prentice Hall.
- Ngure, D. G. (2007). Impact of In-Service Training on Secondary Head teachers Management Skills in Nyeri. Unpublished Med Project, University of Nairobi, Nairobi, Kenya.
- Nguta, W. J. M. (2007). Investigation into Training Needs of Primary Head teachers in Financial Management. A Case of Central Division, Machakos District. Unpublished MEd Project. University of Nairobi, Nairobi, Kenya.
- Noka, T. J., Orodho J. A., (2014). School management and student academic performance. How effective are strategies being implemented by school managers in secondary schools in Embu North District, Embu County, Kenya? *International Journal of Humanities and Social Sciences*, Vol.4, No.9, 86-97.
- Odeyo, C. A. (2005). Impact of the Kenya Education Management Institute's in Service programmes on secondary school Head teachers in Machakos District in Kenya. Unpublished Master of Education Thesis, Kenyatta University, Nairobi, Kenya.
- Ofelia T. P., Posecion A. T. (2019). Adjudging the teacher perceived authentic leadership, leader-member exchange (LMX) model of management and managerial competence of educational leaders. *Journal of Education and Practice*, Vo. 10, No. 12, DOI 1071/JEP.
- Organization for Economic Co-operation and Development (OECD). (2009). *Improving School Leadership, the Toolkit*. UK: OECD.
- Ogeta, N. O. (2004). The contributions of parents to the cost of upper primary education and its implication for free primary education: A case of South Nyanza, Kenya. Unpublished PhD Thesis, Kenyatta University, Nairobi, Kenya.
- Okumbe, A. J. (2001). *Human Resources Management: An Educational Perspective*. Nairobi: Educational Development and Research Bureau.
- Omondi, E. F. A. (2006). The Role Performance of Female Head teachers in Public Primary Schools in Bondo District. Unpublished Med Project, Kenyatta University, Nairobi, Kenya.
- Omote, J. M. (2005). Challenges faced by Head teachers in the Management of FPE and how they coped with them in Rigoma Division, Nyamira District. Kenya. Unpublished Med Project, Kenyatta University, Nairobi, Kenya.

Onderi, H. and Makori, A. (2013). Secondary school principals in Nyamira County in Kenya: Issues and challenges. *Educational Research International*, Vol. 1, pp. 171-182.

Onyango, A. G. (2001). Competences needed by secondary school head teachers and Implications for pre-service and in-service education: A case of Nairobi and Kakamega district. (Kenya). Unpublished PhD thesis, Kenyatta University, Nairobi, Kenya.

Ontario Principals' Council (OPC). (2013). *Preparing Principals and Developing School Leadership Associations for the 21<sup>st</sup> Century: Lessons from around the World*. Retrieved on 8<sup>th</sup> January, 2016 from <http://www.principals.ca/documents/International%20Symposium%20White%20Paper%20-%20OPC%202014.pdf>

Orodho, J., Waweru P. N., Ndichu M., Nthinguri R. (2013). Basic Education in Kenya: Focus on strategies applied to cope with school-based challenges inhibiting effective implementation of curriculum. *International Journal of Education and Research*, Vol. 1, No. 11, 1-20.

Oso, Y. W. (2016). *Social Science Research. Principles and Practises*. Nairobi: Jomo Kenyatta Foundation

Oso, Y. W. & Onen D. (2016). *A General guide to Writing Research Proposal and Report. A Handbook for Beginning Researchers*. Nairobi: Jomo Kenyatta Foundation.

Pearce, J. A., & Robinson, R. B. (1997). *Strategic Management: Strategy Formulation and Implementation*, Instructor's Manual, 6<sup>th</sup> edition, Chicago, IL, Richard D. Irwin, Inc.,

Peter, C. B. (2004). *A guide to Academic Writing*. Eldoret: Kijabe Printing Press.

Polit, F.D., & Beck, T.C. (2004). *Nursing and Research (7<sup>th</sup> Ed) Principles and Methods*. Philadelphia: Lippincott Williams & Wilkins.

Pont, B., Nusche, D. & Moorman, H. (2008). "Improving School Leadership." *Volume 1: Policy and Practice*. USA: OECD.

Rae, L. (1983). *The Skills of Training a Guide for Managers and Practitioners*. Hampshire: Wildwood House.

Rahman, F. , Jumani N. B. , Akhter Y., Chisthi S. H. and Ajmal M. (2011). Relationship between Training of Teachers and Effectiveness Teaching. *International Journal of Business and Social Science*, Vol. 2 No. 4; 150-160

Rebore, R. W. (2012). *Personnel administration in education: A management approach*. Englewood Cliffs, N. J: Prentice- Hall, Inc.

Republic of Kenya (2006). *Office of the President, Directorate of Personnel Management Handbook for Civil Service Staff Induction*. Nairobi: Government Printer.

Republic of Kenya, (1999). *Totally Integrated quality education and training (TIQET): A Report of the commission of inquiry into the education system of Kenya*. Nairobi: Government printer.

Republic of Kenya (1985). *Report of the presidential working party on education and Manpower training for the next decade and beyond*. Nairobi: Government Printer.

Republic of Kenya (1996). *Social Dimensions of Development, Revised Approach to Human Centred Development and Targeted Poverty Interventions*. Nairobi: Government Printer.

Republic of Kenya (2005). *Education Sector Policy on HIV and AIDS*. Nairobi: Government Printer.

- Republic of Kenya (2005). *Millennium Development Goals, Status Report for Kenya 2005*. Nairobi: United Nation Development Programme.
- Republic of Kenya (2012). *Ministry of Education, Science and Technology, Sessional Paper No.1 of 2005 on 'A Policy Framework for Education Training and Research meeting the Challenge of Education, Training and Research Kenya in the 21<sup>st</sup> Century*. Nairobi: Government Printer.
- Republic of Kenya (2006). *National Early Childhood Development Policy Framework*. Nairobi: Government Printer.
- Rhodes, C. & Bell, L. (1996). *The Skills of Primary School Management*, London: Routledge.
- Republic of Kenya (1980). *Laws of Kenya. The Education Act chapter 211*. Nairobi: Government printer.
- Roscoe, J. T. (1969). *Fundamentals Research Statistics*. New York: Holt Rinehart and Winston Inc.
- Rudestam, K. E. & Newton, R. R. (2001). *Surviving your Dissertation: A Comprehensive Guide to Content and Process*. London: Sage Publications Inc.
- Sadtu, J. S. (2004). *School for Adolescents: Staff*. *Journal of Educational Sociology*. Retrieved on August 10, 2013 from [www.jstor.org/stable/1169154](http://www.jstor.org/stable/1169154).
- Samoei, C.J. (2014). *Instructional Supervisory Role of Principals and ITS' Influence on Students Academic Influence Academic Achievement in Public Secondary Schools in Nandi North District, Nandi County Kenya*. Unpublished M.Ed.thesis, Catholic University of Eastern Africa.
- SMASSE Project (2003). *Report on SMASSE Workshop for Kenya DEO's and Launching of Phase II of the Project held at Afraha, Nakuru*. Nairobi: SMASSE.
- Shava, G. N., Tlou F. N., Mpofo M. (2019). Challenges facing women in leadership positions: Experiences from a district in Zimbabwe. *Journal of Education and Practice*, Vol. 10, No. 14, 30-40. DOI 10.7176/JEP
- Simiyu, C. N. (2019). Teachers' preparedness towards implementation of Free Primary Education in Bungoma County, Kenya. *International Journal for Innovation Education and Research*, Vol. 7, No. 2, 210-220.
- Stoner, F. A. J., Freeman, E. R., & Gilbert, J. O. R. D. (2002) *Management*. New Delhi: Prentice Hall India.
- Sullivan, E. J. & Decker, J. P. (2001). *Effective Leadership and Management in Nursing*. New Jersey: Prentice-Hall Inc.
- Supporting Education Management development in South Africa: International Perspectives (2009, November 20). Retrieved on November 20, 2009 from <http://www.emeoffice.com>
- Swanepoel, B., & Erasmus, B. (2010). *Human Resource Management: Theory and practice (3rd Ed)*. Cape Town: Juta.
- Tahir, L., Said M., Nihra H., Daud K., Vazhathodi S. H. and Khan A., (2015). The Benefits of Headship Mentoring: An Analysis of Malaysian Novice Headteachers' Perceptions. *Journal of Educational Management Administration & Leadership* Vol. No. 1–31 DOI: 10.1177/1741143214549973
- Teachers Service Commission (2015). *Code of Regulations for Teachers*. Nairobi: Government Printer.
- Teachers Service Commission (2006). *Human Resource Manual*. Nairobi: Government Printer.

- Terra, T., Berhan U. (2019). Practices and challenges of instructional supervision in Government secondary schools of Wolaita Zone. *Journal of Education and Practice*, Vol. 10, No. 13, 37-51. DOI 10.7176/JEP
- Theobald, D., Umar A., Ochekepe S. & Sanni, K. S. (2007). "Country profile prepared for the Education for All Global Monitoring Report 2008 Education for all by 2015: will we make it?" *UNESCO*. Retrieved on 8<sup>th</sup> January, 2015 from <http://unesdoc.unesco.org/images/0015/001555/155589e.pdf>
- Tony, B. (2008). *Leadership and Management Development*. London: Sage Publications.
- Tuckman, B. W. (1978). *Conducting Educational Research* (2<sup>nd</sup> Ed). New York: Harcourt Brace Jovanovich.
- UNESCO (2013). *Better Schools: Resource Materials for School Heads in Africa*. Retrieved on 28<sup>th</sup> March, 2016 from [http://library.unesco-iiicba.org/English/Better\\_Schools/Better%20Schools/MODULE7/module7\\_unit3.htm](http://library.unesco-iiicba.org/English/Better_Schools/Better%20Schools/MODULE7/module7_unit3.htm)
- United Nations Educational, Scientific and Cultural Organization-UNESCO (2005). *Assessment Report. Challenges of Implementing Free Primary Education in Kenya*. Nairobi: Author.
- United Nations Educational, Scientific and Cultural Organization -UNESCO (2005). *Challenges of Implementing Free Primary Education in Kenya. Assessment Report*, Nairobi: Author.
- Uysal, H. H. (2012). Evaluation of an in-service training program for primary school language teachers in Turkey. *Australian Journal of Teacher Education*, Vol. 37, No. 7, 14-29.
- Wal, V. D. M. & Villiers, L. (2008). *Research Seminar Nairobi*. Nairobi: University of South Africa.
- Walliman, N. (2005). *Your Research Project*. New Delhi: Vistaar Publications.
- Wachira, J.N. (1996). Preparation of Secondary School Head teachers and Implications on Their Administrative Performance: A Case Study of Nairobi Province. Nairobi. Unpublished M.Ed. Thesis, Kenyatta University, Nairobi, Kenya.
- Wambua, P. M. (2004). *A Study of Head Teachers Perception towards KEMI In-Service Programmes in Nairobi Province*. Unpublished Med Project, University of Nairobi, Nairobi, Kenya.
- Wandallo, B.M (2006) *The Findings from the Baseline Studies* by SMASSE Project, Unpublished Bulletin.
- Wanzare, O. Z. (2013). Skills and attributes of instructional Supervisors: Experience of Kenya. *Academic Journals*. Vol. 8 (24). Page 2270-2280. DOI 5897/ERRI 2.057
- Wasonga, C. O, Wanzare, Z. O and Dawo, J. I (2015). Mentoring Beginning Teachers: Bridging the Gap between Pre-service Training and In-practice Realities. *Journal of International Education and Leadership*. Vol. 5, No. 2, 1-11
- Wekhuyi, A. S. (2014). "Influence of In-Service Training on Public Secondary School Principals' Management of Finances and Human Resources in Busia County, Kenya." Unpublished Masters Project, University of Nairobi, Nairobi, Kenya.
- Woodcock, M. & Dave F. (1996). *The New Unblocked Manager. A practical Guide to Self-Development*. Vermont: Gower
- Worthen, R. B. & Sanders, R. J. (1987). *Educational Evaluation: Alternative Approaches and Practical Guidelines*. New York: Longman.