

Effectiveness of the Induction Course in Education Management on Management Practices of Head Teachers in Public Primary Schools in Nairobi County

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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 the effect of induction preparation procedures by Kenya education management institute 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 despite the fact that induction preparation procedures had a significant influence on effective management of public primary schools in Kenya, to a large extent, majority of the head teachers were not knowledgeable on the policy guidelines regarding preparation for in-service training. Policy preparation guidelines were unclear to head teachers and there were no clear follow-up mechanisms after the in-service training. The study recommends development of clear policies and guidelines on preparation of head teachers for in-service training. Kenya Education Management Institute should support the induction course as it had clear benefits for the targeted school managers and to put in place evaluation mechanisms of all its in-service training programmes targeting school managers.

Key Words: Induction Preparation Procedures and Effective School Management

I. 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 induction preparation procedures by Kenya Education Management Institute on effective management of public primary schools in Kenya.

Study Question

How induction preparation procedures organized by Kenya Education Management Institute did influenced effective management of public primary schools in Kenya?

The Theoretical Review

This study was 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.

II. LITERATURE REVIEW

Induction Preparation Procedures and Effective School Management

Tahir, Said, Nihra, Daud, Vazhathodi and Khan (2015) in a study of the benefits of headship mentoring in Malaysia examined the mentoring programme for headteachers and what they perceived as purposes of mentoring, as well as the constraints to successful implementation. The researchers analysed responses from newly appointed headteachers and interviewed headteachers through focus group interview sessions. The headteachers revealed that mentoring had significantly improved their professional values and had led to the creation of a knowledge sharing culture that boosted their confidence and improved their knowledge. This study offered suggestions for the headship training. This study was considered important as it touched on head teacher preparation. The main weakness of the study was that it did not indicate the procedures used to prepare school managers.

The ICEM study targeted more respondents from the school system and did not concentrate on trainee head teachers. It is also important to note that the Malaysian study used a very low sample size and focused on head teacher mentoring. The study on ICEM was interested in school managers' induction and how it enhanced performance.

Githiari (2017) in a study on ways through which principals acquired leadership competencies required for effective management of secondary schools in Nairobi County in Kenya, argued that principals in Kenya have come under heavy criticism over serious cases of mismanagement that have resulted in institutional accidents, disasters, unrests and social-economic crimes. Githiari sought to find out the methods principals acquired the leadership competencies for effective management of secondary schools. The Githiari study was considered relevant as it touched on head teacher and school manager preparation as well. Githiari adopted qualitative and quantitative methods, unlike in this study where the researcher adopted a quantitative method only. The target population for the Githiari study were principals or deputy principals, heads of departments, teachers, students' leaders and members of the Boards of Management of all public secondary schools in Nairobi County. Githiari study established that, leadership competencies were acquired through pre-service, in-service and on-the-job training. Githiari stressed on the need for in-service training for head teachers to improve management competencies but the researcher in this study argues here that despite the induction courses and in-service training offered by institutions for managers, it was still evident that competencies for school managers were not improving. The researcher did not bring out procedures used in the selection of school managers for training.

Kaniaru, Thinguri and Koech (2018) in a study on an analysis of the association between school manager's induction capacity and the implementation of human resource development policy at public primary schools in Nyeri County, argued that some of the primary school managers in Kenya lacked induction capacity to implement the human resource development policy. This indicated that there was poor preparation of head teachers. They posit that induction of new teachers is a key aspect of the human resource development policy. The purpose of their study was to analyse the association between school manager's induction capacity and the implementation of the human resource development policy in public primary schools. The behavioural theory of management and the policy formulation and implementation theories were used to guide the study while the researcher in the ICEM study was guided by TQM theory. Whereas in-depth interviews were used to collect data, in the study on ICEM the researcher used questionnaires as tools for data collection. The findings of the study showed that head teachers had a positive attitude towards conducting induction in their schools but were found to have little time to conduct it because of other responsibilities at the school level. In this

study, the researcher examined inductions conducted by KEMI whereas Kaniaru, Thinguri and Koech examined induction conducted inside the school. This further signifies importance of head teacher preparation for school managers, but they did not examine the procedures used in school managers' preparation.

Wasonga, Wanzare, and Dawo (2015) in a study on mentoring of beginning teachers, bridging the gap between pre-service training and in-practice realities, posit that research on quality and relevance of pre-service teacher training programmes are ill-prepared for service delivery in schools. Their findings justify the use of ICEM to prepare head teachers. They state that there was a disconnect between the college curriculum and the job in-practice. They further assert that given the critical nature of teacher input in the teaching-learning chain of curriculum implementation; many authorities recommend that head teacher preparation for primary education be restructured to address the anomalies to suit the dynamic educational environment. They posit that inadequacy in teacher training programmes is not unique to any particular area. They recommend in-service options that would bridge the gap. One such in-built mechanism is mentoring that would take place in schools. This further confirmed the importance of head teacher preparation in school management. Although they argued for in-service training for beginning head teachers and did not examine procedures used in head teacher preparation. The researcher in the ICEM study presents a case that in-service courses for school managers were not producing the needed results at school level which required attention hence the need for proper preparation of trainees.

Mosiori and Thinguri (2015) observed that the Ministry of Education in Kenya was responsible for formulating and implementing educational policies. They further argue that at the school level the headteacher is regarded as an agent of supervision and translation of educational policies and objectives into programmes within the school. They present that headteachers are appointed from among teachers with similar training and experience, yet once appointed the head teachers were expected to offer leadership and managerial roles. The purpose of the Mosiori and Thinguri study was to analyse the school headteacher's capacity in provision of quality education in primary schools, while the researcher in the ICEM study was interested on the efficacy of ICEM on management practices. Mosiori and Thinguri recommended that headteachers should be equipped with leadership, management and administration skills as well as excellent pedagogical skills. The ICEM study was interested in the efficacy of the training in these school management functions. It is important to note that this study recommended proper head teacher preparation in order for them to perform their roles. The ICEM study was different as it went further to find out the procedures used in school managers' preparation.

In a qualitative research study, Bayrakci (2009) investigated in-service training activities in Japan and Turkey using semi-structured interviews. The study found out that problems

facing in-service training activities in Turkey was lack of professional staff, no collaborative partnerships between teachers, no provision of feedback and no systematic in-service training models. The study noted that although there were various in-service training activities in Turkey at both the national and local levels, these activities were far from providing an effective system of professional development and did not contribute to head teachers' learning. Teachers and administrators in Turkey were not motivated to participate in in-service training activities because of their ineffective nature. On the other hand, some of the features of in-service training in Japan, such as the existence of systematic training activities and the use of web-based communication systems and satellite systems for these activities, provided good examples for Turkey. Bayrakci's study gave impetus to undertake this ICEM targeted study since it confirmed the need to examine the procedures used to select and prepare school managers for training which was not examined. Though this study benefitted greatly from Bayrakci's study, it adopted a quantitative paradigm and collected data on the preparation and selection for ICEM.

According to Arikewuyo (2009), training and preparation of school heads in Nigeria had not been granted any serious consideration in the country's educational policies. There was a general belief among education administrators in Nigeria that experienced teachers could be easily promoted to become school heads even without undergoing any training. Arikewuyo argued that this was a dangerous trend as assigning responsibilities to teachers who might not have any idea of what management was a bad practice. Arikewuyo observed that education policies in Nigeria hold little regard to in-service training and preparation of heads of schools, thus the poor state of management in most Nigerian schools especially secondary schools. Most schools in Nigeria were run by untrained head teachers and who were promoted based on their experience in teaching. The lack of adequate in-service training and preparation courses had seen the mismanagement of these schools resulting to loss of government funds and poor results. This motivated the researcher to undertake this study to find out the procedures used to prepare school managers for training to justify the rationale in the huge investment in management in-service training.

Wachira (1996) in a study on preparation of secondary school head teachers and implications on their administrative performances in Nairobi province established that a majority of secondary school head teachers had problems in management of schools. Wachira found out that head teachers faced a lot of problems in school management. Wachira did not examine the procedures used to prepare school managers for in-service training. The researcher in this ICEM study focused on primary schools and sought to examine the procedures used in preparation of participants for in-service training to fill this gap. The researcher also wanted to find out

the link between their preparation and management practices of school managers who had undertaken ICEM.

Morant (2011) pointed out that in-service training is taken to include all those activities and courses in which a serving head teacher as a school manager may participate in for the purpose of extending his professional knowledge, interest or skill preparation for a degree, diploma or other qualification subsequent to initial training is included within this definition. Morant did not examine the procedures used to select school managers for training. Kamindo (2008) asserts that in-service training is intended for already qualified teachers to retrain or given specialized areas of training in areas of school life such as curriculum related in-service training designed to introduce teachers to innovations taking place in the curriculum of schools or to help implement educational reforms. Kamindo did not examine the procedures used to select school managers for training. Clearly, from the foregoing it can be inferred that, in-service training for school managers can be seen as training that is conducted at any time after an individual has been appointed into school management (Adentwi, 2010). This forms the context upon which ICEM in-service training was developed and offered by KEMI and gave a basis for this study on procedures used for training of school managers.

Pont, Nusche and Moorman (2008) argue that school leadership preparation important in education policy agenda globally. This is due to the fact that leadership preparation plays a significant part in refining of school results by manipulating the impetuses and teacher aptitudes, as well as the school environment and settings. The process of training school heads and school managers involved in the management of schools is considered a big and serious issue in the USA. This is because school managers and head teachers are responsible for the success or failure of the schools they are entrusted to manage. Although the importance of training school managers is considered important there is need to establish its how selection before training is done. They further assert that there has been an urgent need for the countries to adapt their education systems to the requirements of the modern society. School managers and head teacher's preparation, therefore, is a vital step towards the realization of this task. Numerous countries have moved towards decentralization of administration which has made schools more autonomous in their decision making and holding their managers more accountable for the results. Most countries have come to the realization that the quality of their citizens who provide services to the people depends on the education and training they have. Therefore, there is a dire need to improve the quality of training and services given to teachers especially those that head schools. Methodologies used in school managers' preparation should be examined in studies such as this.

The organization for Economic Cooperation and Development (2009) argues that school heads in Britain were exposed to rigorous management and financial training. The British

government believes that the training helps school managers become better managers. The practice is similar in Wales and Scotland where in-service trainings and courses for school managers are common. This explains the high quality of school management in these countries compared to that of developing countries like Nigeria, Kenya, Uganda and Cameroon. The toolkit for school leadership did not provide the procedures to be followed to select school managers for training, hence this study. Writing on the issues and challenges affecting schools head teachers in Nyamira County Onderi and Makori (2013), observed that the lack of effective preparation of school head teachers leaves them feeling very vulnerable. They established that principals faced serious challenges which included interference from sponsors, inadequate funds, inadequate resources and lack of qualified teachers among others. They identified the following as serious issues: teenage pregnancy, bullying, alcohol and drugs, violence and truancy. Such challenges and issues negatively impacted on the schools' entire life including examination performances. This reflected badly on school managers' preparation for the job of a head teacher. This prompted the researcher to undertake the study to find out whether this would be attributed to ICEM and preparation to participate. The researcher however focused on public primary schools in Nairobi County. Onderi and Makori did not ask why head teachers experienced these challenges and why this was happening in schools.

III. 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

Respondent	Expected	Actual	Percentage
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
Total	374	374	100

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.

Induction Preparation Procedures

For the researcher to have an in-depth understanding on the effect of induction preparation procedures organized by KEMI on effective management of public primary schools in Kenya, a background check was conducted by asking respondents to rank the effect of Head teachers' attendance of ICEM training, number of times head teachers attend ICEM training in a year, Head teachers' knowledge of policies on ICEM training preparation and ICEM facilitators' views on head teachers' preparation for training on effective management of public primary schools in Kenya as shown in Table 4.2, 4.3, 4.4, 4.5 and 4.6.

Table 4.4: Head teachers' attendance of ICEM training

Response	Frequency	Percentage
Yes	72	100
Total	72	100

Findings in table 4.4 indicate that 100% of the head teachers who participated in this study had attended KEMI ICEM training and therefore were well equipped to head their respective primary schools and also to participate in the study. This indicated that the data obtained from the Nairobi education department was factual and that it was true that KEMI had undertaken the training in Nairobi County. This further shows that the head teachers were informed on issues regarding academic management and in a position to respond to the issues regarding effective management practices in public primary schools. As pointed out in the theoretical framework, modern day training in the work place is designed

to provide trainees with knowledge and skills needed for their current jobs and is considered as an investment in human capital (Hackman and Wageman 1995). Such investment not only creates competitive advantage for an organization, but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance.

It is as a result of this realization that institutions such as the Ministry of Education, through KEMI, regularly offer in-service training to school heads in order to equip trainees with skills that are tailored to make them execute their mandates effectively and efficiently by capacity building them on leadership and other aspects of school management. It is important to note that KEMI training was made compulsory in 2011 and all education administrators are now required to train (MoEST, 2011). This is based on the realisation that through training, education administrators such as head teachers gain knowledge and skills required for quality school management hence quality leadership. This position is supported by Keith and Francoise (2001), who in a study on financing secondary education in developing countries, pointed out the fact that the quality of education depends on the way the school is managed and the quality of management and leadership provided by the head teacher. The study further sought to establish the number of times each head teacher had attended KEMI in-service training in a year and the findings are presented in table 4.5.

Table 4.5: Number of times head teachers attend ICEM training in a year

Attendance rate	Frequency	Percentage
Once	34	47.2
Twice	22	30.6
Thrice	16	22.2
Total	72	100

Findings in Table 4.5 indicate that more than half of the head teachers (52.8%) had attended training either twice or three times a year while 47.2% of them had attended once. In undertaking training for more than once a year indicates that the head teachers are keen on improving their competencies and skills in the administration and management of their schools through regular in-service training. The findings concur with those of Githu (2014), who in a study on factors influencing the perception of effectiveness of Kenya Education Management Institute in-service programs in Nairobi, observes that head teachers are attending more KEMI trainings in order to enhance their competency and gain more knowledge and skills to enable them manage their respective institutions effectively. This observation agrees with the main aim of KEMI programme, which is to ensure that headteachers acquire the skills required carrying out various administrative tasks (Wekhuyi, 2014). These findings agree

with Giathiari (2014), Mosiori and Thinguiru (2015), who affirm that in-service training was considered very important in management and improved skills of workers at the workplace and hence proper preparation of employees is considered paramount. The researcher sought to find out whether the head teachers were aware of policy guidelines on preparation for ICEM training. The findings are summarized in table 4.6.

Table 4.6: Head teachers’ knowledge of policies on ICEM training preparation

Response	Frequency	Percentage
Yes	19	25.7
No	35	49.3
Not sure	18	25.0
Total	72	100

Findings in Table 4.6 indicate that a vast majority of the head teachers (74.3%) are not knowledgeable on the policy guidelines regarding their preparation for KEMI in-service training while 25.7% indicated that they are aware of such guidelines. This indicated that policies on procedures of preparation for ICEM training were not well known by participants. Whereas the mandate of KEMI on in-service training is clearly articulated in “A Policy Framework for Education and Training and Research” (MoE, 2012), there are no clear guidelines on how the head teachers are selected and prepared to undertake ICEM training. During the school visits for data collection, majority of the head teachers admitted that they only received letters informing them for training and the dates the training would take place. They lamented that nobody prepared them for training and therefore they were left at a loss and only complied with the stipulations set out in the invitation letters.

These finding concurs with that of Musembi (2016) who from a study on the influence of KEMI principals’ diploma course in education management on management practices of public secondary schools in Matungulu sub-county, lamented that there was no proper preparation of the principals before undertaking the KEMI management course. The findings also agree with Bayracki (2009) findings who found out that school administrators were not motivated to participate in in-service training activities because of their ineffective nature. The finding is in tandem with Lynton and Pareek (2000) who argue that training is no longer producing positive impact at the school level because of poor procedures used during preparation. The study sought to find out whether ICEM facilitators at KEMI had similar views to those of the head teachers regarding the preparation of head teachers for ICEM training. The views of ICEM facilitators are shown in Figure 4.1.

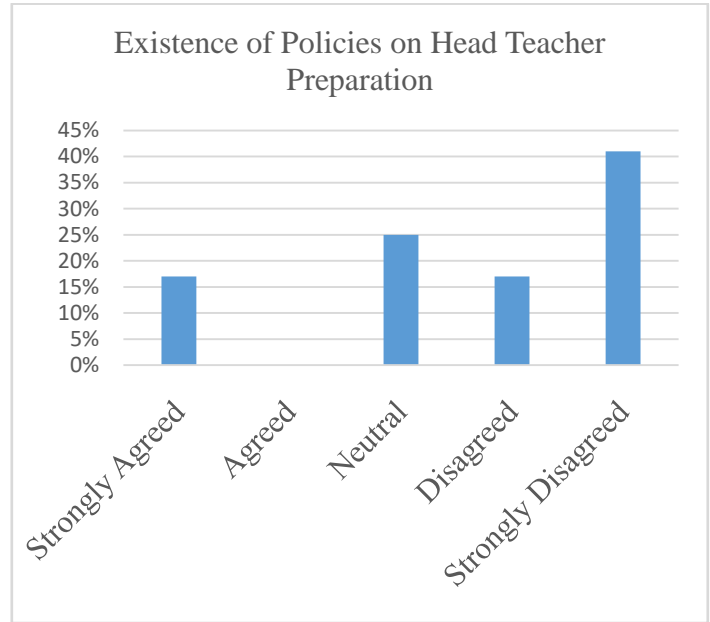


Figure 4.2: ICEM facilitators’ views on head teachers’ preparation for training

Findings from Figure 4.2 indicates that majority of ICEM trainers (58%) are in agreement that there existed no clear policy guidelines on preparation of head teachers before embarking on ICEM in-service training. This, therefore, implies that head teachers were simply required to attend training without prior information regarding the importance and scope of such training. These findings are in agreement with the head teachers who observed that they are always required to comply with invitation letters without further details on the scope of the course. These findings are also in tandem with those of Marrant (2011), in a study on in-service education within the school, who avers that head teacher preparation for any task is important for the overall success of such task.

This is so because the preparation gives them the right frame of mind and orientation to undertake the task. Head teacher preparation is an important component for the overall success of ICEM in-service training and it functions as an orientation for head teachers to the ICEM course. It involves being taken through the course requirements such as the extent of training, content, scope of each training module, duration of each course, course requirements and expected outcomes. Kalai (2012), in a study on school principals’ preparation and development, contends that the orientation of head teachers to the management training course is important because it helps them understand expectations of the entire course. This was considered an important aspect for this study for it not only served to help the trainees set their own personal objectives but also set the tone for the entire training. Thus, the researcher sought to find out from KEMI facilitators whether they orient the head teachers on various issues on ICEM before the commencing the actual training. Findings from this were recorded in table 4.7

Table 4.7: Orientation of head teachers on ICEM training

Staff trainers	n	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
ICEM is valuable	14	42%	25%	8%	-	25%
Preparation guidelines clear	14	17%	-	25%	17%	41%
Follow-ups after training	14	-	8%	17%	42%	33%
Proper modes of delivery	14	8%	25%	25%	17%	25%
Management training offered	14	25%	-	25%	42%	8%
Adequate duration	14	8%	-	25%	42%	25%
Conducive environment	14	33%	17%	17%	25%	8%
Addition of relevant courses	14	-	42%	42%	16%	-
Use of ICEM to manage	14	-	42%	33%	25%	-

As shown in Table 4.7, it was established that KEMI facilitators spared little or no efforts on orienting the head teachers on the ICEM in-service training course. Majority (67%) of KEMI facilitators agreed that head teachers are oriented on the value of ICEM. The other aspects such as follow up after training, mode of delivery, units offered, and duration of course among other aspects fair dismally in the orientation of the head teachers. This implies that head teachers are taken straight to in-service training without adequate orientation and preparation for the course. This lapse could be attributed to managing transition as a gap existing in policy guidelines on in-service training for education administrators (Kiio, 2015). Besides orientation, majority (75%) of KEMI facilitators pointed out that there were no follow-up mechanisms of the head teachers after ICEM in-service training to ascertain whether they had improved in their performance and they were discharging their duties in accordance to the in-service training expectations. Additionally, 67% of the facilitators were of the view that ICEM course duration was inadequate while (42%) of the facilitators were in agreement that relevant courses were never added to the ICEM curriculum and that removal of irrelevant ICEM units was rarely done. This finding is in tandem with Wesonga et al. (2015) who found out that there was a serious disconnect between training and the practice.

Overall, it can be said that little effort is put to prepare head teachers to undertake the ICEM in-service training. It can be deduced that effective policy guidelines on head teacher preparation cover areas like performance measurement after in-service training, follow-up on trainees, durations of in-service courses, in-service training environments, and introduction of new courses and removal of obsolete courses. These findings concur with Githu (2014) who, in a study on factors influencing principals' perception of effectiveness of Kenya Education Management Institute in-service programmes in Nairobi County, observes that for the presence of obsolete courses in KEMI in-service training, limitations on the duration of training and absence of structured follow-ups after training negate the intended purpose and impact of in-service training. Further, while writing about school

management and role of school heads in Kenya, Onderi and Makori (2013) observe that the lack of effective preparation of school head teachers leaves them feeling like they were "balancing at the top of the grease pole" and as if they were "left to swim or sink." Therefore, in order for ICEM to realise its objectives which aim at enabling school heads to understand, appreciate, expound and implement GoK policies in education and training (MoE, 2012), there is need to include all relevant units, improve on the duration of training, and develop proper structures for follow-ups on the trainees.

IV. CONCLUSION AND RECOMMENDATIONS

This study set out to examine whether the head teachers of public primary schools were properly and adequately prepared for ICEM in-service training. In line with this, it was hoped that there were clear policy guidelines that governed the selection and preparation of head teachers for in-service training. Findings from the study indicated that there were no clear policy guidelines on head teachers' selection and preparation for ICEM training. The head teachers observed that they were not oriented on ICEM course requirements, expectations, coverage, modules and durations for each module.

Document analysis also revealed that existing policy guidelines were silent on the preparation of head teachers for in-service training. Majority of ICEM trained head teachers felt that there was a problem in identifying those to be trained and when to be trained. Invitation letters were never given out at the right time and that not all head teachers invited attended the training. Majority of ICEM trainers observed that there were no proper follow-up structures after training, and that the staff trainers were not sure whether head teachers performed better after attending the courses because there was no evaluation. The findings also established that both the ICEM trained head teachers and staff trainers raised concerns on the duration for in-service training for they felt that the time allocated was not adequate.

This study recommends that 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.

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