

**TOWARDS A MODEL FOR EFFECTIVE TRAINING OF SECONDARY SCHOOL
PRINCIPALS IN KENYA**

By

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JERAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY

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KENYA**

By

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**SCHOOL OF EDUCATION, HUMANITIES AND SOCIAL SCIENCES
JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE AND TECHNOLOGY.**

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DECLARATION

This thesis is my original work and has not been presented for any award in any other university or

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DEDICATION

To my lovely wife, Anne Bosibori and children; Ian Nyamoko, Michael Kururia, Allan Momanyi and Nuella Ng'ina Migiro, the powers behind my scholarly thoughts. May you live to be future scholars!

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ABSTRACT

Principals' training is crucial for the effective performance of their roles. Much of the training is sometimes done without doing a Training Needs Assessment (TNA) to find out exactly what the Principals need. This study, therefore, endeavored to identify the training needs of Principals in Kisii County. The low performance in examinations Kisii County may be an indication of compromised quality education due to poorly or inadequately trained Principals. The objectives of this study were: To identify the educational supervision competencies that secondary school Principals use and actually practice in the process of performing their supervisory roles, to identify the competencies that secondary school Principals need in order to effectively perform their educational activities in their schools, to determine the discrepancy between what supervisory competencies they need and those they practice and to develop a training model for the effective training of Principals in Kenya. The study used a mixed method approach design and within it used concurrent triangulation design. The study was guided by the Needs Assessment Theory. The study was done in Kisii County, which is one of the 47 counties in the country which register poor academic performance in national examinations in both primary and secondary schools. Kisii County is divided into 11 Sub-County administration units. This would make it ideal for the generation of adequate sample which would give reasonable data for analysis. The study population was the 11 Sub-County Directors of Education (SCDE), 11 Sub-County Quality Assurance and Standards Officers (QASOs), 11 TSC Sub-County Directors, 36 Chairpersons of Boards of Management of public secondary schools and 360 secondary school Principals in the County. Stratified, saturated and random sampling techniques was used to sample the respondents. A study sample of 99 respondents was used; 9 SCDEs, 9 SCQASOs, 9TSC Sub-County Directors, 36 Board of Management Chairpersons and 36 Principals. Questionnaires and interview guides were used for data collection. In order to ensure the validity of the instruments, two members of the school of Education, Humanities and Social Sciences of Jaramogi Oginga Odinga University of Science and Technology were contacted and their recommendations used to correct the final Instruments. Test retest method was used to ascertain the reliability of the research instruments. Quantitative data was analyzed using descriptive statistics and was presented in form of tables of frequencies where frequency counts, percentages, means and ranks. Qualitative data was analyzed using thematic analysis and then presented in themes and sub-themes that emerged during analysis. They were further presented in narratives, paraphrase and through verbatim reports. The following findings emerged from the study: The Principals' competencies in all the six areas studied were found to be average. Their in-service training programmes even though relevant were found to be untimely, inadequate, took very short time, and used methods and training materials which were not helpful. The INSETs were not based on any TNA results and no assessment of the impact of training on performance was ever done. The study also developed a training model for the training of Principals in Kenya. The study concluded that the training of Principals in Kenya is irregular and this has resulted in the Principals being averagely competent, a situation that might compromise their role performance. The study recommends that: Principals in Kisii County should be trained on the six competence areas identified; the Teachers Service Commission should include a Master's Degree in Education and a Post Graduate Diploma in supervision and quality management in education as part of the appointment criteria; the Ministry of Education should improve on the INSETs offered and always conduct TNA before any INSET programmes are conducted and the government should consider adopting the training model developed by this study to ensure that the training of Secondary Schools Principals is made better.

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ACRONYMS

BOM – Board of Management. **CC** – County Commissioner.

CDE – County Director of Education.

ICT – Information Communication Technology.

JOOUST – Jaramogi Oginga Odinga University of Science and Technology. **KCSE** – Kenya Certificate of Secondary Education.

KEMI – Kenya Education Management Institute. **KICD** – Kenya Institute of Curriculum Development. **KIM** – Kenya Institute of Management.

KNEC – Kenya National Examinations Council. **MOEST** – Ministry of Education Science Technology.

NACOSTI – National Commission for Science, Technology and Innovation. **NAESP** – National Association of Elementary School Principals.

NCSL – National College for School Leadership **ROK** – Republic of Kenya.

SAGAS – Semi Autonomous Government Agencies

SCD- Sub-County Director.

SCDE – Sub-County Director of Education.

SCQASO – Sub-County Quality Assurance and Standards Officer. **SMI** – School Management Institute.

SPSS – Statistical Package for Social Sciences.

TNA – Training Needs Analysis/Assessment.

TSC – Teachers Service Commission.

USA – United States of America

CHAPTER ONE

INTRODUCTION

Background to the Study

The question on who to blame whenever performance in national examinations is low in schools has been a Concern to the researcher for some time. Is it the teachers, learners, parents, school board of management (BOM), the government or the principal? The central purpose of curriculum supervision is to ensure that quality and relevant education is offered. Loader (1990), even though in agreement that the quality of education is the business of every person who is involved in it, was of the view that quality is essential professional matter that is not easily accessed by the learners and other stakeholders. The professionals concerned should involve other stakeholders in educational management and ensure that the overall quality in education is assured. These professionals are in some counties referred to as principals and in some as Head teachers of schools, supervisors or inspectors (Adikinyi, 2007). Gauwe (2007) is of the view that for Principals and all professionals in charge of education to perform their work effectively, they need to have requisite competencies in terms of the necessary knowledge, skills and correct attitude. These competencies can be obtained through a number of activities such as appointment, pre-service training, in-service training, and experience in work performance among others. The caliber and quality of employees in any organization depends on the selection and appointment criteria used (Armstrong, 2008). According to the author, the criteria used for the selection and appointment as a direct impact on the competence and quality of service of the people appointed using such as criteria. This means that the competence of Principals can be traced back to the time they are appointed, their training-both pre-service and in-service and experience gained over time. Different countries in the world have embraced different methods in ensuring education quality and effective curriculum implementation in schools through the appointment and training of school heads or Principals. Rob and Webbing (2009) indicate that those to be appointed to be in charge of quality in education are picked from professional teachers using strict criteria. Training is done before appointment and it is the responsibility of

individuals to meet the costs. Professional teachers who have at least a Master's Degree in education are appointed to headship positions or supervisory roles after some training.

There is no formal pre-service training for school inspectors and Principals in Australia. Teachers who have shown exemplary performance are hired on contract basis to be in charge of curriculum supervision. The prospective officers are only subjected to in-charge courses as need arise. This, according to Kroehnert (2005) compromises the quality of education offered. The issue of job insecurity also compounds the problem of non-training and hence their work performance.

In the United Kingdom, former Prime Minister, Tony Blair, in 1998 announced the setting up of the National College for school leadership (NCSL). The purpose of the College is to improve the lives and life chances of all children and young people throughout the country by developing world-class school leaders, system leaders and future leaders. One of the goals of this College was to develop quality leadership within and beyond the school. Essentially, the NCSL since its establishment has been organizing various courses for potential administrators in the education section (National College for School Leadership, 2008). For example, the Associate Headteacher Programme aims at encouraging deputy head teachers to step in into headship in schools in challenging contexts through a combination of hands on experience, national development days and external mentoring support.

In early 1980s, the government of Hong Kong began to consider the need for professional preparation for potential Principals of schools and required all senior teachers to undergo training in curriculum management and related issues before they are appointed as Deputy Principals. By March, 1991, the government launched a school management initiative (SMI) all Hong Kong schools. The concern was to provide a framework for school based management and effective schools. This was because it was realized that many Principals are insufficiently experienced and inadequately trained for their task. It was also discovered that because proper management structures and processes were lacking.

Some Principals are insufficiently accountable for their actions and see their post as an opportunity to become little emperors with dictatorial powers in the school (Wrong and Ng, 2003). In the late 1999, the education

department of Hong Kong further proposed that all Principals and potential Principals must undertake a needs assessment an attitudinal and paradigm change and attend core modules including learning and teaching human resources development, financial management, strategic management and school administration.

Wee and Chong (1990) have indicated the same situation in Singapore. By 1980s the job demands of Principal's hand changed drastically. Principals were no longer to participate as passive managers but as "Chief Executive officers" responsible for designing the future of their schools. The Ministry of education therefore began to provide for formal training and preparation of school leaders by requiring potential Principals to attend a leadership training course, the Diploma in Education Administration designed and conducted by the institute of Educational. This led to a change in the process by which prospective Principals were identified and groomed (Chew, Stott and Boon, 2003).

In Nigeria headship of secondary schools is usually a product of the teaching force. Teachers who have spent a minimum of 10 years in service are usually appointed as Principals of Secondary schools. Years of experience remain the main yardstick for appointment into the position of Principal. Hitherto, the secondary school system does not take administrative qualifications as criteria for appointment into leadership in schools. Over the years, heads of secondary schools in Nigeria have been accused of various lapses and offences. They are said to be ineffective, inefficient and are accused of failing to provide direction and adequate leadership in schools (Obemsata 1984). All these lapses are often attributed to the Principals' lack of professional training.

The Kenya government has come up with a number of policy and statutory frameworks in order to provide quality education through the appointment and training of school Principals. The Ministry of Education (MOE) has in its structure among other departments the Department of Basic Education.

There are a number of Semi-Autonomous Government Agencies (SAGAS) which have been established to safeguard and ensure that quality education is provided in the schools. Some of the SAGAS include; The Kenya Institute of Curriculum Development (KICD) which develops syllabus carries out research, in-services teachers and develops content and the Kenya National Examinations Council (KNEC) which sets and administers national examinations.

The Kenya education management institute (KEMI) does most of in-service training of Principals. As stated by Otieno (2016) KEMI was established under a legal notice no. 19 of 2010 cap 211 and its main functions are:

- To develop the managerial capacity of staff in the Ministry of Education
- To identify staff for training
- To conduct training
- To design staff training materials
- To coordinate publication of resources
- To conduct research and valuation of the staff training.

The Teachers Service Commission (TSC) registers, employs, promotes, transfers and appoints teachers to headship positions (TSC ACT 2012). The current TSC requirements for one to be appointed as Principal of a secondary school in Kenya include a Master's Degree in Education, a Diploma from KEMI and experience as Deputy Principal and satisfactory performance as a classroom teacher.

The TSC as established and mandated by TSC Act (2012) has been appointing and deploying

Principals competitively for the last 5 years. The guidelines on the appointment and deployment of Principals draw a picture of schools receiving well trained, efficient and competent Principals ready to produce excellent results in national examinations and excellent schools.

School principals have specific roles that require them to have competencies to perform. The Teachers Service Commission guidelines explain the competencies and roles of principals in the following areas:

1. The Organisation And Management Of The Approved School Curriculum

- Giving directions to the school to offer a suitable approved and diversified curriculum in accordance to circularized guidelines from the Ministry of Education and supporting organizations.
- Cause teacher's preparations of schemes of work and development of appropriate instructional materials especially teaching aids.
- Check periodically pupils' exercise books, projects, practical work, assignments and continuous assessment scripts to ensure regular marking and systematic use in guiding learning.
- Teach lessons on the school time-table to get to know what goes on in the classroom

- Visit, observe and keep a record of learning sessions in classrooms, laboratories, workshops, etc.
- Set the pace and direct the drawing up of schedules for operations in the school thereby ensuring rationalized use of school time.
- Convene and conduct regular staff meetings, at least twice per school term
- Participate in co-curricular activities
- Hold information meetings with staff and students. For example during tea time in the staffroom. End of year parties and other get-together activities on a one on one basis in a working groups.
- Ensure that students are adequately prepared, registered and presented for school-based continuous assessment and for the national examinations in accordance to the Examinations Council Regulations and Syllabuses.
- Where a pupil fails to attend school, the head teacher should:-
 - Investigate the circumstances of the child' absence from school;
 - Take appropriate measures to remedy the situation;
 - Issue a written notice to the parent of the child requiring him or her to comply with the provision of the Education act 2013.
 - Submit a report on the child to the County Education Board.
- Submit on an annual basis a report to the Director of Basic Education.

2. The Management And Control Of School Finances And Stores

- The school accounting officer to account for all revenue and expenditure plans, transactions, books of accounts and records.
- Ensure the issue of serialized and official school receipts for money and goods received by the school
- Ensure and check regularly the keeping of the books of accounts in accordance with accounting instructions for educational institutions.
- Cause the preparation and the presentation of financial statements for approval and scrutiny during the school board of management Parents Annual General Meeting/P A and the Ministry of Education as and when required e.g. budget estimates, monthly and quarterly trial balances. etc.
- Initiate and nurture incomes generating programmes/projects/activities to boost school/college revenue.
- Adhere to stores procurement procedures in acquiring sufficient facilities, equipment, materials and services for use in running the school.
- Supervise and guide the school bursar, accounts clerks, cateress, matron, technicians and heads of departments to ensure proper writing and keeping of the books of accounts and stores records.
- Ensure custody, constant reference and familiarity to accountable and legal documents such as:-
 - Schools title deed/Allotment letter
 - Registration Certificate of the School
 - The constitution of Kenya 2010
 - Acts of parliament (Education Act 2013; TSC Act 2012; KNEC Act Employment Act; Trade dispute act cap 234, Public Health Act; law of contract, etc.
 - Relevant legal Notices
 - Codes of Regulations for Teachers; Civil Servants and non teaching staff Accounting instructions for educational institutions
 - Circulars from the Ministry of Education; Teachers Service Commission; National Examinations Council.
 - Syllabi

- Heads Manuals
- Approved list of text books and other instructional materials
- School-based records
- Inventory of all instructional materials
- Visitors book
- Logbook
- Registers (Admission, Commitment, Class attendance, etc) Assessment and Examination papers; Mark sheets and Results ledger and inventories Accounting books (Cashbooks; Lodgers; Payment vouchers, Receipts etc) Safety and Security manuals e.t.c

3. Management And Motivation Of Human Resource In The School

- Delegate responsibilities and duties to Deputy headteacher, to heads of departments, senior teachers and to teachers
- Welcome and induct new teachers and non-teaching staff to the school.
- Supervise, appraise and prepare appraisal reports on the performance of at least 4 teachers designated as Deputy Head teacher, Heads of Departments and Finance Officer (Bursar)
- Prepare and facilitate the Registration of School candidates in accordance with Current syllabus and regulation of National Examinations Council
- Ensure that self-discipline is cultivated, nurtured and maintained amongst staff and students in the school
- Create an environment for staff training and development ie Orientation, Induction, Attachment, Transfers in Assignments, Coaching sessions.
- Exposes the Deputy Head teacher to school Administration; Financial management and control.
- Use staff appraisal observations and reports to design appropriate staff training and development aimed at improving the performance of staff and teachers.
- Motivate staff and students to excel through participation :-
 - Student peer support self-management and particularly involvement in the management of the school.
 - Community based social and cultural activities, Ceremonies and functions.
 - Subject panels.
 - Courses, Seminars, Workshops, Conference and staff clinics
- Professional Associations, Clubs and Societies;-
 - Such as Kenya National Union of Teachers (KNUT):
 - Kenya Secondary Schools Association (KSSHA) and Kenya Primary Schools Association (KPSHA) through preparation and issue of certificate and other performance rewards for talent recognition and development through involving parents in school activities for self-help fund-raising, open days etc.

4. Secretary to The School Board Of Management

- Send out meeting notifications.
- Co-ordinate writing of proper minutes for meetings.
- Maintain correspondence on all BOM matters
- Inform BOM on statutory and standard operating procedures in handling school matters.

5. Management And Maintenance Of The School Plant Equipment

- Plan and prepare an incremental maintenance manual for all physical facilities, equipment and materials including textbooks in the school/college premises.
- Ensure safety, security, cleanliness of the school/college

6. Teaching The Subject Of Specialization

Source: Otieno (2016)

It is evident that these roles and responsibilities require principals to undergo specialized training beyond pre-service training.

Good performance in the National examinations in which the Principals play a critical role contribute towards the achievement of Sustainable Development Goals (SDGs) and The National Goals of Education. It is unfortunate that the situation is still wanting as reflected on the performance of various counties as shown on the table below.

Table 1.1 Nyanza Region KCSE Analysis for The Past Four Years

S/N	COUNTY	2021	2020	2019	2018
1	KISII	4.07	3.98	4.10	3.34
2	KISUMU	4.33	4.70	4.49	4.16
3	SIAYA	4.58	4.12	4.80	4.47
4	HOMABAY	4.98	4.76	4.68	3.69
5	NYAMIRA	5.19	4.74	4.34	3.56
6	MIGORI	5.35	4.14	4.14	4.10

From table 1.1, Kisii County has consistently been performing below other Counties in the Nyanza Region. This indicates challenges in quality education and supervision of school programmes. Researches have been done in the field of quality education and supervision of school programmes, such as Ondicho (2004),

Wanzane (2006), Gachoya (2008) and Adikinyi (2007) who are in agreement that Principals and other education officers still need training. The type of training required for the Principals still remain unknown.

1.2 Statement of the Problem

The training of secondary school principals is crucial for the effective execution of their duties. Some of the training of principals is done without carrying out training needs assessment (TNA) that would include their input to find out what they need. The low performance in examinations in Kisii County as established in the background of this study may be an indication of compromised quality education due to poorly or inadequately trained principals. This study, therefor endeavored to find out the training needs of principals in Kisii County.

1.3 Purpose of the Study

The main purpose of this study was to assess the training needs of secondary school Principals in Kisii County, Kenya.

1.4 Objectives of the Study

The specific objectives of this study were to;

- i. Analyze the educational competencies that secondary school Principals practice in the process of performing their educational roles.
- ii. Examine the competencies that secondary school Principals need in order to effectively perform their educational activities in their schools.
- iii. Asses the discrepancy between the competencies Principals need and those that they practice.
- iv. Develop a training model for the effective training of Principals in Kenya for effective educational management.

1.5 Research Questions

This study was guided by the following research questions;

- i. What kind of educational supervisory competencies do secondary school Principals practice in the Process of performing their educational roles?
- ii. What competencies do the secondary school Principals need in order to perform their educational activities in their schools?
- iii. What are the discrepancies between the competencies school Principals need and those they practice?
- iv. Which training model if adopted can regularize and professionalize the training of Principals in Kenya for their effective educational management.

1.6 Significance of the Study

The study was expected to have both practical and theoretical contribution to educational management and supervision in Kenya.

The study findings were expected to add to the existing knowledge and theory on school management and headship. This would help other scholars, researchers and educationists who may want to do further research on training needs analysis of education officials in Kenya.

The Ministry of Education was expected to use the findings in the development of a suitable curriculum for the training of secondary school Principals in Kenya. The findings would help school Principals to understand and appreciate their strengths and weaknesses; a situation which would make them more proactive in trying to bridge the gap between the competencies they had and those that they needed for effective service delivery.

1.7 Justification

Principals' competencies is a very critical area in educational leadership. This study is therefore justified because principals have a lot of responsibilities bestowed upon them.

This calls for a lot of accountability and demands for good performance of the students to the stakeholders. The study coming at this time would contribute to the building of capacity of school leaders to provide quality education to the learners.

1.8 Assumptions of the Study

This study was carried out under the following assumptions:

- i. All the respondents were extensively and intensively aware of the knowledge and skills needed by school Principals in the performance of their roles.
- ii. That the training needs of principals could be delineated by measuring the perceptions and opinions of QASOs, SCDEs, TSC Sub-County Directors, BOM Chairpersons and Principals of secondary schools.
- iii. All secondary schools in Kisii County had substantively appointed Principals by the TSC.

1.9 Scope of the Study

- i. Only Principals of secondary schools substantively appointed and/or registered by the TSC were involved as respondents.
- ii. The study was carried out in Kisii County.
- iii. The study was concerned with the training needs of Principals and not the other factors that affect Principals' competence and performance.

1.10 Limitations of the Study

The following might have hindered this study from achieving the desired results:

- i. Some Principals might have personalized the study and taken it as if it was their incompetency which was under investigation. However, the Principals were reassured that the exercise was for the purpose of research only and information given would remain anonymous and confidential.
- ii. Failure of some respondents to avail themselves for the study because of their busy schedules. This was reduced by making prior appointments with the respondents.
- iii. Failure of some respondents to be truthful in revealing the true training situation as it was. The respondents were informed in advance that it was not their competency that was on trial but a research exercise meant to improve their future performance.

1.10.1 Theoretical Framework

This study is based on Needs Assessment Theory by Donald Kirkpatrick (1959). Needs assessment is an information-gathering tool, which enables one to identify the needs of individuals, institutions or companies. In education, needs assessment has

been used to determine needs of local, national and regional education systems with an aim to revitalize these systems either by overhauling the entire education system or revising an existing one. Scholars like Taba (1962); Wheeler (1967); English and Kaufman (1975); and Shiundu and Omulando (1992) concur that when developing a new curriculum or when altering an existing one, the process must start with needs assessment. That is, analyzing what ought to be vis-à-vis what is. Also, Czajkowski and Patterson (1976) affirm that needs assessment is useful in identifying gaps between desired results and current practice. Identification of gaps is then followed by bridging. This bridging must then be done based on needs assessment. The foregoing is the thrust of this proposal. The researcher intends to find out desired practice against current practice in regard to heads of secondary schools in the hope that this will yield gaps for their management training.

Needs assessment is not only a problem solving tool but also a tool by which identified needs can be prioritized (English and Kaufman 1975). It means a rank order of needs can be formed depending on the urgency with which a given need requires action. This study applied needs assessment as a problem-solving tool. In addition, the researcher prioritized a wide range of training needs that heads of secondary schools identified. The needs assessment process was used in this study in the hope that it would help heads of secondary schools to participate more actively in

education management in Kenya if given chance to identify their needs. In sum, needs assessment is crucial since it aims at moving practitioners (head teachers of public secondary schools) from use of trial and error in their work. This is because the theory emphasizes that action be taken to address pressing needs once identified so as to alleviate anomalies.

Kroehnert (Kroehnert, 2005) postulates that training needs exist when there is a gap between what is required of a person to perform their duties competently and what they actually have. It is a method of determining whether a training need exists if so the kind of training required to fill the gap. The Principals' entry behaviour characteristics, duties, responsibilities and in-service programmes formed the independent variables while the training needs in terms of competencies and a training model formed the dependent variables of this study. Changes in society were the intervening variables of the study as they had some influence on the competencies of Principals but were not part of this study.

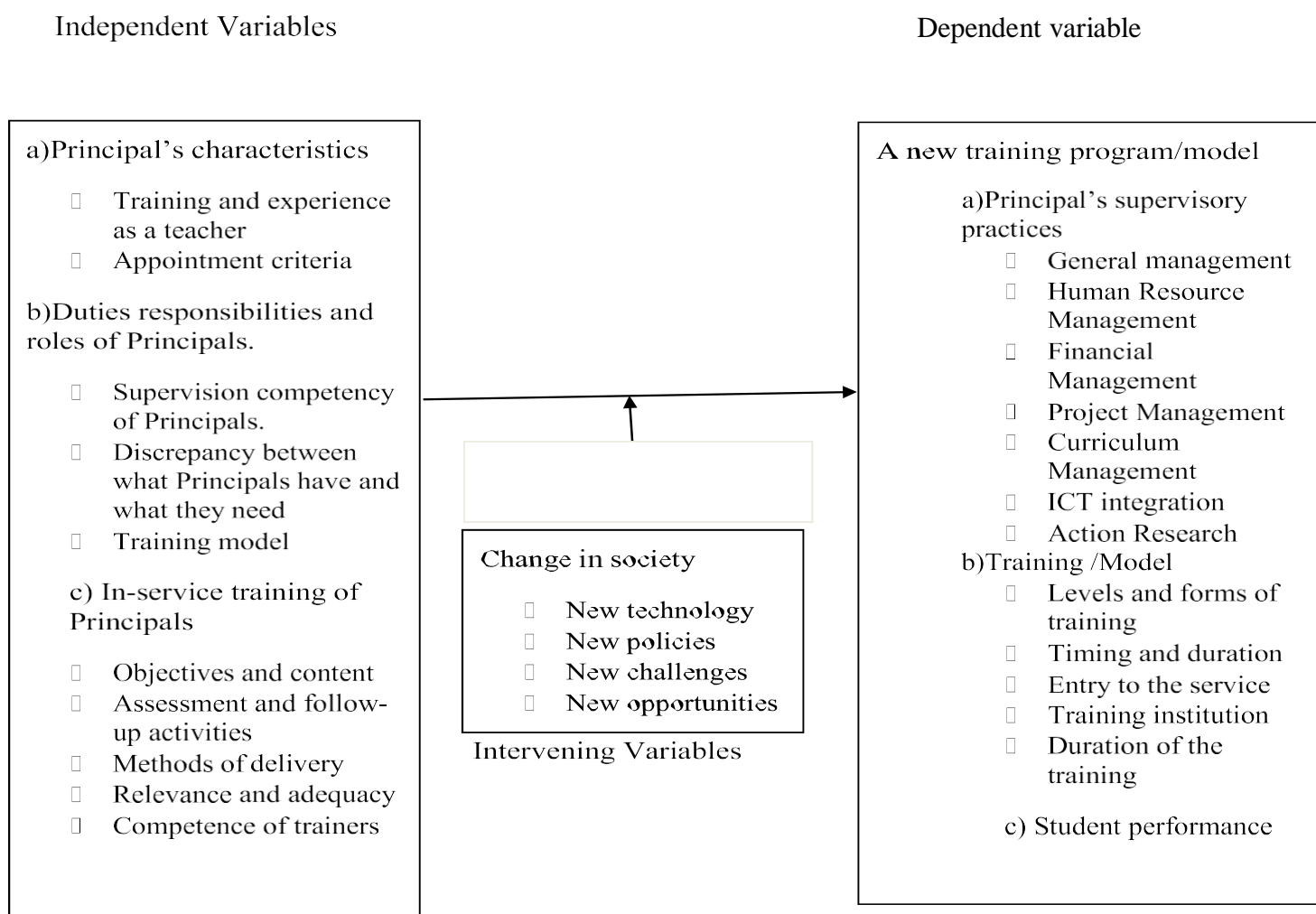


Figure 1.0 Conceptual Framework on the training Needs Principals

To determine the training needs of Principals, there is need to understand and delineate their entry behavior characteristics. Principals are substantively appointed after having undergone training as teachers, served as Deputy Principals and having shown their competency. Immediately the Principals assume office, they get into contact and interact with the specific demands of their job in terms of duties, responsibilities and in-service training. These factors moderate the entry behavior

Characteristics to give direction as to the kind of training the Principals need. Changes in work environment and society in general in terms of new technology, new policies, new challenges and new opportunities formed the intervening variables of the study.

According to Marwanga (2004), training needs can arise from the job itself, change in society and personal attributes of the worker. The independent and intervening variables shall interact between and amongst themselves to give to the training needs of Principals as dependent variables. The resultant training needs shall be in a form of the needed curriculum and training programme or model. The training model shall then impact on the independent variables and moderator variables and the cycle goes on.

1.10.2 Operational Definition of Terms

Assessment is measuring to find out deficiencies in the competencies of Principals

Discrepancy is the gap in the competencies of the Principals

Needs Assessment is carrying out an analysis to find out deficiencies in the competencies of Principals

Principal is a teacher appointed to head a public secondary school in Kenya.

Training needs is the discrepancy between what Principals have and what they need in terms of knowledge and skills in the performance of their roles.

Supervision is all activities that Principals engage in during the performance of the in duties.

Competencies are knowledge, skills and attitudes needed by Principals in the performance of their roles.

Training model is a diagrammatic representation of design for a comprehensive training programme for Principals.

Training Needs Analysis is the process of establishment the gap between the competencies which Principals have and what the need in performing their roles.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature reviewed in this section hinges on training needs of education managers in general. However, to bring the proposed study into perspective, the researcher emphatically addresses training needs of Principals of public secondary schools in Kenya. To facilitate this review, three dimensions are considered namely; the global, regional/ African and Kenyan perspective on training of Principals.

Thereafter more specific literature is reviewed reference to the study objectives.

Review of Literature in General

Globally, the need to improve school management and strengthen the role of Principals has gathered momentum in recent times so much so that innumerable surveys, reports and research studies exist all in an attempt to unearth that crucial missing element in school leadership. A cursive examination and critique of some of this literature is what makes subsequent reading in this chapter.

In an effort to refurbish the education sector in Armenia after suffering long years in war, the Ministry of Education and Science for the first time in 2004, expanded the training curriculum module for school administrators by incorporating three main segments namely; educational leadership, management and supervision techniques. Available literature reveals that these three areas were sourced from IREX (an international non-profit organization) Leadership Training Handbook. It is therefore apparent that the clientele (school administrators) were not consulted as to areas they could have deemed necessary to be contained in the training program. This is the oversight that this study intends to address.

A survey conducted by United Nations Educational Scientific and Cultural Organization (UNESCO) of teachers' working conditions in 63 countries of the world revealed that majority of teachers

(Prospective school heads) had reverted to untrained status due to lack of in-service training schemes.

Thuku (D/Nation, Monday May 3, 1999) reports that a repeat survey conducted by the United Nations Children's Education Fund (UNICEF) in 1993 echoed UNESCO's findings to the effect that capacity building and training of Principals in planning, administration, curriculum, supervision and evaluation of tests and measurements are neglected areas.

Provision of quality education management remains high on the agenda of governments all over the world (IIEP Newsletter, October-December 2000). A study conducted by the National Council of Research and Training in the seven states of India examined a plethora of teacher issues namely; teacher recruitment, demand and supply of teachers, initial posting, transfer policy, representation of female teachers in the workforce and the existing position of trained and untrained teachers. Also teachers' views were sought about the impact of pre-service and in- service training on their work.

Teachers' views were collected and categorically reported as follows:

Teachers' perceptions about quality of initial training.

The study points out that 30 percent teachers in Karnataka State and 40 percent in Kerala expressed they were dissatisfied with the initial training they received for their practice teaching and field/practical work. As a result, the study advocated for a review of curriculum of initial teacher training.

Some of the key factors that teachers identified as crucial include;

- Involvement of trainees in the training process by competent resource persons.
- Support to teachers to implement innovations acquired at training Programmes.
- Consultation with teachers to assess their needs.

The study reports that Principals expressed their need for training in areas listed below;

- General administration
- Providing instructional support to teachers
- Team building
- Seeking community support.

The foregoing study focused on a host of teacher issues, which necessitated an examination of not only teachers' perceptions but also documented government policy papers. Likewise, this proposed study is to seek Principals' views about their management training needs.

The IIEP newsletter further reviewed 160 studies covering in-service education of teachers and concluded that in-service education and staff development programmes can be more effective if content is based on self-reported needs of participants. In addition, a study entitled “Teacher Incentives in the Third World” contained in the same IIEP newsletter above suggests that immense attention should be given to the training of headmasters in the area of instructional supervision techniques. It is notable that the foregoing study underscores the thrust of this study by hinting strongly that great success of any organized educational programme can have far reaching effects if participants in the same programme would have their self-reported needs incorporated in such a scheme.

In the United Kingdom (UK), a survey was conducted by Education Department in 21 secondary schools with the aim of finding out current thinking about professional development and management training needs of school heads of department. The study faulted appointment of heads of department, which it reported was based on assumption that these administrators already had knowledge and skills to do their work.

The study however affirms that this was not always the case. Heads of department formed the target population that was interviewed. The end result was that several training needs were revealed not to mention that the interviewees themselves expressed that they were frustrated and could not contribute effectively to whole-school decision making and development planning. This survey further argues that professional development and training programmes can become effective if notions, ideas and perceptions of school based research and collegial reflective practice in learning organizations are included in such programmes. Simply put, the study advocates for inclusion of participants’ views in programmes designed to enhance their performance.

In England and Wales, a research project was conducted by National Development Center for School Management Training in maintained secondary schools purposely to find out;

- 1) Problems in staff management/employment relations
- 2) Training needs of Principals.

It is indicated that the outlined issues were of crucial concern to school personnel and to local education authorities (LEAs). The report not only revealed problems and issues relating to staff management but also approaches adopted by a sample of Principals to the management and employment of staff in their schools.

Though detailed findings of this study are unavailable for focused critique, it however concludes that Principals should depart from their traditional authoritarian roles. The abstract indicates further that tests and questionnaires were used to solicit information from participants. However, there is silence on specific participants that formed target population for the study.

The IIEP newsletter provides vast literature on challenges facing school management in Asia U.S.A. (United States of America), UK (United Kingdom) and even countries in South America like Argentina. Literature on reforms that education should embrace given the changing role of the Principals covers remarkable space in the above newsletter. For example, under the title „Improving school management: a promise and a challenge“, it is observed that research results in education are being used by policy makers in Asia to introduce reforms in schools to make schools more responsible and autonomous. It is also expressed that this move towards more school based management demands non-traditional managerial skills from the head teacher. Until the participants or implementers of a new policy are involved in its inception, development and planning, effective implementation of such policy may become futile. The above newsletter concludes that for successful adaptation of new policies and changes in education, it is pertinent that public awareness is raised within the school community especially among head teachers.

It is further pointed out that policy makers should give schools more autonomy and recognize the importance of the head teacher. Emphasis is laid on the urgent need to develop an integrated policy

at central level (equivalent of Ministry of Education in Kenya) aimed at improving school management and strengthening the role of Principals. Areas such a policy should cover include:

- Clarifying the areas of autonomy and the levels of accountability so that the Principals feel supported rather than overburdened
- Accompanying such autonomy and accountability with a strong consistent support system, especially for newly appointed and/ or isolated Principals
- Improving recruitment and selection procedures encouraging the early identification of potential candidates and introducing a system of mentoring by experienced innovative Principals.
- Developing a motivating career path, by offering professional development opportunities and strengthening in-service training.
- Setting up a mutual support system and discussion forum for teachers.

A broad spectrum of policy issues on improved school management are raised above, some of which are not within the purview of this study. However, professional development of Principals is a crucial area that is emphasized except there is no mention as to whether Principals would be a main source of their training needs to be incorporated later in the proposed professional development and in-service training programmes. The IIEP newsletter cautions that head teacher training in many countries is faced with acute obstacles. Of relevance to this study are the imminent diverse preferences of school stakeholders as to what managerial competencies the training programmes should address. For example, it is speculated that strengthening in-school supervision might be a popular need among Principals but less so among teachers.

On the whole, it is notable that the thought line of this study seems to be echoed by the IIEP newsletter, which points out that in most countries building initiatives cover few staff, and professional development opportunities, if they exist, remain scarce. Principals especially in the more remote areas are isolated and receive little or no support from the central administration.

Consequently, there is a wide discrepancy between the current unchanged profile of the head teacher and the ideal profile of an innovative pedagogical leader. That a wide discrepancy exists between the ideal and current performance of Principals as affirmed above is what this study seeks to find out within the Kenyan context.

In Argentina, efforts to construct an effective school supervision system witnessed IIEPBuenosAires conduct a survey in San Luis province with target population as school supervisors and Principals. The survey identified two basic conditions that needed to be fulfilled for improved school supervision as follows:

1. The necessary structures and resources should be set up reforming existing norms and regulations and technological resources be allocated to enable inspectors to fulfill their new tasks.
2. For reforms on school supervision to be effective the know-how and attitudes of school supervisors must also change and their role and position in the education system redefined.

Analyses of more studies carried out in other provinces of Argentina IIEP reported that school supervisors concurred that they needed further training. Precisely 42 percent of those interviewed consider their training „inadequate“ or „extremely inadequate“ for their task. The study also reports that school supervisors identified areas crucial to their training, how their participation can be stimulated and highlighted those institutions best equipped to provide such training. IIEP- Buenos Aires indicated further that opinions of supervisors could not be considered in isolation as sufficient to determine a training policy. Hence, factors such as education trends and available resources should be considered, the newsletter reported.

Likewise for this study, determining principals training needs in a vacuum would have been defeatist hence; the ideal competencies of these administrators were to be generated within the framework of the Kenya Ministry of Education guidelines. On the whole, IIEP newsletter underscores the point

that Principals must be placed in a more enabling environment, given regular support and supervision and they need to be trained. But how this can be done is the puzzle IIEP newsletter leaves unsolved.

This study offers the antidote that involving head teachers first and foremost in the identification of their training needs must precede their training. Consequently, a training policy can be formulated based on the identified needs.

In the African context Bush and Oduro (2006) decry the existence of limited literature and research on school principals in Africa. Drawing from scanty research literature Bush and Oduro generated a paper, which examines challenges facing new principals in the continent. The sum of their paper is that school principals in Africa face a daunting challenge in their work. Specific issues that ail school headship in the continent are that these administrators:

- Often work in poorly equipped buildings with inadequately trained staff
- Rarely receive any formal leadership training
- Are appointed on the basis of their teaching record rather than their teaching potential
- Are not exposed to proper induction and obtain little professional support.

Bush and Oduro's efforts outlined above bring out issues pertinent to effective school management but do not offer appropriate suggestions to address them head on. Pfau (1996) did analysis, which describes the details of a survey conducted in Uganda in 1994. The survey aimed at determining management-training needs of primary school Principals. Data was collected through questionnaires that comprised 155 tasks and duties performed by Ugandan Principals. A total of 47 Principals in 3 districts of Uganda formed the target population. Participants were requested to indicate the tasks they considered more important than others. Those tasks identified as significant were to be included in the subsequent management-training program. The tasks were grouped into 13 categories as follows: (1) general management (2) personnel management (3) staff development (4) financial management (5) records management (6) materials and supplies (7) Communication (8) meetings (9) school governance (10)

curriculum management (11) school facilities (12) pupil related tasks (13) other tasks. The paper eventually records that the results of the survey were used by the Uganda Ministry of Education to develop a basic management-training course for primary school Principals.

It deserves pointing out that the foregoing survey offers plenty reference points to this study. First, the thrust of the survey „...to determine training management needs of Principals in Uganda“ is in total agreement with the proposed study save for context, school level and timing. Pfau’s analysis also reports that questionnaires were the sole data collection instruments in the survey. This is unlike this study which seeks to use interviews to complement questionnaires in order to obtain more incisive responses.

While acknowledging that there is increased demand for quality education in secondary school not only in Uganda but in the whole of sub-Saharan Africa, Kyeyune and others fault headteacher preparation for school administrative tasks. Their Article spells out certain areas that require headteacher efficacy as leadership; management; instructional supervision and community relations. Though the Article seems not to be exhaustive in highlighting administrative areas manned by Principals, it hastens to suggest that there is need to design a training programme for Principals to target gaps in specific skill domains. The Article however fails to explain the procedure for the identification of these gaps.

The Association of Christian Educators (ACEM) in Malawi conducted a study with the purpose to create baseline data on the status of management, funding, infrastructure, teaching and learning programmes of Community Day Secondary Schools (CDSS) in Blantyre Synod. This study was based a sample of 17 CDSS from Blantyre and Zomba districts. Questionnaires and structured interviews were used to collect data from teachers and Principals respectively. Focused group discussions were also used. The findings of the study revealed that in school administration, Principals were supported by heads of department who themselves had little experience in departmental headship. Secondly, majority of teachers had limited exposure to school management practices. The bottom-line of the study is that school proprietors and ACEM need to develop a systematic school based in-service programme tailored

to specifically meet school management needs. The question that begs an answer is that who is to identify these management needs?

Pheko (2008) in his Article highlights that rapid expansion of education in Botswana has led to by demand for effective school leadership. Consequently, in 1996 the government started a 10-year basic policy on leadership skills of secondary school Principals. For purposes of study, Pheko concentrated on three main areas namely:

Perception of Principals:

- 1) Of procedures used to appoint them.
 - 2) About leadership skills required for the post of headship.
 - 3) Of how training for headship can be improved to meet educational challenges.
- Interviews were used to collect data from 8 selected Principals. From the findings, the Principals reported that besides limitations of procedures used in appointing them to leadership positions, they were also limited in their practice of leadership skills. In sum, the Article stresses the need for Botswana to establish a leadership training policy to guide the training of Principals in order to enhance effectiveness in school administration.

On the local scene, a lot of emphasis has been laid on training of Principals as panacea for management anomalies in schools. Maranga (1977); Adhola (1985); and Muyia and Kangethe (2002) argue in their works that training of education personnel not only imparts the crucial management skills to educators but also enhances quality of education in general. Maranga conducted a study in Kenya to find out problems that hinder effective supervision in schools and subsequently based on the research findings draw training guidelines for external school supervisors. The study revealed obstacles that stifled school supervisors' work as:

1. Lack of sufficient number of supervisors to carry out supervisory duties in schools
2. Lack of intimate relations between teachers and supervisors due to the latter's heavy workload

3. Lack of effective channels of communication between supervisors
4. Lack of supervisory skills and techniques necessary for the fulfillment of supervisory roles.

Maranga used needs assessment tool to establish from external school supervisors the supervisory skills they desired to possess viz-a-viz the current skills they used to perform their work. Consequently Maranga affirmed that training is a sine qua non for effective performance of supervisory work. In like manner this study intends to use the needs assessment method to bring out the training needs of Principals of secondary schools in Kenya.

Adhola (1985) conducted a survey on the role of the secondary school head teacher in the 1980's and revealed the following:

1. Principals get little formal training before appointment
2. Courses meant for Principals are not properly designed
3. Experience on the job is the criterion for selection of Principals.

Subsequently, Adhola recommends that a training programme be drawn and quickly implemented. It can be observed that Adhola's study offers a solution (training) that must be predicated on proven findings that is; the Principals' views on their management needs emanating from authoritative research results. A study conducted in Gucha district by Onderi and Croll (2008) set to find out the effectiveness of in-service programmes; teacher and headteacher priorities in determining in-service needs; and the constraints that impede the provision of in-service courses. The study population involved 30 secondary school Principals and 109 teachers. The study finally revealed that there is need for provision of in-service courses for Principals and teachers. The results also emphasized that in-service courses have great impact on learner achievement. The study affirmed that resource constraints were main obstacles to attendance of in-service courses by Principals. Onderi and Croll used Principals and teachers to identify their in-service training needs-this approach is underscored in the current study. However, on

matters of scope and study sample Onderi and Croll seem to have gone beyond the confines of the current study.

Onguko; Abdalla and Webber (2008) conducted a study to examine programmes available for principal preparation in Kenya and Tanzania. The researchers used document analyses approach by which they examine publicly available information on educational leadership programmes offered by both public and private institutions in East Africa. Areas of focus were programme content; structure; delivery modes and credentialing. The findings revealed that school principal preparation programmes had gaps in areas such as instructional leadership, educational technology and visioning. In sum, it is affirmed that East African educational institutions lack sufficient capacity to prepare new principals or to offer ongoing professional development. The foregoing reveals inadequacies of initial pre-service programmes in preparing Principals for their administrative roles. For this reason, the current study advances the thesis that it is imperative to involve incumbent Principals in identifying their training needs so that the same could be addressed by a tailor-made in-service programme.

The fact that needs assessment is first step and also most effective method in identification of training needs has witnessed its application in various sectors of development in Kenya. A case in point is the sugar industry where in the year 2006 three organizations; Kenya Sugar Research Foundation (KESREF), Kenya Industrial Research and Development Institute (KIRDI) and Kenya Sugar Board (KSB) jointly conducted Industrial Research Needs Assessment in all the six sugar industries and downstream industries (D/Nation, Thursday March 1, 2007). It is reported that the assessment generated over 100 research and technology needs that if addressed would increase productivity and competitiveness of the sugar factories. Both KIRDI and KESREF directors pointed out that research findings can provide relevant answers to pressing needs in society if the beneficiaries are involved in the identification of the research problems (D/Nation, Thursday March 1, 2007). Though drawn from the agricultural- industrial sector, the foregoing

literature amplifies the thrust of this study by underscoring the significance of needs assessment as an apt method to identify training needs of a particular target population. Indoshi (1999) conducted a detailed assessment of in-service education and training (INSET) needs of primary school agriculture teachers in Kenya. Basing the study on Vihiga district, Kenya, Indoshi employed the needs assessment method to unearth the INSET needs of primary agriculture teachers. After analyzing vast literature on INSET touching on areas like content, timing, duration, and methods among others Indoshi finally argues that INSET programmes in Kenya are characterized by mediocrity, lack of relevance, uninspiring presentation and a failure to make the programmes relevant to what goes on in the schools. This regrettable state of affairs is attributed to the fact that teachers are not enabled to participate in the ownership, planning, organization and delivery of these INSET programmes.

Orwa (1986) did a study on “the organization and effectiveness of in- service education and training and its role in teachers’ performance and primary schools’ achievement in national examinations in Kenya”. Orwa analysed INSET courses for primary school teachers and reported that these programmes are inadequate in terms of organization, timing and length of courses. The foregoing indictment of INSET programmes was based on the fact that:

1. There was no proof of existence of course outlines for providers of INSET
2. Syllabuses or even records of INSET activities were not available
3. Needs of teachers to be addressed by INSET programmes were not clear due to lack of proper procedure for identification of such needs.

Both studies by Orwa and Indoshi aver that for teacher INSET programmes to be effective, they must embrace opinions, views and perceptions of teachers. It is on the strength of this point that this study seeks to step out to solicit views and perceptions of heads of secondary schools, deputy heads and teachers as to what their training needs are, so that if addressed then these administrators would be able to perform their work more effectively than before.

To improve quality of education in the Kenya, the government seeks to enhance teacher effectiveness and student learning. To this effect several suggestions are offered by Wanzare and Ward (2006) that:

1. Current in-service programmes be improved for all Principals and teachers
2. The role of the headteacher in promoting relevant teacher development requires greater recognition and administrative training
3. Organizations such as KESI need to be more involved in providing up-to date staff development for all educational administrators
4. More attention is given to effective induction, internships, strategic staff placements, financing, collaboration among provider organizations and opinions of teachers concerning in-service needs.

While the above report esteems the role of the head teacher in the provision of quality education by offering that head teacher in-service programmes be improved, it does not however spell out the nitty-gritty of what the procedure involves.

The duties and responsibilities of Principals are so diverse so that the most suitable way to categorize them is by adopting the framework postulated by Dean (1982). Dean spells out five major areas of responsibility for school managers thus:

- 1) Responsibility for curriculum
- 2) Responsibility for teachers
- 3) Responsibility for learners
- 4) Responsibility for resources
- 5) Responsibility for finance.

The five areas above are in agreement with what is articulated by Otieno (2016) in the introductory chapter of this thesis.

Literature review referenced to research objectives

2.2 Current Roles and Competencies of Principals in Curriculum Supervision

According to Ammanuel (2009), regular supervision should generally yield the following; improvement of communication skills, development and evaluation of adequate instructional materials and development of problem solving skills in teachers. Principals as supervisors therefore need to be well grounded in knowledge and skills that make it possible in the realization of those benefits.

In Britain, Principals are required to have knowledge and skills in pedagogy, psychology and supervision. According to Edmonds (2000), they also need supervision knowledge and skills in their areas of subject specialization. According to Olembo (2008), instructional supervision is a cycle of events going through several phases. The success of the exercise majorly depends on the Principal's skills and attitudes. The cycle is elaborated and requires well trained Principals to make the exercise beneficial to the teacher, the learner and other stakeholders.

They need patience, supervisor skills, interpersonal skills, planning and report writing skills in order to make the exercise meaningful. Ajunga, et al. (2010), found out that most of the curriculum supervisors were below average in their supervisory approach competencies. There was need for training of the curriculum supervisors so as to change this scenario and make instructional supervision more beneficial to the teachers, learners and schools in general. The recommendation was in line with this current study; however, its focus was on Quality Assurance Officers while this study focused on the Principals of secondary schools.

Mbiti (1974) asserts that in a school set up; supervision draws its foundation and data from events that take place inside and outside classroom. The analysis of events in the school and the relationship between the teacher and Principal form the basis of the Programmes, procedures and strategies designed to improve the teaching, learning process.

Eshiwani (1993) holds that the organization and control of staff is all part of the Principal's responsibilities. The Principal must check standards by reference to schemes of work, lesson plans,

lesson notes, records of work done and pupils' exercise books. Ngala (1997) adds by suggesting that Principals need to supervise teachers by ensuring that the lessons are planned easily, lessons are structured with an interesting introduction, revision of previous knowledge and teachers have a good relationship with their students and follow up the curriculum strictly. Maranya (2001) concludes by considering curriculum supervision as an administrative strategy aimed at stimulating teachers towards greater pedagogic effectiveness and productivity.

This study though underscores the important roles of Principals; it did not look at the training needs of the Principals, which was the focus of this study.

2.3 Curriculum Supervisory Competencies Principals Need

Christie (1999) says that the Principal should adapt from reliance on positional control to personalized forms of control which is managing curriculum. The Principal should refrain from using a top down approach when managing curriculum. All communication channels should be vertically, horizontally and sideways.

According to Van den Westhuizen (1991), Principals with initiatory style of leadership have a properly founded understanding of what constitutes good school, good guidance and teaching. The Principal should keep abreast of modern educational trends which includes curriculum management. Bush (2006) argues that curriculum manager's role is to question, to modify, to adapt the prescribed curriculum with the set of values espoused by the school, in order to meet the needs of learners. It is the role of the Principal to ease tension on the part of teachers, because if not, they are likely to manifest themselves in the classroom. Although the study discussed the Principals' competencies, its focus was on perception, induction and practice. The study did not go to the depth of the competency needs of the Principals for which more trainings is required, which is the concern of the current study.

McNeil (1981) asserts that the process of managing curriculum needed scholarly input to ensure intellectual rigor, expertise in learning to support methodologies, extensive testing, and evaluation and

revision Programmes. The leadership role of the Principal is crucial for the success or failure of curriculum implementation. The writer adds that curriculum projects that are most successful are those in which the Principal is present at the planning stage and remains through implementation, evaluation and adaption.

According to Schaffarziek (1979), the pivotal influence of the Principal determines the pace and extent of curriculum implementation. The Principal should contribute to the enhancement of teaching and learning. This explains why Fullan (1991) sees the Principal as being in the middle of the relationship between teachers and external ideas of people. The Principal should show the ability to initiate and innovate, to take the lead and to make things happen at school.

Principals who show initiatory style of leadership set not only short term objectives but also long-term objectives in managing curriculum. This view is shared by Christie (1991) who says that the Principal should assist teachers to adjust to different curriculum changes and acquire relevant classifications skills. The Principals therefore, being curriculum supervisors, are presumed to require knowledge and skills in these areas so as to be competent in their roles.

2.4 Literature on the Discrepancy between the Practiced and Needed Competencies of Principals

Unlike other professions, schools Principals metaphorically wear many more dynamic hats. Principals often assume such roles as classroom teachers, instructional specialists, assessment leaders, parent leaders, change agents and active community volunteers (Renihan & Noonan,) ; Starr & White, 2008).

Principals are more involved in dynamic realms of education and are less equipped with administration supports (e.g Deputy Principals, receptionists, curriculum specialists, accountants, etc). With the realm of education, there are mounting concerns about the deficiencies in preparation and the general lack of quality professional development for school Principals (Contez-Jiminez, 2012). This study in agreement with the current study but it failed to recommend a training model to improve on the Principals' supervisory performance which is the concern of this present study.

Lock et al. (2012) also indicate that Principals need unique forms of leadership and training.

Additional research highlights that particular topics need to be threaded into professional development for Principals including mutually beneficial school community partnerships and relations (Cortez-Jimenez, 2012), financial management for schools (Singh & Gumbi, 2009) and mentorship for Principals (Brown Ferrigno & Allen, 2006).

Much of the research on the professional development for Principals document that Principals find it more difficult to network with other Principals (Clarke Stevens, 2009; Msila, 2012; Lock et al., 2012; De Ruyck, 2005). This is due to the failure of Principals to integrate Information Communication Technology (ICT) in teaching, learning and general management of schools.

Depending on the schools' economic situation, lack of funding is often a major issue faced by Principals (Anorl, 2004). Limited funding exacerbates issues. Examples of such issues include travel costs to professional development, travel costs for extra-curricular sports, the absence of specialists and guidance counselors, aging infrastructure problems and access to reliable internet. As the leader of the school, the Principal is often ascribed to find extra money to enable school programmes and educational services (Munsch, 2004). Due to tight financial restraints, successful proposal writing skill has become an integral part of the school Principal.

In this modern-day era of educational accountability, school leadership has become increasingly stressful, political, complex and time-consuming (Duke, Grogan & Toker, 2003). Starr and White (2008) described the intensified accountability as "a response to globalization". Within the school environment, there is greater emphasis on implementing centralized policies, commissioning school improvement goals, and documenting school improved student achievement as gauged through standardized results all of which have intensified the work of the Principal (Cortez-Jimenez, 2012, Lock et al., 2012).

This calls for need for Principals to possess sophisticated knowledge and skills about data to help in decision making, student assessment practices and general school management. Within the last decade,

education policy development at government levels has targeted change to curricula, pedagogical approaches and the reporting of school goals and performance. Principals have to face issues of standardized testing, report writing and measurable student success.

Foster and Goddard (2003) found that promotion of new policies and centralized curriculum is often difficult for Principals without prior training on the same. The study further established that in this modern-day era of educational accountability, school leadership has become increasingly stressful, political, complex and time-consuming. Within the last decade, education policy development at government levels has targeted change to curricula, pedagogical approaches and the reporting of school goals and performance. Principals have to face issues of standardized testing, report writing and measurable student success. The above study highlighted the discrepancies between practice and needed competencies but did not suggest a model for training which the concern of the present study was.

Traditionally, Principals manage teachers, manage huge budgets, and respond to community concerns and set the tone on everything from discipline to curriculum. In some high schools Principals run and manage huge budgets and supervise hundreds of employees (Markley, 1996). Policies on budgetary discipline and human resource require skills that are currently not in the domain of Principals. There is need for Principals to be trained on financial and human resource management.

The siege of public policy concerning the needs of special education has also created several new areas of concern for the school Principal. Twenty-second century Principals must be willing to redefine and tailor their roles as they alleviate the disparities that exist in the areas of special education and inclusion (Allington, 1997).

The National Association of Elementary School Principals (NAESP) in America recently conducted a poll of 802 elementary and middle school Principals. They were asked to rate 24 issues according to their importance of the 24 issues listed, the issue of greatest concern to the Principals were motivating students (99%), involving parents in their children's school work (94%), increasing number of special

education children (93%) and coping up with education technology (93%) Valenza, 1996). These tasks will become increasingly difficult for new principals as they have no sufficient training on the same. The new millennium Principal will by necessity become consistently metaphoric as he will be required to be knowledgeable, discriminating and compliant with emerging technology and scientific approaches. Experts say there is a link between administrators' ability to make informed technology decisions and their personal use of technology.

Adhola (1985) Survey of the Secondary Schools Head Teachers in the 1980s: Strategies for the Future indicate that Principals need unique forms of leadership and training and that particular topics need to be threaded into professional development for Principals including mutually genetically school community partnership and relations, financial management for schools and mentorship for Principals. The study of Adhola though recognized the needed competencies, it did not explain on how such training should have been organized. The present study did not only identify the competencies needed, but has also suggested a training model that should be used while training the Principals.

In conclusion school Principals in the new millennium will add to their list of responsibilities the duties of finding solutions to 22nd century challenges which include but are not limited to keeping students and teachers motivated and safe, administering quality education to all students including those with special needs and keeping abreast of modern reforms while filtering in new technologies as they emerge (Nyamoko, 2015).

2.5 Training Program for Principals/Training Model

UNESCO (2008) underscored the need for training of educational personnel who include Principals. This should be continuous and encompass pre-service, in-service and short-term courses and workshops. This will go a long way in updating Principals' skills hence improving their role performance. Qamar (2004) advocates for a pre-service training for heads and inspectors of schools. The roles facing the school Principals in Kenya do not go in tandem with the training they undergo. Various countries have different ways of preparing their education supervisors. Although the above studies underscore the need for

training Principals, none of them proposed the training model that is suitable for training Principals in Kenya. The present study proposed a training model which is lacking from the above studies.

Kenya is among the countries which do not have a comprehensive programme for training Principals to fit in the demands of the new Millennium. This study found out from the SCDEs, SCQASOs and Principals the kind of training model that if used would make the training of principals in Kenya better.

Summary of the literature review

The first section of this chapter reviewed general literature on the needs of educational managers including principals from the global, regional and the local Kenyan perspective. Thereafter there was focus on literature review emanating from the objectives of the study, namely; educational competencies of the principals, the competencies that the principals need in order to perform their educational duties, assessment of the discrepancy between the competencies the principals need and those that they need and finally development of a training model.

Gaps found out from the literature reviewed in general indicated that principals got little formal training before appointment. Courses meant for principals were not properly designed and that experience on the job was the criterion for the selection of principals in most countries.

Literature reviewed referenced to the objective of the study indicated that secondary school principals need to have competencies in pedagogy, educational psychology and curriculum development. Principals also were indicated in the literature to need supervision skills, interpersonal skills, planning and reporting skills as well as the ability to control staff and financial management. There was a discrepancy in the training of principals based on systematic needs assessment based on their input. In terms of a training model none of the studies proposed a training model for the training of principals.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the different aspects of research methodology that was used in this study. The chapter specifically presents the following aspects of the research methodology: Research design, the area where the study will be done, the study population sample and the sampling design that was used to arrive at the study sample, research instruments that were used to collect data that was analyzed, the procedures that was followed in the process of data collection and the methods that were used in the analysis of both quantitative and qualitative data that emerged from the study.

3.2 Research Design

This study used the mixed methods research approach and within it used concurrent triangulation research design (Zang, W. & Creswell, J. (2013). Mixed research , or what is referred to as mixed methods research, involves mix[ing] or combin[ing] quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study (Johnson & Onwuegbuzie, 2004). Because of the nature of the topic: “the training needs” and the variables in this study which include; the appointment criteria of Principals, the in-service training programmes, the competencies needed by the Principals and their training needs, mixed method research design will be appropriate. Mixed methods research is broadly accepted to refer to research that integrates both quantitative and qualitative data within a single study (Wisdom, et al., 2012, Creswell and Plano, Clark, 2011). A key aspect of this research design is the aspect of mixing the qualitative and quantitative components within a single study (Simons and Lathlean, 2010, Maudsley, 2011). Mixing refers to the process whereby the qualitative and quantitative elements are interlinked to produce a fuller account of the research problem (Zang and Creswell, 2013, Glogowska, 2011). This integration can occur at any stage(s) of the research process, but is vital to the rigor of the mixed methods research (Glogowska, 2011). For the purposes of this study, both qualitative and quantitative data was collected at same time. This is in agreement with simultaneous or concurrent designs in mixed methods

research. This had the advantage of reducing the duration of data collection (Zang & Creswell, 2013).

3.3 Area of Study

The study was carried out in Kisii County. The county covers an area of 1,318km². It is found in the Nyanza region of Kenya. According to RoK (2014), the County is located within O° 30" S and O° 55" S of the equator and 34° E and 35° E. Kisii County borders Homa Bay County to the North, Migori County to the West, Narok County to the South and Nyamira County to the East. The County is divided into 11 Sub-County administrative units. The infrastructural development in the county is average. The County is unfortunately one of those counties in Kenya which register poor academic performance in national examinations in both secondary and primary schools. There are 375 secondary schools, 360 of which are public with an enrollment of 114,166 students. It has a population of over 2.7 million people (2019 Census) who are known for their rich cultural heritage, unique traditions and strong sense of community. The county has consistently posted wanting results in national examinations. For example, the County was ranked position 33 out of the 47 Counties nationally in KCSE in the year 2020 with a mean of 3.96. This low academic performance might be partly because of Principals who are incompetent. The County's 11 administrative units made it ideal for the generation of adequate sample which would yield reasonable data for analysis.

3.4 Study Population

Orodho (2005) defines target population as the set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalized. This study targeted all the 11 SCDEs, 11 SCQASOs, 11 TSC SCDs, 360 BOM Chairpersons and 360 Principals in the 360 Secondary Schools in the County.

3.5 Sampling Technique and the Study Sample

KIM (2009) defines a sample as a small portion of the target population selected using some systematic procedure of study. For the purposes of this study, the researcher used a combination of stratified sampling, saturated sampling and random sampling techniques. The study population was divided into 5

different strata namely; SCDEs, SCQASOs, TSC SCD, Chairpersons of Boards of management and Principals. Ten percent of the Principals (36) and the BOM Chairpersons (36) in the County participated in the study. The number of schools whose Principals were selected for the study from each Sub-County was determined proportionately in relation to the number of schools in each Sub-County and the total sample size. The specific schools in the study were then selected randomly from each Sub-County. The sample sizes of the selected Sub-Counties, schools, Educational Officers, Principals and BOM Chairpersons gave a good representative fraction of 1/3 (Bell, 1993), 10% (Orodho, 2005) and 1/10 (Kothari, 2004). The resultant sample size of the Principals who participated in the study from each Sub-County is indicated in Table 3.1.

Table 3.1: Number of public secondary schools from each Sub-County which participated in the study.

Sub-County	Total Number of Schools	Number of Schools Sampled
Nyamache	50	5
Kenyanya	46	5
Kisii Central	40	4
Gucha	21	2
Gucha South	23	2
Masaba South	44	4
Sameta	22	2
Marani	33	3
Kisii South	34	4
Kitutu Central	21	2
Etago	26	3
TOTAL	360	36

Source: Office of the County Director of Education – Kisii County.

Saturated sampling was then applied in the case of SCDEs, SCQSOs and TSC SCD where 9 SCDEs, 9 SCQSOs, 9 TSC SCDs, 36 BOM Chairpersons and 36 Principals who never participated in the piloting of the research instruments were used in the study. A total of 99 participants/respondents participated in the study as indicated in the sampling matrix in Table 3.2.

Table 3.2: Sampling Frame

Category	Population	Sample Size	Percentage
SCDEs	11	9	81.8
SCQASOs	11	9	81.8
TSC SCDs	11	9	81.8
BOM Chairpersons	360	36	10
Principals	360	36	10
Total	753	99	13

3.6 Data Collection Tools

Research instruments are devices which assist researchers in collecting necessary data or information (KIM, 2009). According to Hasan (2007), a number of techniques may be used in carrying out TNA. This study used interview schedules and questionnaires. According to Armstrong (2008), for better results when carrying out a single training Needs Analysis exercise, it is advisable to use a combination of a number of

these techniques. In this regard, the researcher used questionnaires and interview guides as the main instruments for data collection.

Data will be collected using questionnaires and interviews.

There are questionnaires for the Principals. This instrument is in two parts. The first part consists of statements aimed at obtaining background information of the respondents. This initial information will enable the description of participants involved in the study on the basis of gender, work duration and professional qualification. Part two consists of items designed to gauge the presence or lack of competencies denoted by the frequency of performance of tasks by head teachers in the five areas of responsibility.

3.6.1 Interview Schedules for SCDEs on the Training Needs of Principals

Three interview guides were used to collect data from the three categories of respondents. An interview guide was majorly used to collect data from SCDEs on the training needs of Principals.

Kothari (2004) says that interviews provide in-depth data that cannot be generated by the use of questionnaires. KIM (2009) agrees with Kothari (2004) by indicating that interviews supplement the questionnaires by going beyond what questionnaires can gather. Interview schedules were conducted with the public secondary schools. Arrangements were made to interview these personnel at a convenient time. Between ten and fifteen minutes would be enough for each interviewee. Their responses were recorded with their permission.

The interviews had the advantage of providing in depth data, allowed flexibility in questioning, welcomed clarifications where necessary and gave room for probing questions. The interviews provided a forum for the discussion of issues in an informal, friendly and cordial atmosphere. The interview guide had questions which sought to answer the main research questions of the study in line with the objectives of the study.

3.6.2 Questionnaire for SCQASOs, TSC SCDs and Principals on the Training Needs of Principals

The study used questionnaires which had both open ended and closed ended questions. A politely worded letter accompanied the questionnaires to be administered to the respondents requesting them to co-operate in the study and to respond to the questions honestly. The questionnaires were distributed to the respondents in the selected secondary schools and those completed collected on same day. This was done so as to cut down on transport costs because many of the secondary schools in Kisii County are far removed from main roads. Also, immediate collection of questionnaires ensured high rate of return hence cases of losses were reduced. Closed ended questions are easier to analyze, economical, easier to administer and are in their immediate usable form. This is in line with Mugenda and Mugenda who listed the same as the benefit of using closed – ended questions in questionnaires.

For the purposes of this study, the researcher used a greater percentage of closed ended questions in the questionnaires. Open-ended questions were only be used to allow the respondents to express themselves freely and to capture the responses that the researcher would have not thought of. (Orodho 2005). Each questionnaire had five sections, each designed to answer specific research question as per this study except one which was designed to collect personal information of the respondents.

Three similar questionnaires were designed to collect data from SCQASOs and Principals. They sought the same information but from different perspectives except section III which sought information from Principals only because of the nature of information it solicited for.

3.7 Validity of Instruments

Validity is the degree to which a research instrument measures what it is designed to measure (Mugenda and Mugenda 2009). The research instruments were developed out of the theories, concepts and various literatures that were reviewed on the training needs of Principals. This ensured that the items in the instruments were relevant and representative of the full content of what was to be measured. In The validation of the interview guides and questionnaires for this study was done through the following ways; the researcher requested experts in the field of education from different universities to review the

instruments to determine whether the set of items adequately represented the variables being examined.

Two members of the school of Education,

Humanities and Social Sciences, Jaramogi Oginga Odinga University of Science and Technology, were contacted and requested to read, judge and make recommendations for the researcher's action.

3.8 Reliability of the Research Instruments

To determine the reliability of the research instruments, this study employed a test-retest method to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept. Piloting was done in 2 randomly selected Sub-Counties in Kisii County. The Sub-Counties so selected were not used in the final study. 2 SCDEs, 2 TSC SCDs, 2 SCQASOs, 6 BOM Chairpersons and 6 Principals from 6 secondary schools picked randomly from each of the two Sub-Counties participated in the study.

A total of 18 participants: 2 SCDEs, 2 SCQASOs, 2 TSC SCDs, 6 BOM Chairpersons and 6 secondary school Principals participated in the pilot study. Piloting according to Kothari (2004) helps in uncovering the deficiencies that are not apparent when the items in the instruments are constructed and reviewed. It refined the way in which the researcher approached respondents. Piloting helped in determining whether the items in the instruments were clear, precise and comprehensive to the respondents.

According to KIM (2009) reliability of research instruments refers to the degree of consistency to which a research instrument produces same results when used again and again or when used by somebody else other than the researcher. For reliability purposes the researcher discussed and reviewed the instruments with the University supervisors and colleagues.

To ensure a good degree of reliability was achieved, the instruments were piloted twice.

The scores from the pilot study in the first test and of the second test were ranked and the spearman rank correlation coefficient (rho) used to establish the reliability of the questionnaires. The following formula was used to establish the correlation coefficient:

$$R = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

Where r is spearman's coefficient correction.

Where d is the difference between paired ranks.

The number „6“ is a constant.

N is the number of observations.

Evans (2007) is of the view that a correction coefficient of at least 0.7 is satisfactory enough to confirm reliability of the instruments. In this study, a reliability coefficient of 0.72 was obtained

3.9 Data Collection Procedures

After approval of the research proposal by the supervisors and the Directorate of Postgraduate Studies, the researcher obtained a letter of introduction from Jaramogi Oginga Odinga University of Science and Technology (JOUST). This letter together with the soft copy of the research proposal was used by the researcher to apply for a research permit from the National Commission for Science Technology and Innovation (NACOSTI) .

On receipt of the research permit, the researcher reported to the County Commissioner (CC) and County Director of Education (CDE) Kisii County to obtain permission to conduct research in the County. This was necessary to allay any suspicion, doubt, fear or even conflict between government authorities and the person conducting research and the public. The data collection instruments included interview schedules and questionnaires prepared for the 99 respondents. Both qualitative and quantitative data was collected

by the principal researcher and 9 graduate students (research assistants) attached to each of the 9 Sub-Counties in Kisii County.

3.9.1 Data Analysis Techniques

After data collection, both quantitative and qualitative data obtained were analyzed concurrently and then the findings presented under various themes and sub-themes which emerged from the findings. General information required covered gender issue, professional qualifications, academic qualifications, and experience in headship, etc. Secondly, the rated information provided by respondents was analyzed based on actual and desired frequency of performance of administrative tasks by Principals. Inferences were made on whether relations exist between Principals' variables and training needs.

3.9.2 Quantitative Data Analysis

It is a systematic approach to investigations during which numerical data is collected and the researcher transforms what is collected or observed into numerical data (Manu Bhatia, 2018).

The primary quantitative data obtained from questionnaires and document analysis was first edited to remove glaring errors and isolate incomplete questionnaires. Coding was done and entered into statistical analysis using statistical package for social Science (SPSS) version 23.0, to help in analysis. Thereafter, descriptive statistics such as frequencies and percentages, means and standard deviations were used to analyze data.

3.9.3 Qualitative Data Analysis

Qualitative Data Analysis (QDA) is the range of processes and procedures whereby we move from the qualitative data that have been collected, into some form of explanation, understanding or interpretation of the people and situations we are investigating. The qualitative data obtained was organized and reported in themes which captured important items in the data in relation to the research questions and showed some level of patterned response according to Barbour (2014).

Verbal quotations were transcribed and coded as sub-themes and themes. Identities of the participants were made anonymous by use of initials i.e., school number 1 was coded s1, for Principals of school p1 and BOM Chairperson of school BOM 1. This enhanced Confidentiality on the information given by the respondents.

3.9.4 Ethical Consideration

Ethical research is considered as one which does not harm but give informed consent and respects the rights of the respondents as well as individuals being studied (Trochim, 2006). Any study is not worthwhile if it infringes on this important aspect of research. In this study, the following ethical considerations were made: Voluntary participation, anonymity and confidentiality.

The Principle of voluntary participation dictates that people are not forced into participating in research.

To ensure voluntary participation the participants of this study were informed in advance what this study was all about and asked to decide whether or not to participate in the study.

The participants were also assured of their confidentiality by assuring them that the information provided by them would only be used for academic purposes. This assurance formed the beginning of each research instrument and repeated orally to the participants before their participation in the study.

The participants' identity would remain anonymous. This was done by having anonymity statement at the beginning of each instrument. The same information was explained to the respondents as part of the introduction before they participated in the study.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study based on the data collected from the respondents in relation to the objectives of the study. The main purpose of this study was to find out the kind of training that can be given to Secondary School Principals to ensure that their competence level is always high. The objectives of this study were to:

- (i) Analyze the educational supervisory competencies that secondary schools Principals practice in the process of performing their educational roles.
- (ii) Examine the competencies that secondary school Principals need in order to perform their educational activities in their schools
- (iii) Assess the discrepancy between the educational supervisory competencies the Principals need and those that they have
- (iv) Develop a training model for secondary school Principals in Kenya for effective education management

The study used interview guide to collect data from SCDE.

Training needs analysis questionnaires were also used to collect data from QASOs and Principals. The sample size under this study was 99 respondents comprising of 9 SCDEs, 9 SCQASOs, 9 TSC SCD, 36 BOM Chairs and 36 Principals. Out of the total 99 sampled respondents, the following response rates (Table 4.1) were attained.

Table 4.1 Response Rate of Respondents

Participants	Sample size	Response rate	
		n	%
BOM Chairs	36	30	83.3%
QASOs	9	9	100%
Principals	36	31	86.10%
TSC SCD	9	6	66.6%
SCDE	9	7	77.7%
Total	99	83	83.8%

From the targeted 9 SCDEs, 7 (77.9%) were successfully interviewed. All the 9 (100%) sampled SQASOs were successfully interviewed and all their questionnaires were completed accurately and returned. The response rate from the 36 Principals sampled was 31 (86.1%). The BOM Chairpersons response rate was 30 (83.3%) where that of the TSC SCD was 6 (66.6%). This high response from all the five categories of respondents, averaging 83 (83.80%) was considered excellent for analysis. This is in line with Hardy and Bryman (2009) who asserted that a response rate of 50% is adequate, 60% is good and above 70% is excellent. This high response rate is attributed to the personal follow up made by the researcher and the cooperation received from the respondents: Principals, SCDEs, TSC SCD, QASOs and BOM Chairpersons who were

selected to participate in the study.

The collected data was analyzed using both quantitative and qualitative data analysis approaches.

Data collected by way of Questionnaires was checked for their completeness, accuracy and uniformity.

The questionnaires that were incomplete, inaccurate and inconsistent were discarded and were not included in the analysis. Statistical Package for Social Sciences (SPSS) computer programme was used in aid of the analysis of the quantitative data that was generated by the responses from questionnaires. The quantitative data which was derived from the SCQASOs" and Principals" questionnaires was presented in the form of tables where frequency counts, means, ranks and percentages were used in the analysis.

Qualitative data analysis approach was used to analyze data which was collected during interview schedules from the Principals, QSCQASOs and BOM Chairs. The audio recorded data after every interview, was transcribed verbatim. After this, a gist analysis was done where a decision was made on which of the verbatim categories were actually synonymous hence generating a number of gist categories. The resulting gist categories which were relating to the same research question were then brought together into super ordinate categories in terms of themes and sub themes which were in line with the four research questions of the study. The refined qualitative responses under the emergent themes and sub themes were then presented in narrative form to support or refute the quantitative data in the face of the reviewed literature.

The analysis and discussions of the findings were done under the following themes:

- (i) Profile of the respondents
- (ii) Competencies needed by Principals
- (iii) Current appointment criteria of Principals
- (iv) Current in-service training programmes for Principals
- (v) Training model for Principals SCDEs

(vi) Relationship between the perceptions of SCDEs, QASOs on the training needs of Principals

4.2 Profile of the Respondents

For better understanding of the findings of this study and to place the study in its context, it was important to have some background information on the characteristics of the respondents who gave the data that was analyzed. The background information collected in the study included: Gender, age, professional qualifications, working experience of the respondents, frequency of supervision by Principals, length of service of the respondents in their Current Position and length of service as a teacher before appointment to the current positions they were holding.

4.2.1 Gender of the Respondents

In order to establish whether the study captured the responses from both sexes, the respondents were asked to indicate their gender. The responses that were obtained are tabulated in Table 4.2.

Table 4.2 Gender of the Respondents

Gender	Principals	SCDE	TSC SCD	QASO	BOM CHAI RS
Male	24 (77.4%)	5	5 (70.5%)	7(77.7%)	26 (86.7%)
Female	7 (29.1%)	2 (28.5%) (71.4%)	1 (20%)	2 (22.2%)	4 (13.3%)
Total	31 (100%)	7 (100%)	6 (100%)	9 (100%)	30 (100%)

Majority of the respondents were male across the categories. In the category of QASOs 7 (77.7%) were male while a paltry 2 (22.2%) were female. The same trend is seen in the category of Principals where 24 (77.4%) were male as opposed to females who were only 7 (29.7%). Most 5 (71.4%) of the SCDEs who participated in the study were males as only 2 (28.2%) female SCDEs participated in the study. This shows that both gender participated in the study across the five

groups of respondents even though there were more males than females. This situation is perhaps indicative of the general distribution of gender in the Ministry of Education and the

Teachers Service Commission in the County and the country in general. This is in line with Osumba (2008) and Obura (2011) who found out that female representation in the Ministry of Education was 32.7% and 21% respectively. The responses received were therefore balanced gender wise.

4.2.2 Age of the Respondents

The respondents were also asked to indicate their age in terms of the age set in which their age belonged.

The age sets which were used are 20 to 35, 36 to 50 and above 50. Table 4.3 shows the results that were obtained.

Table 4.3 Ages of the respondents

<u>Age set</u>	<u>Principals</u>	<u>SCDE</u>	<u>TSC SCD</u>	<u>QASOs</u>	<u>BOM CHAIRS</u>
20-35	0 (0%)	0 (%)	0 (0%)	0 (0%)	0 (0%)
36-50	25 (80.6%)	5 (71.4%)	3 (33.3%)	6 (66.6%)	25 (83.3%)
Above 50	6 (19.30%)	2 (28.5%)	3 (33.3%)	3 (33.3%)	5 (16.6%)
Total	31 (100%)	7 (100%)	6 (100%)	9 (100%)	30 (100%)

The greater part of the respondents were middle aged as witnessed across the categories where 6 (66.6%) of the QASOs and 25 (80.6%) of the Principals were in the age brackets of (36-50 years). Most of the SCDE, TSC SCDs and BOM Chairs were also in the middle age bracket except one who was almost retiring from the service. This shows that majority of the respondents were at the middle of their careers and therefore it can be assumed that they had enough capacity to perceive the training needs of Principals. This also implied that being in the middle age, they still have strong interest in improving their careers and hence the improvement of the performance of Principals, a situation that could have made them to give reliable information.

4.2.3 Academic and Professional Qualifications of Respondents

Professional and academic qualification of the respondents was also sought. This was to shed some light on how qualified the respondents were. The results obtained are contained in Table 4.4.

Table 4.4 Academic and Professional Qualifications of Respondents

Qualification	BOM Chairs	SCDE	QASO s	TSC SCD	Princip als
P1	0 (0%)	0 (%)	0 (0%)	0 (0%)	0 (0%)
Diploma	0 (0%)	0 (%)	0 (0%)	0 (0%)	0 (0%)
B. ED	20 (66.6%)	3 (42.9%)	4 (44.5%)	3 (50.0%)	20 (64.5%)
M. Ed & other masters	10 (33.4%)	4 (57.1%)	5 (55.5%)	3(50.0%)	11 (35.5%)
PGDE	0 (0%)	0 (%)	0 (0%)	0 (0%)	0 (0%)
Others	0 (0%)	0 (%)	0 (0%)	0 (0%)	0 (0%)
Total	30 (100%)	7(100%)	9 (100%)	6 (100%)	31 (100%)

QASOs who participated in the study were well qualified with more than half 5 (55.5%) having a Master's Degree and the remaining 4 (44.5%) having a Bachelor's Degree. This shows that the QASOs used in the study were highly qualified academically and professionally. Principals who participated in the study had varied qualifications ranging from 1st Degree to Masters, however the majority were degree holders 20 (64.5%) followed by those with master's degree 11 (35.5%). This shows that the principals who participated were well trained academically and professionally hence gave

dependable results. Most of SCDEs who participated in the study had first degrees in addition to their master's degree in Education. This shows that most of the respondents were well qualified professionally and academically hence their responses were from an informed point.

4.2.4 Length of Service in the Current Position of the Respondents

Information on how long the respondents had stayed in their current position was also sought. This was to find out how experienced the respondents were in their current positions. Table 4.5 contains what was found out.

Table 4.5 Length of Service in the Current Position

Qualification	BOM Chairs	QASOs	SCDE	Principals	SCD TSC
5 years and below	20 (66.6%)	3 (33.4%)	2 (28.6%)	10 (32.3%)	1 (16.7%)
Above 5 years	10 (33.4%)	6 (66.6%)	5 (71.4%)	21 (67.7%)	5 (83.3%)
Total	30 (100%)	9 (100%)	7 (100%)	31 (100%)	6 (100%)

Majority 6 (66.6%) of QASOs and 21 (67.7%) of the Principals had stayed for more than 5 years in their current position. All the SCDs had stayed in their current position for more than 5 years.

Two of the SCDs also served as QASOs before they were promoted to the position of SCDs.

This implied that most of the respondents had enough experience in the positions that they held hence well placed to give information on the training needs of Principals.

4.2.5 Length of Service as a Teacher before Appointment to the Current position

Information on the experience of the respondents when they were serving as teachers in schools was also sought. This was to find out if they had enough instructional supervision experience by the QASOs then.

The responses on this, from the different categories of participants are tabulated in Table 4.6

Table 4.6 Length of service as a Teacher before Appointment to the Current position

Duration	SCDE	QASOs	BOM Chairs	Principals	SCD TSC
5 years and below	2 (28.6%)	2 (23.3%)	0 (0%)	0 (0%)	0 (0%)
Above 5 years	5 (71.4%)	7 (78.7%)	0 (0%)	31 (100%)	6 (100%)
Total	7 (100%)	9 (100%)	0 (0%)	31 (100%)	6 (100%)

It was established that most respondents had served for more than 5 years as teachers before they moved to their current positions. Most 7 (77.7%) QASOs and 31 (100%) Principals served as teachers for more than 5 years before they were promoted to their current positions as QASOs and Principals respectively. This implied that they had a rich experience in teaching and had encountered the supervisory services of QASOs when they were serving as teachers and hence authoritatively gave their opinion and experience on both general and instructional supervision.

4.2.6 Frequency of supervision of Principals

Information on the frequency of supervision by QASOs on the Principals when they were teachers and also as Principals was solicited from the Principals. Table 4.7 contains the responses which were obtained from the Principals who participated in the study.

Table 4.7 Frequency of Supervision of Principals

Qualification	As a teacher	As a Principal
Once/Never	6 (19.30)	7 (22.5%)
2 times & more	25 (80.6%)	24 (77.4%)
Total	31 (100%)	3 (100%)

Table 4.7 shows that 25 (80.6%) Principals were supervised by QASOs for more than twice when they were teachers and most 25 (80.6%) had been supervised for more than twice by QASOs since they assumed office as Principals. This indicated that the principals who participated in the study had rich experience on both instructional and general supervision and therefore authoritatively gave their opinion and perceptions on the training needs of Principals.

4.3 Competencies Needed by Principals

In this section, the respondents were required to rate the Principals' competency in the different competency areas that the study focused on. The responses from the three categories of respondents (QASOs, SCDs and Principals) which were collected by the use of Principals questionnaire, QASOs questionnaire and interview guides for the three groups of respondents were received and analyzed as follows:

Frequency counts were first worked out for the data collected through the Likert scale questionnaire. Mean scores of the respondents on each item of the Likert scale were then worked out for both the QASOs' and Principals' responses. The overall mean for each category of competencies was also worked out. The statements on the Likert scale were scored as follows:

Very competent (V.C), = 5 points, Competence (C) = 4 points, Undecided (U) = 3 points, Incompetence (I) = 2 points, Very Incompetent (V.I) = 1 point.

In the interpretation of the scores, a mean score of more than 4 denoted a very competent situation, a mean score of between 3 and 4 denoted a competent situation, a mean score of 3 denoted a neutral situation, a mean score of between 2 and 3 denoted an incompetent situation. Interview data was analyzed by searching through the interview data for words and phrases relating to the objectives of the

study and the specific sub sections of the objectives. Quantitative data was first analyzed then followed by the qualitative data which assisted in supporting or refuting the quantitative data in the context of the reviewed literature.

The competence areas that were considered in this study were generically and broadly categorized as: Human Resource Management, competencies in general management, financial management, competencies in carrying out action research, curriculum development and implementation competencies and supervisory approach competencies. The Principals' competence in these competence areas was analyzed and discussed as per the forgoing generic categories as follows:

4.3.1 Principals competencies in Human Resource Management

Data collected from QASOs, Principals, and BOM Chairs and Sub County Directors competencies in human resource management is tabulated in Table 4.8. The sub categories of competencies under this generic phrase of „competencies in human resource management“ that were studied include the following:

- (i) Recruitment, interviewing and employment
- (ii) Motivation, remuneration and staff appraisal
- (iii) Employee and industrial relations
- (iv) Training needs analysis
- (v) Organization of training
- (vi) Evaluation of training
- (vii) Assessment of the impact of training on performance
- (viii) Personnel administration

Table 4.8 contains the response of QASOs, Principals, BOM Chairs and Sub County Directors on the competence level of Principals as per each of the sub category of the competency area in human resource management.

Table 4.8 Principals' Competencies in Human Resource Management

Skills/Knowledge	QASOs Response					Principals' Response					Overall	Rank		
	1	2	3	4	5	M	1	2	3	4		5	M	(M)
Recruitment, interviewing & employment	0	0	3	5	1	3.77	0	6	10	13	2	3.35	3.56	1
Motivation, remuneration & staff appraisal	0	2	1	4	2	3.66	0	10	15	4	2	2.93	3.29	2
Employee & Industrial relations	0	7	0	2	0	2.44	0	10	13	8	0	2.93	2.68	5
Training needs analysis	2	4	2	1	0	2.22	4	10	13	3	1	2.58	2.4	7
Organizing training	0	2	3	3	1	3.57	14	3	10	0	4	2.25	2.91	3
Evaluation of training	0	4	3	2	0	3.00	3	10	10	6	2	2.80	2.90	4
Assessment of the impact of training on performance	2	4	2	1	0	2.29	13	10	6	2	0	1.90	2.09	8
Personnel	5	1	2	1	0	2.29	0	12	12	5	2	2.90	2.59	6

administration			
Overall Mean	2.90	2.70	2.8

Key

5. Very Competent 4. Competent 3. Undecided 2. Incompetent 1. Very Incompetent

M. Mean (M) Overall Mean (R) Rank

As it can be seen from Table 4.8, on average Principals are competent in only two areas which include employee resourcing which has the aspects of recruitment, interviewing and employment and motivation, remuneration and staff appraisal which posted an overall mean of 3.56 and 3.29 respectively. The other areas had an overall mean of less than 3 as it can be seen from the table. This shows that Principals are less competent in most of the remaining sub categories. The overall mean of this group of human resource management competence areas is 2.8 which means that the Principals' competence in human resource management generally is below bar. This was also confirmed by the SCDs who reiterated that most Principals were not well grounded in some aspects of human resource management such as carrying out training needs assessment and organizing training. One respondent was categorical on this and said:

Newly appointed principals lack basic skills in mounting required training programmes in their schools. The training programmes such new principals attend are poorly and hurriedly done and organized by the ministry of education after the principals' incompetencies have caused damage to the institutions.

One of the QASOs when asked to comment generally on the Principals competence in human resource management during the interview, said:

Some of the Principals I have worked with during employment of teachers' interviews display a worrying trend of incompetency. They display lack of basic interviewing skills and are not well conversant with meeting procedures...it is a terrible trend and this calls for regular in-service courses to update them on some of these job requirements.

This shows that Principals competence in human resource management is below average and this might compromise their performance. This is in line with the findings of Hoves (2004), who while studying the

recruitment of secondary school teachers found out that most people who constituted the selection panel in schools were illiterate and entirely depended on the skills of the Principals and SCDs representatives who in most cases were QASOs. The SCQASOs were as well not found to be competent enough to handle the exercise well including sensitizing the other panelists. This affirms the government's position (MoEST, 2002) that school administrators and education managers need skills in interviewing and appraisal in order to perform some of their functions to the expected standards. These findings are also well correlated with Ajuogo et al. (2010) who found out that the Principals' competence in most areas studied ranged between below average and average where human resource management was one of the aspects studied. Table 4.8 has ranked the sub categories of the competence area of human resource management in terms of Principals' competence in them. Those with the highest mean were ranked ahead of those with a lower mean. When planning the training of these officers, and in case the needed resources for the training are not enough, the training may be prioritized starting with the lowest in the rank moving upwards.

4.3.2 Principals' competencies in General Management

The study also sought to find out the competence levels of Principals in the area of general management. The sub categories that were studied under this competence area included the following: Communication skills and Information Communication Technology (ICT), change and performance management, legal and mediation skills; Discipline, disaster management, Safety and security; Policy development, interpretation and implementation; Code of Ethics for civil servants and teachers; Project development and Management and Leadership & Management. The responses that were obtained from the Principals, SCDs, BOM chairs and QASOs questionnaires are presented in Table 4.9 which follow.

Table 4.9 Principals Competencies in General Management

Skills/Knowledge	QASOs Response					Principals'' Response					Overall mean	Rank		
	1	2	3	4	5	M	1	2	3	4		5	M	(M)
Communication skills & ICT	0	2	2	5	0	3.1	0	4	20	5	2	3.16	3.13	5
Change & Performance Management	0	6	2	1	0	2.44	0	21	5	4	1	2.64	2.54	7
Legal & Mediation skills	0	4	3	2	0	2.77	0	5	20	4	2	3.03	2.9	6
Discipline, disaster management, safety and security management	0	0	2	6	1	3.88	0	0	20	9	2	3.41	3.645	3
Overall Mean						3.36						3.23	3.28	
Policy development, interpretation & implementation	0	0	1	5	3	4.22	0	1	9	19	2	3.70	3.96	2
Code of Ethics for civil Servants & Teachers	0	0	1	7	1	4.00	0	0	5	20	6	4.03	4.01	1

Project development & Management	0	6	2	1	0	2.44	0	19	8	3	1	2.55	2.49	8
Leadership &	0	0	1	6	2	4.11	0	3	22	6	0	3.09	3.6	4

Key

5. Very Competent 4. Competent 3. Undecided 2. Incompetent 1. Very Incompetent

M. Mean (M) Overall Mean (R) Rank

As indicated in Table 4.9, 5 of 8 competence areas under the general management category, Principals competence was rated average with a mean of 3.23. The competencies in the categories were varied with some having relatively high means and some very low means. Principals' competence in change and performance management (mean = 2.64) and project development and management (mean = 2.55) was found to be below average with all of them having a mean of less than 3 (the average mean). The rest of the other sub categories had means ranging between 3 and 4 which portrayed a satisfactory competence situation even though not highly competent as is required.

Information received from interviewing the QASOs, BOM Chairs, SCDs and Principals was in line with the information from the questionnaires where most of them were of the view that the Principals competence in general management was average. However this information goes against the views of some SCDs who were of the view that the Principals they supervised were competent in the general management area. The rest of the SCDs concurred with the Principals and the QASOs that the Principals' competence in general management was average. One of the SCEO's who was of the view that QASOs were competent in the general management area uttered the following words in support of his stand:

Most officers are conversant in those aspects of general school management mentioned. Very few or no issues have emerged in the recent past to suggest incompetency in these areas. This does not mean that principals do not

require training in these areas, for such training can help them match with the changing environment in the Ministry of Education and The Teachers Service Commission

This implies that Principals' competence in this category of general management from the SCDs perspective ranges between average and above average. As opposed to Principals and QASOs perception that Principals competence ranges between average and below average. In general the Principals in the sub categories in this competence area of general management going as per the overall mean of 3.34 can be said to be average.

This findings conflict with what was found out by Ajuogo et al (2010) that the Principals who were studied at this time were below average in the general management category. This means that the situation has improved a bit and the trend should be encouraged. This improvement is in the right step towards the attainment of what happens in Britain where one is required to possess and display superior knowledge and skills in general management before they are allowed to practice as school administrators (Wanjohi, 2005). This result of average competence if improved to the competence level and beyond will help in addressing the Kenyan government's concern that Principals are not competent in most areas including development and interpretation of policies, conversant with code of ethics for civil servants and teachers and resource development among other areas (RoK, 2007).

The Principals competence in the sub competence areas has been ranked as shown in Table 4.9. Those which are lowly ranked portray a dire need for training while those at the top of the rank reflect some level of satisfactory competence. Priority for training should therefore be given to those sub competence areas which are lowly ranked and moving up the radar as resources and time may allow.

4.3.3 Competencies in Curriculum Issues

Curriculum activities constitute the major part of the Principals' work as they play a major role in curriculum development, curriculum implementation and curriculum evaluation. It was therefore necessary for the study to find out how competent the Principals were in this important aspect of their

role. The following sub categories of this competence area of curriculum issues were studied: Curriculum development, curriculum implementation, curriculum evaluation, specialization in a given subject area, teaching strategies and methods, special needs education, early childhood education, development of educational materials, use of educational materials and co-curricular activities. Table 4.10 shows the Principals' competence level in curriculum development issues as indicated by Principals and the QASOs themselves.

Table 4.10 Competencies in Curriculum Issues

Skills/Knowledge	QASOs Response					M	Principals' Response					Overall mean	Rank	
	1	2	3	4	5		1	2	3	4	5		M	(M)
Curriculum development	0	0	1	6	2	4.11	0	4	5	15	7	3.80	3.95	1
Curriculum implementation	0	0	3	5	1	3.77	0	6	5	16	4	3.58	3.67	2
Curriculum evaluation	0	0	2	6	1	3.88	0	13	8	7	3	3.0	3.44	5
Subject area specialization	0	2	1	6	0	3.44	0	10	14	6	1	2.93	3.18	7
Teaching strategies & methods	0	0	2	5	2	4.0	0	16	4	9	2	2.90	3.45	4
Development of educational materials	0	5	3	1	0	2.55	0	17	8	5	1	2.67	2.61	9
Use of educational materials	0	1	3	5	0	3.44	0	4	23	3	1	3.03	3.23	6

Special needs education	0	6	2	1	0	2.44	0	11	16	4	0	2.77	2.60	10
Early childhood education	0	6	1	2	0	2.55	0	8	17	8	0	3.06	2.80	8
Co-curricular activities	0	3	2	2	2	3.33	0	3	6	16	6	3.80	3.56	3
Overall Mean						3.3						3.15	3.22	

Key

5. Very Competent 4. Competent 3. Undecided 2. Incompetent 1. Very Incompetent

M. Mean (M) Overall Mean (R) Rank

As shown in Table 4.11 Principals competence in general is not pleasing as the overall mean is 3.15. A good number (3 out of 10) of the various aspects of curriculum that were considered recorded a mean of less than 3, an indication that they were not well grounded on curriculum matters and yet the implementation of the curriculum was their main concern. Those aspects that registered a mean of less than 3 include: development of educational materials (mean – 2.61), special needs education (mean 2.6) and early childhood education (mean = 2.88). The other sub sections in this competence area of curriculum issues (7 out of the total 10 sub sections) were found to be average in them as the means from these sub sections ranged between 3 and 3.95 and none of them had a mean of more than 4. This scenario is also corroborated by the interviews that were conducted to the QASOs, SCDs and Principals themselves. One of the QASOs had this to say:

Efforts to update us on our teaching subject areas are rare. In-service training is only on other aspects and not pedagogy. One wonders why this is so....We are ready to assess quality standards but nobody updates us on new trends. Those who supervise using some new concepts like ICT integration are seen as bringing in foreign ideas

which have no room in the current dispensation. Principals are required as supervisors to know whether their teachers are technologically updated and apply the same in content delivery.....They should be knowing more than their teachers and demand that the teachers be as competent as they are. This will empower us to perform our quality assurance work well.

Some of the Principals when asked about their competence in the areas of Early Childhood Education and Special Needs Education were of the view that since they are not specialist in these areas, they should not be entrusted with the supervision of institutions dealing with early childhood education and special needs education. In fact they were not remorseful that their competencies in these areas were low. They were advocating for these institutions to have their own quality assurance officers and not them. One of these officers quipped!

These are special areas which need special people to handle them. We are not such people. Even when we sometimes go to these institutions, in most cases, we only oversee them in a more general sense.

This shows that the general feeling of these Principals is that this is not their area and other different specialized officers should be entrusted with the responsibility of supervising these institutions. Perhaps the County Governments are moving towards this direction by employing officers in charge of early childhood education at the County, Sub County and Ward levels. The Central Government should as well ensure that there are enough officers who are in charge of special education institutions so as to ensure that the regular Principals are left with the supervision of regular schools only. This will as well improve the quality of supervision of regular schools only. This will as well improve the quality of supervision in both types of institutions. Concerning the development and use of instructional materials, the Principals were categorical that they did not have the up to date skills in the development and use of these materials. They said that most of the skills they have are those that they learned when they trained as teachers which sometimes according to them are out of date and no longer in use. One of the officers said:

Technological advancement has produced teaching and learning materials that are current and practical. This technology has left us behind. Some of our teachers have trained in ICT leaving us behind.... We are not as technical as they are.... A case of a blind man giving direction!

According to Olembo (2008), a good instructional supervisor should possess superior skills in their area of subject specialization beyond what an average teacher has. This will help them to do meaningful supervision. As it has been seen the Principals' competence in the area of subject specialization is below average and this implies that they have a problem when doing instructional supervision in schools. The areas of special needs education, early childhood education and development of teaching and learning materials where Principals have been found to be below average are very important for the performance of their roles. Even though these are special areas in education, Principals as the overall custodians of quality, need to have some knowledge and skills in these areas in order to supervise them well.

According to Marwanga (2004) Principals have a mandate of advising the government on all aspects of education and teaching and learning resources among other issues in their jurisdiction? This therefore necessitates that Principals should be properly trained so as to increase their competence in these areas in order to be able to advice the government well.

4.3.4 Principals Competencies in Financial Management

On how competent the Principals were on financial management issues, the study sought the respondents' view on how competent the Principals were in the following aspects of financial management: Budget preparation, procurement procedures, accounting and auditing and financial reporting. The responses that were obtained are contained in Table 4.11.

Table 4.11 Principals competencies in Financial Management

Skills/Knowledge	QASOs Response					Principals'' Response					Overall Mean		Rank	
	1	2	3	4	5	M	1	2	3	4	5	M	(M)	(R)
Budget Preparation	0	4	4	1	0	2.66	0	10	15	4	2	2.93	2.79	3
Procurement	0	2	2	4	1	3.44	0	7	14	10	0	3.09	3.26	1
Procedures														
Accounting & Auditing	0	7	0	2	0	2.44	0	21	5	5	0	2.48	2.46	4
Financial Reporting	0	4	2	2	1	3.00	0	7	15	9	0	3.06	3.03	2
Overall Mean						2.88						2.91	2.88	

Key

5. Very Competent 4. Competent 3. Undecided 2. Incompetent 1. Very Incompetent

M. Mean (M) Overall Mean (R) Rank

From Table 4.12 it can be seen that the Principals competencies in financial management in overall is below average with an overall mean of 2.91. This shows that they need training in all aspects of financial management as they exhibited low level of competence as indicated by low means across the four sub categories in the competence of financial management.

The information obtained from the interviews also affirms the information in the table that Principals'' competence is below average in terms of financial management. The Sub County Education Officers were of the view that the Principals were not well grounded in financial matters. One SCD was attributing this to the fact that there are bursars in school who do the accounting and Sub County auditors

in the Ministry of Education who do the auditing on how school funds are expended. The Ministry has not been putting the necessary effort in improving the financial skills of the Principals. Limited training programmes on financial matters for education staff are not in most cases done to Principals, Deputy Principals, heads of departments, school accounts clerks and bursars. Insufficient training is done to the Principals and yet they are the ones to ensure overall quality in education. He was of the view that more needs to be done to ensure Principals have good knowledge in financial matters.

Most of the Principals who were interviewed on their competence on financial matters said that they had little knowledge and they need to undergo training so as to understand the basic issues in accounting.

Most of these Principals and QASOs display a lot of ignorance when it comes to issues to do with finances. One of the interviewed Principals had this to say:

One officer visited a school recently and requested for a balance sheet and he was presented with one, he started looking for the information to do with how the funds received for the construction of a science laboratory was utilized. When he was reminded that such information is contained in the income and expenditure account, he felt embarrassed and when he was presented with the income and expenditure account he looked at it strenuously and never asked any question. A sign that the figures were “Greek” and he did not understand them.

This shows that these officers are not well versed with financial matters, a situation which might compromise their role performance. This is in line with what was found out by Ondicho (2004), that Principals exhibited a lot of ignorance when it came to financial matters. Even though Principals are not accountants or auditors to exhibit expert knowledge and skill in financial matters, they need to have an overall view and basic knowledge about finances. According to Okumbe (1999) for effective supervision, supervisors need to possess three basic supervisory skills namely; technical, interpersonal and conceptual. Principals therefore being supervisors need to have these skills in a balanced proportion in order to perform their work better. This knowledge and skills in finance will help them in doing general supervision in school (Olembo, 2008).

4.3.5 Principals Competencies in Carrying out Action Research

The responses that were obtained about quality assurance and standards officers' competence in carrying out action research were solicited and received. The Sub sections of this competence area that were considered in the study are as follows: problem identification, proposal development, data collection, data analysis and report writing. The resulting responses are tabulated in Table 4.12.

Table 4.12 Principals Competencies in Carrying out Action Research

Skills/Knowledge	QASOs Response					Principals' Response					Overall M	Rank mean		
	1	2	3	4	5	M	1	2	3	4		5	(M)	(R)
Problem Identification	0	3	3	3	0	3.00	0	4	18	4	5	3.25	3.13	4
Proposal Development	0	0	4	3	2	3.72	0	2	17	7	5	3.48	3.6	2
Data collection	0	0	2	4	3	4.11	0	5	16	9	1	3.19	3.65	1
Data analysis	0	2	4	3	0	3.11	0	20	7	4	0	2.48	2.79	5
Research Report Writing	0	0	2	4	3	4.11	0	10	13	8	0	2.93	3.52	3
Overall Mean						3.61						3.06	3.33	

Key

5. Very Competent 4. Competent 3. Undecided 2. Incompetent 1. Very Incompetent

M. Mean (M) Overall Mean (R) Rank

The findings in Table 4.12 indicate that Principals on overall were rated as being averagely competent in carrying out action research with an overall mean 3.33. They need training in all the aspects of carrying

out action research even though priority should be given to the aspect of data analysis which had a mean of 2.79 which is below average.

From the interview, the Principals were saying that they have never been in-serviced on how to carry out action research.

One of them said:

It's rare for us to be invited for in-service courses on our work, leave alone action results. We have some skills on action research from the postgraduate studies we have done but without in-service training, we find ourselves on opposing sides when it comes to professional issues. It is in-service training for all of us that can bring us to the same page, this will make us more focused and prepared in performing our work....a terrible situation.

One Principal when asked how they cope with the situation since they don't have the skills in carrying out action research had this to say:

Oh, Yes! ... we have always depended on others who have these skills or engaged professionals in this area of research. The main issue here is the completion and handing over of assignments not the person doing it. This has really kept us lagging behind.

This confirms the findings of Aluogo et al (2010), when it was found that Education Officers – Principals competence was average. According to the Ministry of Education, Principals are the first people to be called upon whenever there is a problem in school. They are supposed to carry out their own research to understand the problem and write a report on the same (RoK, 2007). To do this effectively, they need to have skills and knowledge on how to do research now that their competence in this area is average.

The Kenya Policy Framework on education, Training and Research (RoK, 2007) recognizes action research as a basis for attaining quality education. Hence, there is need for Principals to have action research knowledge to undertake research on teaching and learning methodologies to improve quality education, standards and performance. When the Principals in this competence area of carrying out

action research carried out will suffer and as a consequence the quality of education may be compromised.

This therefore implies that the training of Principals in this competence area of carrying out action research is important so as to bridge the gap between the skills they have and the ones they need in carrying out action research. All the aspects of carrying out action research should be handled starting with the one which is ranked lowly that is data analysis. This will help the Principals to be competent enough in carrying out action research and hence cushioning them against relying on the same. When the reports are generated may not be accurate and this compromises the quality of education.

4.3.6 Principals/QASOs' Supervisory Approach Competencies

The approach that Principals use in carrying out instructional supervision is key to the success of the exercise. It was therefore considered important to find out from the study, the extent to which Principals were using the established instructional supervision criteria. Quantitative data on this competence area was corrected by the use of QASOs' and Principals' questionnaires. Frequency counts were first worked out for the data through the Likert scale questionnaire. Mean scores of the respondents on each item of the Likert scale were then worked out. The statements on the Likert scale were scored as follows:

Always (A) = 5 points, Frequently (F) = 4 points,

Sometimes (S) = 3 points, Seldom (SL) = 2 points and Never (N) = 1 point. In the interpretation of the

scores, a mean score of above 3.5 denoted a good rate use, a mean score of between 2.5 and 3.5 denoted a satisfactory level of use and a mean score of below 2.5 denoted an unacceptable level of use.

The sub sections of this competence area of instructional supervision approach which were considered in the study were:

- (i) Planning with the teacher in terms of Subject, the Lesson and the Class to be observed
- (ii) Establishing rapport with the teacher during the pre-observation conference enquiring about the characteristics of the learners before observation

- (iii) Considering the teacher's views during post observation conference
- (iv) Making the teacher aware of the contents of the supervisory report
- (v) Giving a copy of the supervisory report to the Head of Department.
- (vi) Making a follow-up supervision to find out the progress of the teacher Table 4.13 contains

what was obtained from the study.

Table 4.13 Principals' /QASOs' Supervisory Approach Competencies

Skills/Knowledge	QASOs Response					Principals' Response					Overall mean	Rank		
	1	2	3	4	5	M	1	2	3	4			5	M
Planning with the teacher in terms of the Subject, the Lesson and the Class to be observed	1	3	4	1	0	2.5	7	8	13	3	0	2.38	2.47	3
Establishing rapport with the teacher during the preobservation conference	0	4	4	1	0	2.6	9	1	7	0	0	1.93	2.29	6
Enquiring about the characteristics of the learners before observation	3	3	2	1	0	2.1	5	1	9	7	0	2.58	2.34	5
	2	5	0	2	0	2.2	0	1	10	3	0	2.51	2.36	4

**Considering the teachers
views during post
observation
conference**

0 6 2 1 0 2.44 0 9 12 11 0 3.16 2.69 2

Making the teacher aware of the contents of the supervisory report before leaving

Giving a copy of the supervisory report 0 0 2 5 2 4.00 0 8 15 8 0 3.00 3.5 1

Making a follow-up supervision to find out the progress of the teacher 3 4 2 0 0 1.88 10 21 0 0 0 1.67 1.77 7

Overall Mean 2.55 2.46 2.5

Key

5. Very Competent 4. Competent 3. Undecided 2. Incompetent 1. Very Incompetent

M. Mean (M) Overall Mean (R) Rank

Table 4.13 shows that Principals competence in approaching instructional supervision was below average as revealed by an overall mean of 2.45. The Principals did not effectively establish rapport with teachers (mean = 1.93) and ineffectively planned with the teachers on the class, lesson and the time when supervision should be done (Mean = 2.38. Most QASOs (mean = 2.55) did not make the teachers aware of the supervisory report before leaving. They frequently give such a report to the Principals (mean = 4.0). It was also been established that they hardly make up a follow up visit to find out the progress of the teacher (mean = 1.88). This means that they were never interested whether the teachers improved their performance after the supervision or not. From the interviews conducted, one Principal said that: These officers normally visit the Principal's office and then get into any class where they spot a teacher. Once in class they harass the teacher demanding to see the professional documents and welcoming no explanation

when it is found that some are missing. After the lesson they tell the teacher how disorganized he is and after which they go seclusion to write a report, then they are seen going to the Principal's office most probably to leave a copy of the supervisory report with the Principal.

When asked how they do their instructional supervision, the Principals indicated that even though they were aware of the professional steps that should be followed in instructional supervision, they didn't follow them always. They gave varied reasons in explaining this scenario. One of them said:

These teachers need to be put on toes so as to work. If you agree with them on everything, including when to be supervised, they cannot work. Remember they are supposed to be ready all the time. If you inform them in advance on when they are going to be assessed, they will prepare well for the sake of the supervision and then slid back to normal practice when the assessment is over. This will not improve the quality of teaching in our schools.

This is a clear testimony that Principals are not ready to follow these procedures in supervision even if they are aware of them. They are still using the old methods in supervision and their attitudes have not changed. This therefore calls for thorough training of these officers to ensure that their attitudes are changed so that they can embrace the professional way of doing instructional supervision.

The Principals' competence in instructional supervision can therefore be said to be below average as they were still applying traditional supervisory approaches which are autocratic in nature and cannot stand the test of time (Wanzare.2006).

It has also been seen that Principals hardly make a follow up visit to find out the progress which has been made after the supervision. This compromises the essence of supervision which according to Wanjohi (2005) and Kinaiya (2010) is to help the teachers to improve in the weak areas. How can they check on whether an improvement has been made or not if they do not make a follow up supervision?

The current Principals in Kisii County therefore need training in this competence area of instructional supervision so as to change their attitude and enhance their skills in instructional supervision.

Table 4.14 Prioritized Training Needs for Principals

Competence area	Mean	Rank
Supervisory approach	2.22	1
Financial management	2.74	2
Human resource management	2.76	3
Curriculum issues (CBC)	3.20	4
Action research	3.24	5
General management	3.26	6
Overall Mean	2.90	

From Table 4.14, the overall mean of all the competence areas is 2.90, an indication that Principals competence is generally average. The means of different competence areas range from 2.22 and 3.26 which meant that there was no competence area in which Principals were very competent. This indicated that Principals need training in all competence areas so as to increase their level of competence. The training may be prioritized in the order in which the competence areas have been ranked in Table 4.14.

From the information obtained from interviewing the respondents, most of them were of the view that all of them should be trained in all the competence areas. One of them said; taught. This may help us to update our skills and acquire those that we don't have...learning is continuous.

The government should come up with a good programme where all these things should be

This shows that there is need to train the Principals on all the areas of concern. Ajuogo et al (2010) also found out that the Principals were averagely competent in all the areas that were studied. The implication here is that nothing much has changed since then and therefore Principals need to be trained in order to have the necessary competencies that are needed in their job performance. When this will be done, it will equip the Principals with the knowledge and skills they need in performing their roles and to be at bar

with other Principals and other education officers from other countries like Tanzania, Britain and USA (URT, 2009; Wanjohi, 2005; Rob & Webin, 2009).

4.4 Current Appointment Criteria for Principals

The caliber and quality of employees in any organization depends on the selection and appointment criteria used (Armstrong, 2008). In reference to this statement, this study as well sought to find out how relevant and helpful the appointment criteria for Principals was in giving them a head start in performing their supervisory roles. The aspects in the appointment criteria that were unused by the TSC in the appointment of Principals were studied. The aspects that were studied included the following:

- (i) A requirement that one should at least be a graduate teacher
- (ii) One should have served for at least three years in job group D2
- (iii) One should display outstanding performance as a teacher

One should have expert knowledge in curriculum matters

- (iii) One should have excellent report writing skills
- (iv) One should be well conversant with government policies
- (vii) One should have good skills in project management

The responses that were obtained from the QASOs'' and Principals'' questionnaires are obtained in Table 4.14

Table 4.15 Relevance of the Principals Current Appointment Criteria

Aspect in the criteria	QASOs Response					Principals'' Response					Overall mean	Rank		
	1	2	3	4	5	M	1	2	3	4	5	M	(M)	(R)
Being a graduate teacher	0	1	2	4	2	3.77	0	0	6	15	10	4.12	3.95	7
Being at least three	0	3	3	3	0	3.00	0	11	8	7	5	3.19	3.09	8

years in Job Group

D2

Having outstanding performance as a teacher	0	0	1	6	2	4.11	0	0	6	17	8	4.06	4.08	6
Expert knowledge in curriculum matters	0	0	0	1	8	4.88	0	0	2	11	18	4.51	4.69	4
Excellent report writing skills	0	0	0	1	8	4.88	0	0		5	28	5.16	5.02	1
Well conversant with Government policies	0	0	0	3	6	4.66	0	0	0	1	30	4.96	4.81	2
Good skills in project management	0	0	2	4	3	4.11	0	1	5	10	15	4.25	4.18	5
Excellent communication skills	0	0	1	1	7	4.66	0	0	1	5	25	4.77	4.72	3
Overall Mean						4.26						4.37	4.32	

Key

5. Very Competent 4. Competent 3. Undecided 2. Incompetent 1. Very Incompetent

As per Table 4.14, the aspects which are considered in the appointment of Principals were found to be relevant (an overall mean = 4.32). All the aspects considered, had a mean of more than 4.00 except the requirement that one has to be a graduate and be at least in job group D2 which had an average mean of 3.95 and 3.09 respectively. This shows that, if used properly, these appointment criteria can ensure that teachers appointed as Principals are fit for the job and can offer good supervisory service even before they undergo further training. This criterion is in line with how school administrators are appointed in Denmark where experience and outstanding work performance are considered keenly in appointing the teachers to serve as inspectors and administrators (Edmonds, 2000). In China a similar criteria is applied to pick the school heads where best teachers who satisfy most of the aspects similar to the aspects in the Kenyan criteria above are appointed. This is according to the Gansu Education Department (2005).

However,

this Kenyan criteria does not lay emphasis on the aspects which are considered as key in the appointment of such officers in the USA and Botswana. The USA appoints her educational administrators from professional teachers who must have undergone training in supervision and quality management in education and have a master's degree in education (Rob & Webin, 2009). This is in contrast with Kenya where possessing a master's degree is treated merely as an added advantage and not a requirement. In the Kenyan criteria, one is not required to have a professional training in supervision before appointment and this may have, according to Ajuoga et al (2010), compromised the quality of teachers appointed as Principals hence lowering their competence. In Botswana school inspection is done by specialized panels from curriculum, teacher training and examinations. The specialized panels have specialized professional skills in their respective areas. This is not the case with Kenya.

From the interview and the open ended question that was asked on what should be done on the appointment criteria to make it more relevant and helpful, most respondents suggested that those to be

appointed should have a master's degree in education and should have some form of training in Supervision and Quality Management in Education. One respondent reiterated that:

For these Principals to command respect from the people they supervise and be taken seriously, they need at least to be at higher pedestal both academically and professionally. Otherwise picking them from class and labeling them with the title normally pits them against the teachers they worked with whom they now supervise.

This criteria is in line with what happens in the USA where they appoint experienced teachers who have taught for a long time but differs on the side of the requirement that to be appointed as an educational inspector one must have a professional training in supervision and must have a master's degree in education management. Therefore this study's suggestion of a master's degree and post graduate training in supervision is in line with the USA's appointment criteria. From the foregoing it can be said that the Kenyan criteria is comprehensive but may be improved by adding the requirement that for one to be appointed as a Principal, he/she should possess at least a master's degree and a post graduate training in supervision and quality management in education.

Some countries train their supervisors before they appoint them while others appoint them first and then subject them to in-service training later on.

Countries like Australia (Kroehnert, 2005), Botswana (Gauwe, 2007) and Denmark (Edmonds, 2000) do not have a pre-service training in supervision, they only appoint experienced teachers as Principals and Education Officers the way it is done in Kenya. But other countries like USA (Robin & Webbin, 2009), Britain (Wanjohi, 2005), China (Gansu Educational Department, 2005) and Tanzania (URT, 2009) have a pre-service professional educational training for their inspectors and heads of schools. This according to (Marwanga, 2004) equips them with the needed competencies which help in improving the quality of the supervision these Principals and assessment officers provide and hence the high quality of education witnessed in these countries. This is in contrast with Kenya who appoints Principals without giving them

relevant training first. This may explain the average competence of Principals in Kenya as found out by (Ajuoga, 2010) and this study. It is therefore anticipated that if a compulsory training programme for prospective Principals is put up comprising the element of pre-service training programme, the Principals' competence may improve.

4.5 Current in-service Training Programmes for Principals

In order to determine whether the in-service training Programmes for Principals are helpful in improving their competence, the study sought to establish the relevance and adequacy of the current in-service training Programmes that Principals undergo. The study looked at the following aspects of the in-service training Programmes for Principals:

- (i) The number of training sessions that Principals had undergone since appointment.
- (ii) The duration which most training sessions took.
- (iii) The number of training sessions for Principals that were based on training needs analysis results.
- (iv) The relevancy and adequacy of the training programmes attended by Principals.

4.5.1 The Number of In-Service Training Sessions Attended by Principals since Appointment

The number of training sessions attended by Principals can impact on their level of competence. It is naturally presumed that the more the number of training sessions attended by them, the more competent they become. This study therefore sought to find out the number of training sessions that Principals had attended in the last 5 years so as to see whether they have an impact on the competencies they possessed.

The findings on the number of training sessions attended by Principals since their appointment are contained in Table 4.16

Table 4.16 Number of Training Sessions Attended by Principals Within the Last Five Years

Number of Training Sessions Attended	Frequency
None	0 (0%)
1 to 5	10 (32.3%)
6 and above	21 (67.7%)
Total	31 (100%)

Majority 21(67.7%) of the respondents were found to have attended more than 6 training sessions within the last five years. This shows that Principals who were working in Kisii County at the time of this study had attended a good number of training sessions which in essence were supposed to translate to an improvement in their competence. These findings contradict what was found out by Ondicho (2004) that the in-service training programmes offered to Principals has improved since then. This, in essence is supposed to lead to improved competence of the Principals because the number of training programmes had increased. But going by the findings from the first part of this study, the increase in the number of training programmes had not translated to any improvement in the competence of these officers. Therefore it can be rightly said that despite the fact that Principals are in-serviced regularly, the INSETs they undergo do not help them to acquire enough competencies which are needed in the performance of their roles. This has been testified by the low level of competencies possessed by Principals as displayed from the first section of this study and as found out by Ajuoga (2010). This implies that the problem with the Principals is not in the number of in service training sessions offered, but in the service training programmes conducted.

4.5.2 Duration Taken by Most Training Sessions Attended

In order to find out the adequacy of the in service training programmes for Principals, the study sought to find out the duration most of the in service training programmes that were attended by Principals in the County lasted. Table 4.16 presents the Principals' responses on the duration taken by most training sessions attended by them.

Table 4. 17 Duration Taken by Most of the in-service Training Sessions Attended by Principals in the Last 5 Years

Number of Training Sessions Attended	Frequency
1 to 4 weeks	27 (87.1%)
2 to 3 months	3 (9.7%)
More than 3 months	1 (3.2%)
Total	31 (100%)

As it can be seen from the table, most 27 (87.1%) Principals indicated that most training sessions lasted between 1 to 4 weeks and only 1(3.2%) of the programmes (KEMI) lasted for more than 3 months. This shows that most training sessions did not last enough to enable them to acquire the necessary competencies they need in the performance of their roles. This informs what was found out by Gachoya (2008) and KESI (2009) that Principals' in-service training programmes lasted for few days which according to them was inadequate and could not adequately equip them with the necessary competencies. This scenario might be used to partly explain why Principals are averagely competent in most of the competence areas studied. The duration for each of the training programmes should therefore be lengthened so as to make them more adequate and meaningful.

4.5.3 Training Sessions Based on Training Needs Assessment

Training needs analysis is always the first step in any training programme. This helps in identifying the kind of training to be given to the target group of trainees. This study therefore sought to find out the number of training sessions attended by Principals that were based on training needs analysis results. The responses on the number of training sessions based on training needs analysis conducted on Principals are given in Table 4.18

Table 4.18 Training Sessions Based on Training Needs Assessment Years

Number of Training Sessions	Frequency
None	26 (83.9%)
1 to 2	5 (16.1%)
More than 2	0 (0%)
Total	31 (100%)

Most of the respondents 26 (83.9%) indicated that they were not aware of any training needs assessment conducted before any of the training sessions they attended. This shows that rarely are TNAs conducted to find out the training needs of Principals before mounting the in-service training programmes for them. This situation might have compromised the quality of training programmes for them. These findings confirm what was found by Wango (2007) that most of the in-service training programmes for education supervisors in Kenya were not carried out on the basis of any TNA results. This according to her compromised the training these officers received. This lack of training needs analysis, before starting any training programme leads to sometimes irrelevant and non-demand driven training programmes offered which did not improve the competencies of these officers. In Tanzania most INSETs are conducted after carrying out training needs analysis to find out the kind of training to be offered to her educational assessors.

This according to the (URT, 2009) is always done before any in service training programme is offered. If Tanzania which has a comprehensive in-service training programme for her inspectors do training needs analysis before carrying out any in-service training, what about Kenya which does not have a pre-service training programme for its Principals? There is need therefore to conduct TNA so as to be able to offer the kind of training which is relevant and responsive to the training needs of Principals at any given point in time. This according to one Principal who was interviewed, can help to make the training “more focused, prudent and meaningful.”

4.5.4 Relevancy and Adequacy of the INSET Programmes Conducted for Principals

The study also sought to find out how relevant and adequate the different aspects of the in service training Programmes that Principals undergo were. The relevancy and adequacy of the in-service training programme attended by them elicited the responses given in Table 4.19.

Table 4.19 Relevancy and Adequacy of the INSETs programmes Conducted

Aspect of training	Level of adequacy and relevancy						M	Rank (R)
	1	2	3	4	5			
Relevancy of Content	0	5	16	10	0	3.16	2	
Adequacy of Content	0	12	13	6	0	2.80	4	
Course Duration	0	8	18	5	0	2.71	6	
Timely (Came when needed)	0	9	17	5	0	2.87	3	
Competence of Trainers	0	0	22	5	4	3.42	1	
Methodology	0	13	18	0	0	2.58	7	
Training Materials	0	15	9	7	0	2.74	5	
Mean							2.89	

While the relevance of the content delivered in these courses was average (mean = 3.16), it was not adequate enough (mean = 2.89), save for the competence of trainers which had a mean of 3.42, all other aspects were scored lowly meaning that they were not satisfactorily delivered or handled. These aspects include; adequacy of content, course duration, timing, methodology and training materials used. This implies that the Principals who underwent through these in-service training programmes did not benefit much in terms of acquiring the necessary competencies that are needed in their work performance. One cannot benefit from the training content which is not adequate. When the content is inadequate it means that some aspects which were supposed to be covered are not covered because of one reason or the other. This means that the incompetence that the aspects that were left out were supposed to correct will not be correlated. This confirms the findings of Ondicho (2004), Wango (2007) who found out that the in-service training programmes for educational administrators were inadequate and sometimes irrelevant and were of little help in improving the competence of these officers. The methods and training materials used sometimes were not ideal for a particular kind of training and this compromised the quality of the training offered (Ondicho, 2004).

4.5.5 Intervention Measures to Improve on the In-service Training Programmes for Principals

The respondents were asked to give a suggestion on what should be done to improve on the in-service training of Principals. The responses from the open ended questions and the information from the interviews conducted were of the view that to improve the INSETs the following should be done; an evaluation after training to establish the impact of training on work performance. This according to one of the respondents who was interviewed “can help in finding out whether the training was useful and if it assisted the officers in their work performance or not. The respondents were also of the view that course assessment should be conducted at the end of each training programme to find out how well the objectives of a given training programme were met. This according to the respondents can help in

measuring whether the necessary skills, knowledge and change in attitude that the training was supposed to achieve was achieved or not. Conducting a training needs assessment before conducting any training in order to know the kind of training to be offered was also mentioned as one of the intervention measures to be put in place to improve on the effectiveness of the in service training programmes. These were suggested as the intervention measures that are supposed to be put in place on top of changing the way INSETs are conducted in order to improve on the quality of the service training programmes for Principals.

4.6 Training Programme/Model for the Training of Principals in Kenya

The major purpose of this study was to carry out an assessment of training needs of secondary school Principals in Kenya. This was done by first identifying the various aspects of the training for Principals starting from the competencies, the appointment criteria, the in service training and the other aspects that have emerged from this section. All these aspects, when summarized, collated and then brought together as a whole may suggest a training model for Principals. The various aspects which were studied in this line on top of the other aspects which have been handled in other sub sections included the following:

- (i) The form/kind of training for Principals.
- (ii) The duration to be taken by the training model/programme and the different parts of the model.
- (iii) The institution to be in charge of the training.
- (iv) Timing of the training in terms of whether the training should come before appointment or after appointment.
- (v) The need for a field practicum as part of the training and how long it should take.
- (vi) The need for induction of Principals before assuming office and the time it should take.

4.6.1 Form of Training for Principals

On the form of training that Principals should undergo, Principals and QASOs responded variously. The results are presented in Table 4.20.

Table 4.20 Form of Training for Principals

Form of Training	QASO	Principals
Workshops and Seminars	0 (0%)	0 (0%)
In-Service Training	2 (22.2%)	7 (22.6%)
Post graduate studies in supervision and quality assurance	6(66.7%)	22 (70.9%)
Experience exchange	1 (11.1%)	2 (6.5%)
Total	9 (100%)	31 (100%)

On the kind of training, post graduate studied in supervision and quality management in education was preferred by a majority of the Principals 22 (70.9%). Most of the QASOs 7 (77.8%) also concurred with the Principals that Post Graduate Diploma in supervision and quality management was the most appropriate form of training to be offered to Principals. If this is done in Kenya, it will be in line with the mode which is used in the training of school inspectors in the USA where according to Rob & Webbin (2009) training for school administrators is done before appointment. This is used as a requirement for one to be appointed as a school administrator where one is required to have undergone a professional training in supervision and quality assurance in education before they are appointed into office.

4.6.2 Duration of the Pre-Service Training for Principals

The length of any training programme always has an impact on the quality and success of a training programme. The study wanted to find out from the respondents how long a pre-service training programme for Principals should take. Table 4.21 shows the QASOs and Principals' opinion.

Table 4.21 Duration of the Pre-Service Training Programme for Principals

Duration	QASO	Principals
1 month	0 (0%)	0 (0%)
3 months	1 (11.1%)	4 (12.9%)
6 months	2 (22.2%)	6 (19.4%)
1 year	6 (66.7%)	21 (67.7%)
Total	9 (100%)	31 (100%)

Majority of the QASOs 6 (66.7%) were of the view that Principals professional training should take a duration of one year. This was also echoed by the Principals where 21 (67.7%) were of the same view.

This duration might be adequate in equipping the Principals with the necessary competencies that are important to the performance of their duties and responsibilities. This period of one year will parallel the period taken for pre-service training of inspectors in Tanzania where 9 months are used (URT, 2009). From the interviews conducted, the respondents were of the view that the duration for the pre-service training programme for Principals in Kenya should be modeled alongside the Post Graduate Diploma programmes which normally take one year to complete. The one year pre-service training of quality Principals according to one of the respondents should include field practicum:

The training of Principals in Kenya should take at least one year. A lesser period may not be enough and the problems we are experiencing now may persist. What I may suggest then is that this period of one year should include the element of attachment to Senior Principals for some 3 months so as to equip the graduates with the necessary practical and work environment skills Yes, I think the training is necessary and could not have come at a better time.

The pre-service training for Principals in Kenya should therefore take one year. The one year should contain in itself a field practicum of three months. Course work and assessment to take 9 months.

4.6.3 The Institution to be in Charge of the Pre-Service Training for Principals

Views on which body should be in charge of the professional training of Principals were sought.

The results from QASOs and Principals are tabulated in Table 4.22.

Table 4.22 Institution to be in Charge of the Pre-Service Training for Principals

Form of Training	QASO	Principal
KEMI	6 (66.7%)	21 (67.7%)
KICD	1 (11.1%)	5 (16.1%)
Directorate of QASOs	1 (11.1%)	3(9.7%)
Newly Created Institution	1 (11.1%)	2 (6.5%)
Universities	0 (0%)	0 (0%)
Total	9 (100%)	31(100%)

Majority of the QASOs 6 (66.7%) and Principals 21 (67.7%) preferred KEMI as the body that should be in charge of the professional training of Principals. Also a considerable number of QASOs 1 (11.1%) and Principals 5 (16.1%) preferred KICD as the body to be in charge of the professional training of Principals. This might be partly because KEMI is currently in charge of training educational staff and has trained the Principals and QASOs before this could have influenced their positive response. Kenya Education Management Institute having the mandate by the government of Kenya to train educational staff in the Country might do a good job since they are already involved in the training of educational

staff in the country including the quality assurance and standards officers. The universities in Kenya can also come up with Post Graduate Training Programmes in supervision and quality management in education so as to train the prospective Principals before they are hired by the Teachers Service Commission.

4.6.4 Timing of the Pre-Service Professional Training for Principals

When should the professional training for Principals be conducted? Is it before or after appointment? The study wanted to find out the preferred time for professional training of Principals. The responses obtained are contained in Table 4.23.

Table 4.23 Timing of the Pre-Service Professional Training for Principals

When Training Should Come	QASO"s response	Principals response
After Appointment	1 (11.1%)	4 (12.9%)
Before Appointment	8 (88.8%)	27 (87.1%)
Total	9 (100%)	31 (100%)

Majority of the respondents both QASOs 7 (77.8%) and Principals 27 (87.1%) preferred training for Principals to come before they are appointed into office. This could ensure that they are well prepared professionally before they assume office. Otherwise when the training comes after appointment, it is like placing the horse after the cart. This is in line with what happens in the training of school administrators in the USA (Rob & Webbin, 2009) and in Tanzania (URT, 2009).

4.6.5 Need for Field Practicum as part of the Pre-Service Training for Principals

Need for, and duration of field practicum as part of the professional training for Principals was also sought. The results obtained are contained in Table 4.24.

Table 4.24 Need for Field Practicum as part of the Pre-Service Training for Principals

Need	QASO's response	Principals response
Yes	8 (88.9%)	29 (93.5%)
No	1 (11.1%)	2 (6.5%)
Total	9 (100%)	31 (100%)

Most of the QASOs 8 (88.9%) and most Principals 29 (93.5%) supported the view that professional training for Principals should have field practicum as part of the training. The field practicum will equip the trainees with the necessary field exposure which is necessary for the Principals to understand their real work environment before they start working. According to Armstrong (2008), field practicum should always be part and parcel of any training; otherwise the training will lack important field exposure which is very necessary in any training programme.

Table 4.25 Duration of Field Practicum as Part of the Pre-Service Training for Principals

Need	QASO's response	Principals response
1 month	1 (11.1%)	6 (19.4%)
3 Months	7 (77.8%)	21 (67.7%)
6 months	1 (11.1%)	4 (12.9%)
More than 6 Months	0 (0%)	0 (0%)
Total	9 (100%)	31 (100%)

The duration for the field practicum is to be three months. This is according to most of the QASOs 7 (77.8%) and majority of the Principals 21(67.7%) (64.1%). In Tanzania according to URT (2008), the training of its educational officers in the field has a practicum of 2 weeks. The three months suggested by this study is much more than what is being practiced in Tanzania's model but it is in line

with most pre-service training programmes. The duration suggested is therefore found to be adequate enough to accord the potential Principals enough work environment orientation in their training which will make them acquire the requisite competencies from their training.

4.6.6 Need and Duration of Induction Course for Principals

The QASOs and Principals responses on the need for duration of induction course are given in Table 4.26 and Table 4.27 respectively.

Table 4.26 Need and Duration of Induction Course for Principals

Need for Induction	QASO's response	Principals response
Yes	9 (100%)	29(93.5%)
No	0 (0%)	2 (6.5%)
Total	9 (100%)	31 (100%)

All the 9 (100%) of the QASOs and majority 29 (93.5%) of the Principals were of the view that induction course is needed after Principals are trained and hired but before they assume office. According to Armstrong (2008) induction is the process of receiving and welcoming employees when they first join the organization. It involves giving them basic information they need to settle down quickly and happily. Induction according to Okumbe (1999) helps the staff to like their job and offer the best immediately they join the organization. Induction of Principals is therefore important as it provides the officers with the integration that they need as they settle in their new job environment.

Table 4.27 Duration of the Induction Course for Principals

Need	QASO's response	Principals response
1 month	7 (77.8%)	26 (83.9%)
3 Months	1 (11.1%)	4 (12.9%)
6 months	1 (11.1%)	1 (3.2%)
More than 6 Months	0 (0%)	0 (0%)
Total	9 (100%)	31 (100%)

On the issues of the duration of the induction course, majority 26 (83.9%) of the Principals were of the view that it should take 1 month while 7 (77.8%) of the QASOs shared the same view even though some 2 (22.2%) of the QASOs were of the view that it should take 3 months. In Tanzania the induction training takes 6 months but it comes before basic training to orient the recruits before they are trained. In Kenya according to KESI (2009) it takes 2 to 4 weeks and it comes immediately after appointment. This is, according to Ondicho (2004), the only „professional training“ they get before they start working. The suggested duration of one month is found to be adequate because these officers have already been trained and have undergone through a field practicum for 3 months.

4.7 The difference Between the Perceptions of QASOs and Principals on the Training Needs of Principals

The study also attempted to establish whether there is a relationship between the perceptions of Principals and QASOs on the training needs of Principals. The chi-square value on the items whose perceptions were considered is calculated in Table 4.28. The figures used in the calculation of the chi-square in Table 4.28 were derived from the means of each category from the respective Tables. The calculations and results are contained in Table 4.28.

Table 4.28 Chi Square Calculations for the Difference in Perception between Principals and QASOs on the Training Needs of Principals

Item	Q	P	Q – P	(Q – P)²	(Q – P)² / P
Human resource management	2.9	2.7	0.2	0.04	0.0148
General management	3.36	3.23	0.13	0.0169	0.0052
Curriculum issues	3.3	3.15	0.15	0.0225	0.0714
Financial management	2.88	2.91	-0.03	0.0009	0.0003
Action research	3.61	3.06	0.55	0.3025	0.0988
Supervisory approach	2.55	2.45	0.1	0.01	0.0040
Relevance of appointment criteria	4.26	4.37	-0.11	0.0121	0.0027
Form of training:					
In-service	22.2	22.6	-0.4	0.16	0.007
PGS in QA	66.7	70.9	-4.2	17.64	0.249
Experience	11.1	6.5	4.6	21.16	3.255
Duration of training:					
3 months	11.1	12.9	-1.8	3.24	0.251
6 months	22.2	19.4	2.8	7.84	0.404
1 year	66.7	67.7	-1	1	0.015
Institution to be in charge:					
KEMI	66.7	67.7	-1	1	0.015
KICD	11.1	16.1	-5	25	1.552
Newly created institution	11.1	6.2	4.6	21.16	3.413
Directorate of QAS	11.1	9.7	1.4	1.96	0.202

Timing of trainings:					
After appointment	11.1	12.9	-1.8	3.24	0.251
Before appointment	88.8	87.1	1.7	2.89	0.0331
Field practicum:					
1 month	11.1	19.4	-8.3	68.89	3.551
3 months	77.8	67.7	10.1	102.01	1.507
6 months	11.1	12.9	-1.8	3.24	0.251
Induction training:					
1 month	77.8	83.9	-6.1	37.21	0.444
3 months	11.1	12.9	1.8	3.24	0.251
6 months	0	3.2	-3.2	10.24	3.2
				X ² =	19.048

Key: P – Principals“ response	Q – QASOs response	X² – Chi Square
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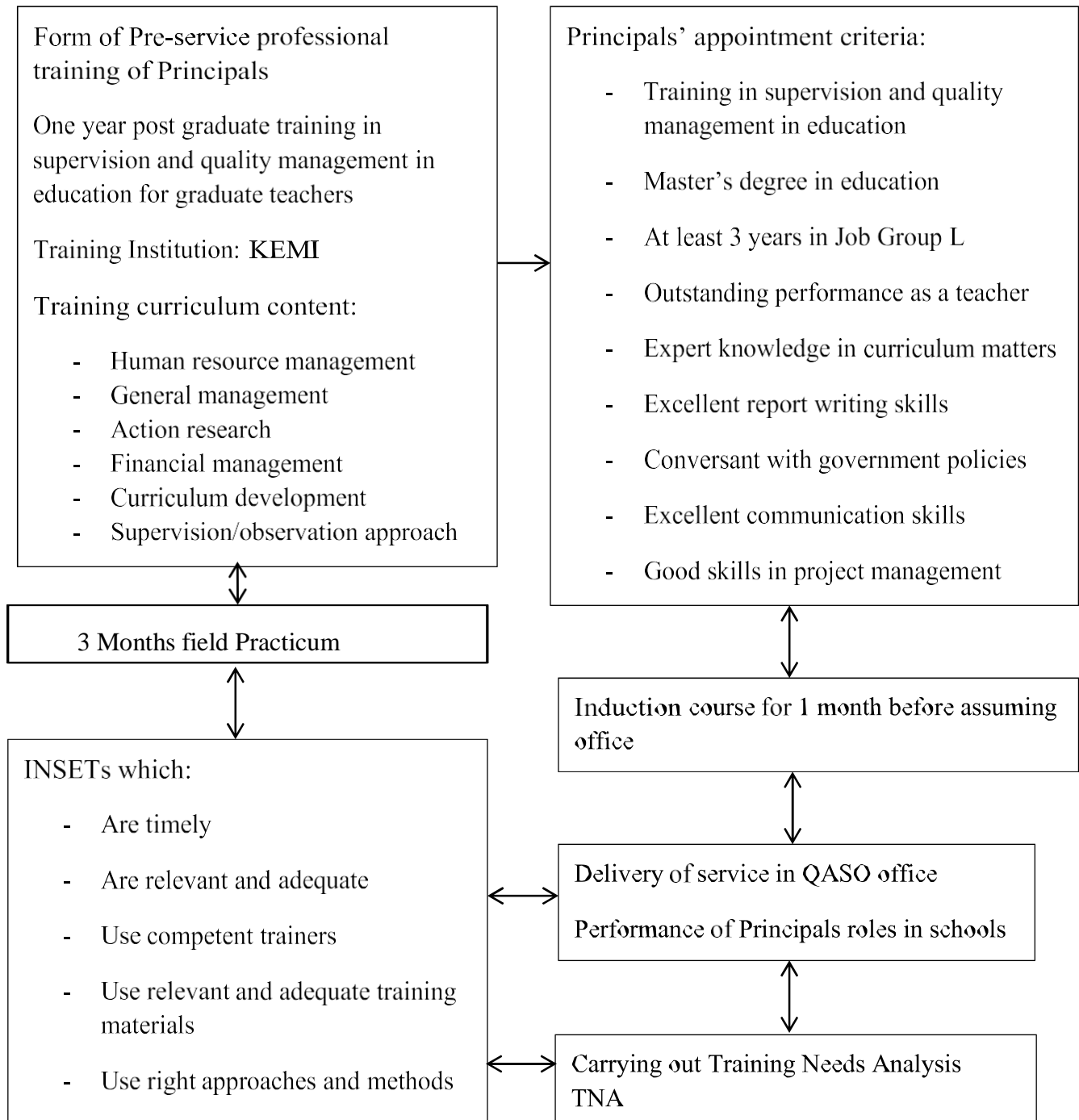
The calculated X² value of 19.048 is less than the Table X² value of 36.415 at 24 df and significant level of 0.05. This leads to the acceptance of the null hypothesis which stated that there is no significant difference between the perceptions of QASOs and Principals on the training needs of Principals. This implies that the training needs that have been delineated from this study, from the QASOs view point were strongly collaborated with the views of the Principals on the training needs of Principals. The implication here is that the findings and recommendations from this study were well balanced as they were informed by the Principals whose training needs were the concern of this study and the QASOs who are the primary custodians of quality assurance and standards in schools.

4.8. The Proposed Training Model for Training of Principals in Kenya

The following aspects of the training model for Principals were identified by the study and suggested training model for Principals. These aspects included: Form of training, duration of the training, the institution to be in charge of the training, field practicum, induction training, appointment criteria, curriculum content and in-service training. Majority of the respondents were of the view that there should be professional training programme for prospective Principals who should be subjected to postgraduate studies in supervision and quality management in education.

The professional training should take one year plus a field practicum of three months. The training should come before appointment and KEMI should be the institution to be in charge of training. Before assuming office, the professionally trained Principals should be inducted for a period of one month. This is according to the majority of the respondents. All these aspects of the training model and other findings from the other sections of this study have been presented pictorially in the form of a training model in Figure 4.1.

Figure 5.1 Diagrammatic presentation of the training model for Principals



Source: Conceived and developed by the researcher from the findings of the study (2024)

From Figure 4.1 it can be seen that this study has given birth to a training model. The first step in training prospective Principals should be to undergo a post graduate training for one year in supervision and quality management in education. The entry requirement to this training will be a Bachelor of Education

degree or Post Graduate Diploma in Education. A mandatory field practicum for 3 months should follow and be part of this training. The curriculum to be used in the training is the one suggested in literature review and which has been used in the identification of the training needs of the current Principals in Kisii County. After the training, the graduates are eligible for appointment criteria including having a master's degree in education among other requirements as detailed in the model. The appointed Principals are then supposed to be inducted for a period of one month before they assume office.

After the completion of the induction course, the Principals are posted to a station to start working. As they perform their work and interact with their work environment, some training needs may arise. This can be identified by conducting a TNA to establish the kind of training which will enhance the performance of their work as Principals. In-service training will then be offered in accordance with the results of the training needs analysis. The results of the TNA and in-service trainings offered will have an impact on the future pre-service professional training for Principals and the cycle will repeat itself.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions and recommendations of the study. The summary mainly contains the key findings of the study. Conclusions and recommendations on the other hand, are based on the research objectives and the key findings of the study respectively.

5.2 Summary of the Study

The main purpose of this study was to find out the competencies and the kind of training programme needed by Principals of secondary schools in Kisii County, Kenya. The study was guided by the following objectives:

- i. Analyze the educational supervisory competencies that secondary school Principals practice in the process of performing their educational roles.
- ii. Examine the competencies that secondary school Principals need in order to effectively perform their educational activities in their schools.
- iii. Asses the discrepancy between the competencies Principals need and those that they practice.
- iv. Develop a training model for the effective training of Principals in Kenya for effective educational management.

These objectives were achieved by answering the 4 research questions and one hypothesis derived from the objectives of the study.

Review of literature was done to fore ground this study on the training needs of Principals and to establish the gaps in the training of these officers. Specifically literature on the competencies needed by Principals, the appointment criteria in appointing Principals, the in service training Programmes that Principals undergo and literature on the training model of Principals has been reviewed. The literature reviewed revealed that for the Principals to perform their roles effectively they need to possess competencies in various areas including general management, human resource management, financial

management, curriculum development, action research and supervisory approaches. It also emerged that previous study done on Principals competencies in these areas ranged between average and below average.

Literature on the appointment of Principals had indicated that different countries appoint their school Principals using different criteria. However, it was not clear which criterion was the best prompting the study to interrogate the Kenyan criterion in the context of the criteria used in other countries. Literatures on the in-service training of Principals was reviewed which indicated that Principals attend these training Programmes which in essence should have improved their competence level. This necessitated the study to find out how relevant and adequate these in-service training Programmes were and the need to have a training model for the training of Principals.

This study employed mixed method research design and within it used concurrent triangulation research design. The sample size under this study was 99 respondents comprising of 9 SCDEs, 9 QASOs, 9 TSC SCDs and 36 Secondary School Principals and 36 Chairpersons of BOM. From the targeted 9 SCDEs 7 (77.7%) were successfully interviewed. All the 9 (100%) questionnaires distributed to QASOs were completed accurately and returned. The response rate from the 36 questionnaires for the Principals sampled was 31 (86.1%) this high response rate from all the three categories of respondents, averaging 80 (83.8%) was considered excellent for analysis.

The study used the SCDEs training needs interview schedule to collect data from SCDEs and QASOs, training needs questionnaires each designed to collect data from QASOs and Principals.

The collected data was analyzed using both quantitative and qualitative data analysis approaches.

Frequency counts, percentages and ranks were used to analyze quantitative data whereas qualitative data was analyzed verbatim.

5.3 Summary of Findings

This section presents the findings of the study starting with the background information of the respondents. The rest of the sub-sections in this section present the summary of the findings of the study along the objectives that guided this study.

5.3.1 Background Information of the Respondents

The respondents who participated in the study were well qualified professionally and academically with all QASOs and majority of the Principals having a bachelor of education degree and above. The respondents were well experienced in their work as most of them had a rich experience of more than 5 years as teachers and also had served for more than 5 years in their current positions as QASOs and Principals respectively. This implies that the respondents who participated in the study were well experienced and the data they gave for analysis was dependable. Both gender participated in the study even though there were more male than female in both the category of QASOs and Principals as respondents. Majority of the respondents were above the age of 35 years hence being old enough to give mature responses that were analyzed.

5.3.2 Competence Level of Principals

It has been established that Principals competence in the area of human resource management is below average with a competence mean of 2.7. The competence of Principals in the sub themes of this competence area is either average or below average and is as follows in the order of Principals competence in them: (i) Recruitment, training and employment (ii) Motivation, remuneration and staff appraisal (iii) Evaluation of training (iv) Organizing training (v) Personnel administration (vi) Employee and industrial relations (vii) Training needs analysis (viii) Assessment of the impact of training on performance.

The competence of Principals in general management is average with a competence mean of 3.23. The Principals competence in the sub themes of general management was also average where they registered a competence mean of 3.00 in most areas. The following is the order in which the competence of the

Principals in the sub themes were given (i) Code of ethics (ii) Leadership and management (iii) Policy development and interpretation (iv) Discipline, safety and security (v) Communication and ICT (vi) Legal and mediation skills (vii) Project development and management (viii) Change and performance management.

Principals' competence in the area of curriculum issues was also found to be average with a mean of 3.15. The order of competence of Principals in the sub themes of this competence area is as follows: (i) Co-Curricular activities (ii) Curriculum development and implementation (iii) Teaching methods and strategies (iv) Early childhood education (v) Specialization in a given subject area (vi) Development of educational materials (vii) Special needs education.

The competence of Principals in the competence area of financial management was found to be below average with a competence mean of 2.91. The competence of Principals in the specific aspects in this area was found to follow this order; procurement procedure, financial management, budget preparation and accounting and auditing.

In the area of action research, the Principals were found to be averagely competent with a mean of 3.06. Data collection, research report writing, proposal development, problem identification and data analysis are the sub themes of the competency of action research and Principals competence in them, in the order in which they are given.

Supervisory approach competency mean of 2.45 was below average and all its sub themes registered a mean of below 3.00 and these sub themes included: Planning with the teacher, creating rapport with the teacher before supervision, enquiring about the characteristics of the learner before supervision, taking teachers' views in the post observation conference, giving a copy of the observation report to the teacher, giving a copy of the supervisory report to the Principal and making up a follow up supervision.

The general competence of Principals in the six competence areas that were identified was average with a mean of 2.92. The ranking of all the six competence areas in terms of Principals' competence level in

them was as follows: (1) General management (3.23), (2) Curriculum issues(3.15), (3)Action research(3.06), (4) Financial management(2.91), (5) Human resource management(2.7) and Supervisory approach competencies(2.45).

5.3.3 Competencies Principals need

On the issue of the relevance of the appointment criteria and the competencies Principals needed, it emerged that the criteria was relevant and all areas were considered as relevant. The areas included being a graduate teacher, having at least 3 years in job group D2, having outstanding performance as a teacher, having expert knowledge in Curriculum matters, having excellent report writing skills, being well conversant with Government policies, having good skills in project management and having excellent communication skills. From the interview and the open ended question that was asked on what should be added on the appointment criteria to make it more relevant, most respondents suggested that those to be appointed should have a master's degree in education and should have some form of training in quality and performance management.

5.3.4 In service Training Programme Attended by Principals

The duration of most of the in-service training Programmes that were attended by Principals lasted between 1 and 4 weeks.

It has also been established that most of the training sessions were conducted without first conducting training needs assessment.

Most of the aspects of the INSETs were ranked average or below average in terms of their adequacy; relevancy and usefulness. Relevancy of content covered and competence of trainers were rated averagely while other aspects like adequacy of content, course duration, timing, and methodology and training materials were rated below average. The interview and the open ended question on what needs to be done to improve the training sessions most respondents were of the view that there should be an evaluation after training to establish the impact of training on performance, course assessment during and at the end of training and conducting training needs assessment before conducting any training.

5.3.1 Difference between the Perceptions of QASOs and the Principals on the Training Needs of Principals

The study established that there is no significant difference between the perceptions of QASOs and Principals on the training needs of Principals. This implies that the training needs that have been delineated from this study, from the QASOs view point are strongly collaborated with the views of the Principals on the training needs of Principals.

5.4 Conclusions

Based on the objectives and the findings of the study, the following conclusions were drawn: The competence of Principals in Kisii County was found to be average in the 3 competence areas of: general management, action research and curriculum issues. The Principals' competences in the other 3 competence areas considered were found to be below average. These areas included; supervisory approaches, human resource and financial management. This shows that the Principals' competence ranges between average and below average which may affect their service delivery. This therefore calls for training to increase their competence level.

The appointment criteria used in appointing Principals in Kenya was found to be comprehensive enough even though it needed some few adjustments. The requirement that one should have finished at least 3 years in job group D2 should be substituted as it was rated lowly by the respondents as being relevant. All the other aspects in the appointment criteria should be retained and strengthened. Such aspects include: being a graduate teacher, good performance as a teacher, having expert knowledge in curriculum matters, excellent report writing skills, being conversant with government policies, having good project management skills and having excellent communication skills. The study has also established that in order to improve the criteria, one should be required to have a master's degree in education and a post graduate training in supervision and quality management.

The in-service training Programmes for Principals even though averagely relevant have been found to be inadequate, use very poor methodology and training materials are either inadequate or irrelevant, and

most training Programmes are untimely. There are no course assessments done to establish whether learning takes place at the end of each training programme. Most training sessions are not based on TNA results and there is no evaluation on the performance of Principals done after each training sessions to assess the impact of training on performance. The in-service training programmes for Principals have been found to be average on overall and are not of much help in equipping the Principals with the competencies they need in their work performance. There is need therefore for comprehensive training programmes for Principals in Kenya which can improve the competencies of these officers.

5.5 Recommendations of the Study

From the main findings of this study, the conclusions that have been drawn and with preference to the objectives of the study, the following recommendations are made:

- (i) The Ministry of Education should consider incorporating the comprehensive training model suggested by this study in the training of Principals. The model has the following components: Post Graduate studies in supervision and quality management in education for 1 year, 3 months field practicum, 1 month induction course, and appointment of Principals using the new proposed appointment criteria, in-service training sessions and an evaluation of the impact of such in-service training programme on performance of Principals.
- (ii) The appointment of Principals should continue following the current criteria but in addition, the appointees should be required to possess a master's degree in education and must have undertaken a course in post graduate studies in supervision and performance management in education.
- (iii) The Ministry of Education should ensure that the Principals are trained to improve their competence level in all the six competence areas identified by the study as Principals were found to be averagely competent in them

- (iv) The Ministry of Education to ensure that the in-service training programmes for Principals are always conducted after carrying out a Training Needs Analysis to establish the training gaps to be filled by each training sessions to be conducted.
- (v) KEMI and other organizers of INSETs for Principals should always ensure that each training programme has relevant and adequate content, use competent trainers, take adequate time, is timely, use the right methodologies and materials.
- (vi) The Ministry of Education should put all the training of Principals in the hands of KEMI which among other issues should be in charge of the pre-service and in-service professional training of Principals.

5.6 Suggestions for Further Research

- (i) Since the study was centered only in Kisii County, there is need for a similar study to be carried out in other counties in the country to find out the situation in those other countries
- (ii) Because of limited time the study was not able to look at the relationship between personal characteristics of Principals and their training needs. There is therefore a study to be done to establish whether there is any relationship between the personal characteristics and training needs of Principals
- (iii) In the current appointment criteria of Principals, it is presumed that the pre-service teacher training equips the prospective Principals with the necessary competencies that they need in the performance of their work. From this study, it has emerged that despite the fact that all Principals had undergone training as teachers, they were not competent enough. There is need therefore for a study to be carried out to find out the extent to which the current undergraduate teacher training curricula cater for the competencies needed by Principals.

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APPENDICES

APPENDIX 1 / I / A

INTERVIEW GUIDE FOR SCDEs ON THE TRAINING NEEDS OF PRINCIPALS

1. Please give a general comment on the competencies needed by Principals and the current level of Principals' competency in them.
2. Please give your opinion on what you would like changed or added in the current appointment criteria of Principals in terms of academic qualifications, professional qualifications, working experience and general characteristics.
3. Please comment on the adequacy and relevance of the current training for Principals in terms of duration, relevance, timing and frequency.
4. When should professional training of Principals come?
5. Should professional training for Principals be under a single body such KICD, KEMI or a newly created body? Please give your suggestion.
6. Suggest a training programme or model for the professional training of Principals'.

APPENDIX 2 / 1 / A

QUESTIONNAIRE FOR SCQASOs ON THE TRAINING NEEDS OF PRINCIPALS

Dear Sir/Madam,

You are kindly requested to answer all questions in this questionnaire as honestly as possible. This study is on training needs of Principals in Kisii County. The information provided will be used for academic purposes only and your responses and identity will remain highly confidential.

SECTION 1: PERSONAL AND OFFICE INFORMATION.

Please (tick) or give information as appropriate to a situation which applies to you.

1. Indicate your gender.

Male ()

Female ()

2. How old are you?

20-35 ()

36-50 ()

Above 50 ()

3. What is your highest professional qualification?

Diploma ()

B.ED ()

M.ED ()

Others (specify) _____

4. How long did you serve as a teacher before you were appointed as a SCQASO?

5years and below ()

Above 5years ()

5. How long have you served as a SCQASO?

5years and below ()

Above 5years ()

SECTION II: COMPETENCIES NEEDED BY PRINCIPALS

In this section, you are required to rate the competence level of Principals in your Sub-County in knowledge skills and attitudes in given different competence areas.

Use the following key to circle appropriately

Principals' competence level

5. Very competent

4. Competent

3. Undecided

2. Less competent

1. Incompetent

h. Competencies in Human Resource Management.

Skills / Knowledge	Competency level				
Recruitment, interviewing and employment	1	2	3	4	5
Motivation, remuneration and staff appraisal	1	2	3	4	5
Employee and industrial relations	1	2	3	4	5
Training needs analysis	1	2	3	4	5
Organizing training	1	2	3	4	5
Evaluation of training	1	2	3	4	5
Assessment of the impact of training on performance	1	2	3	4	5
Personnel administration	1	2	3	4	5

i. Competencies in General Management.

Skills / Knowledge	Competency level				
Leadership and management	1	2	3	4	5
Discipline, disaster management, safety and security	1	2	3	4	5
Decision making and analytical skills.	1	2	3	4	5
Liaison, policy development and implementation	1	2	3	4	5
Change and performance management	1	2	3	4	5
Legal, aspects and mediation skills	1	2	3	4	5
Communication skills and ICT	1	2	3	4	5
Project development and management	1	2	3	4	5
Code of ethics for civil servants and teachers	1	2	3	4	5

j. Competencies in Financial Management

Skills / Knowledge	Competency level				
Budgeting procedures and preparation	1	2	3	4	5
Procurement procedures	1	2	3	4	5
Accounting of proposals	1	2	3	4	5
Financial reporting	1	2	3	4	5
Initiating income generating activities	1	2	3	4	5

k. Competencies in Curriculum Issues

Skills / Knowledge	Competency level				
Curriculum development, implementation and evaluation	1	2	3	4	5
Specialization in a given subject area	1	2	3	4	5
Teaching methods and approaches	1	2	3	4	5
Special Need Education	1	2	3	4	5
Co- curricular activities	1	2	3	4	5
Early childhood education	1	2	3	4	5
Development of learning resources	1	2	3	4	5
Integrating ICT in teaching and learning	1	2	3	4	5
Evaluation policies	1	2	3	4	5
Motivation policies	1	2	3	4	5

l. Competencies in Carrying out Action Resources

Skills / Knowledge	Competency level				
Problem identification	1	2	3	4	5
Proposal writing	1	2	3	4	5
Data collection	1	2	3	4	5
Data analysis	1	2	3	4	5
Research report writing	1	2	3	4	5

m. Supervisory Approach Competencies

The following statements relate to the supervisor activities that go on during the process of instructional supervision. Please indicate how frequently Principals use them during the process of instructional supervision.

Use the following key.

Frequency of use;

5. Always

4. Frequently

3. Undecided

2. Seldom

1. Never

Statement	Frequency of use				
	1	2	3	4	5
Planning with the teachers in terms of when, subject, lesson and class for observation.	1	2	3	4	5
Establishing report with the teacher during pre-observation conference.	1	2	3	4	5
Enquiring about the characteristics of the learners before lesson observation.	1	2	3	4	5
Being objective when observing the teacher during the lesson.	1	2	3	4	5
Being positive about the teacher throughout the lesson observation time.	1	2	3	4	5
Considering teacher's views during the post observation conference.	1	2	3	4	5
Making the teacher aware of the contents of the report.	1	2	3	4	5
Leaving a copy of the supervisory report with the teacher.	1	2	3	4	5

n. Other Competencies

Please give other competency areas which have not been covered in Nos. 1 – 8 above and which in your opinion are important in the performance of principles roles. Indicate their level of competency in them.

Skills / Knowledge	Frequency of use				
i.	1	2	3	4	5
ii.	1	2	3	4	5
iii.	1	2	3	4	5
iv.	1	2	3	4	5

SECTION III. CURRENT APPOINTMENT CRITERIA

Rate the following aspects in the appointment criteria used to appoint Principals in terms of their relevance in helping them perform their duties and roles.

Use the following key and circle appropriately.

5. More relevant

4. Relevant

3. No opinion

2. Less relevant

1. Irrelevant

Aspects	Relevancy				
Graduate teacher	1	2	3	4	5
At least 3 years in job group „M“	1	2	3	4	5
Outstanding performance as a teacher	1	2	3	4	5
Good report with colleagues	1	2	3	4	5
Expert knowledge on curriculum	1	2	3	4	5
Excellent report writing skills	1	2	3	4	5
Knowledge on government policies	1	2	3	4	5
Skills in project management	1	2	3	4	5
Excellent communication skills	1	2	3	4	5

3. Briefly give your opinion on what you will like to see in future appointment criteria of Principals in terms of academic and professional qualifications working experience and general issues.

SECTION IV. CURRENT IN-SERVICE TRAINING PROGRAMMES FOR PRINCIPALS

i. How many in-service training sessions have you organized as the SCQASO for your Principals since your transfer to the current station? Tick () ~~ap~~ appropriately.

None ()

1 – 4 ()

5 – 10 ()

2. How long did these trainings above take?

1 – 4 weeks ()

2 – 3 months ()

More than 4 months ()

3. How many of the training above were conducted after a given TNA exercise?

None ()

1 – 2 ()

More than 2 ()

4. Rate the adequacy of the in-service courses that your principals have attended in relation to the following aspects.

Use the key: Circle as appropriate

5. Very adequate

4. Adequate

3. Undecided

2. Inadequate

1. Very inadequate

Aspect	Level of adequacy				
	1	2	3	4	5
Relevancy of content	1	2	3	4	5
Adequacy of content	1	2	3	4	5
Course duration	1	2	3	4	5
Timeliness / when needed	1	2	3	4	5
Competency of trainers	1	2	3	4	5
Training materials	1	2	3	4	5
Methodology	1	2	3	4	5

Please give what you would want to be done in future in-service training for Principals.

Generally how do you rate the effectiveness of the in-service training your Principals have attended?

Tick () appropriately.



Very effective

(
)

Effective

(
)

No opinion

(
)

Ineffective

(
)

Very ineffective ()

SECTION V: TRAINING MODEL FOR PRINCIPALS

4. What form of training can you prefer for Principals? Tick appropriately (✓)

Form of training	Selection
7. Pre – service	()
8. Workshops, seminars and induction	()
9. Postgraduate studies in supervision and quality management	()
10. Experience exchange	()
11. On job training	() 12.
Combination of any of the above	()

5. When should professional training of Principals come? Tick (✓) appropriately.

Training	Selection
Before appointment	()
After appointment	()

6. Who should be in charge of Principals' professional training: Tick (✓) appropriately.

Institution	Selection
i. KEMI / KESI	() ii. KICD
() iii. Directorate of QAS	() iv.
Newly created professional body	()
v. Others (Specify)	()

4. After qualifying as graduate teachers should prospective Principals undergo professional training in supervision and quality management in education before appointment? Tick () accordingly. ✓

Yes ()

No ()

If yes, how long should it take?

1 month ()

3 month ()

6 month ()

1 year ()

Other (specify) _____

5. Should Principals undergo induction course before assuming office?

Yes ()

No ()

If yes, for how long?

1 week ()

2 weeks ()

1 month ()

3 months ()

Other specify _____

6. Is it necessary to have field / school practicum for Principals as part of the pre-service training?

Yes

No

If yes, for how long? Tick (✓) as appropriate

1 month

3 months 6 months

Thank you

APPENDIX 3 / 1 / A
QUESTIONNAIRE FOR TSC SCD ON THE TRAINING NEEDS OF
PRINCIPALS

Dear Sir/Madam,

You are kindly requested to answer all questions in this questionnaire as honestly as possible. This study is on training needs of Principals in Kisii County. The information provided will be used for academic purposes only and your responses and identity will remain highly confidential.

SECTION 1: PERSONAL AND OFFICE INFORMATION.

Please (tick) or give information as appropriate to a situation which applies to you.

1. Indicate your gender.

Male ()

Female ()

2. How old are you?

20-35 ()

36-50 ()

Above 50 ()

3. What is your highest professional qualification?

Diploma ()

B.ED ()

M.ED ()

Others (specify) _____

4. How long did you serve as a teacher before you were appointed as a SCQASO?

5years and below ()

Above 5years ()

5. How long have you served as a SCQASO?

5years and below ()

Above 5years ()

SECTION II: COMPETENCIES NEEDED BY PRINCIPALS

In this section, you are required to rate the competence level of Principals in your Sub-County in knowledge skills and attitudes in given different competence areas.

Use the following key to circle appropriately

Principals' competence level

5. Very competent

4. Competent

3. Undecided

2. Less competent

1. Incompetent

o. Competencies in Human Resource Management.

Skills / Knowledge	Competency level				
Recruitment, interviewing and employment	1	2	3	4	5
Motivation, remuneration and staff appraisal	1	2	3	4	5
Employee and industrial relations	1	2	3	4	5
Training needs analysis	1	2	3	4	5
Organizing training	1	2	3	4	5
Evaluation of training	1	2	3	4	5
Assessment of the impact of training on performance	1	2	3	4	5
Personnel administration	1	2	3	4	5

p. Competencies in General Management.

Skills / Knowledge	Competency level				
Leadership and management	1	2	3	4	5
Discipline, disaster management, safety and security	1	2	3	4	5
Decision making and analytical skills.	1	2	3	4	5
Liaison, policy development and implementation	1	2	3	4	5
Change and performance management	1	2	3	4	5
Legal, aspects and mediation skills	1	2	3	4	5
Communication skills and ICT	1	2	3	4	5
Project development and management	1	2	3	4	5
Code of ethics for civil servants and teachers	1	2	3	4	5

q. Competencies in Financial Management

Skills / Knowledge	Competency level				
Budgeting procedures and preparation	1	2	3	4	5
Procurement procedures	1	2	3	4	5
Accounting of proposals	1	2	3	4	5
Financial reporting	1	2	3	4	5
Initiating income generating activities	1	2	3	4	5

r. Competencies in Curriculum Issues

Skills / Knowledge	Competency level				
Curriculum development, implementation and evaluation	1	2	3	4	5
Specialization in a given subject area	1	2	3	4	5
Teaching methods and approaches	1	2	3	4	5
Special Need Education	1	2	3	4	5
Co- curricular activities	1	2	3	4	5
Early childhood education	1	2	3	4	5
Development of learning resources	1	2	3	4	5
Integrating ICT in teaching and learning	1	2	3	4	5
Evaluation policies	1	2	3	4	5
Motivation policies	1	2	3	4	5

s. Competencies in Carrying out Action Resources

Skills / Knowledge	Competency level				
Problem identification	1	2	3	4	5
Proposal writing	1	2	3	4	5
Data collection	1	2	3	4	5
Data analysis	1	2	3	4	5
Research report writing	1	2	3	4	5

t. Supervisory Approach Competencies

The following statements relate to the supervisor activities that go on during the process of instructional supervision. Please indicate how frequently Principals use them during the process of instructional supervision.

Use the following key.

Frequency of use;

5. Always

4. Frequently

3. Undecided

2. Seldom

1. Never

Statement	Frequency of use				
	1	2	3	4	5
Planning with the teachers in terms of when, subject, lesson and class for observation.	1	2	3	4	5
Establishing report with the teacher during pre-observation conference.	1	2	3	4	5
Enquiring about the characteristics of the learners before lesson observation.	1	2	3	4	5
Being objective when observing the teacher during the lesson.	1	2	3	4	5
Being positive about the teacher throughout the lesson observation time.	1	2	3	4	5
Considering teacher's views during the post observation conference.	1	2	3	4	5
Making the teacher aware of the contents of the report.	1	2	3	4	5
Leaving a copy of the supervisory report with the teacher.	1	2	3	4	5

u. Other Competencies

Please give other competency areas which have not been covered in Nos. 1 – 8 above and which in your opinion are important in the performance of principles roles. Indicate their level of competency in them.

Skills / Knowledge	Frequency of use				
i.	1	2	3	4	5
ii.	1	2	3	4	5
iii.	1	2	3	4	5
iv.	1	2	3	4	5

SECTION III. CURRENT APPOINTMENT CRITERIA

Rate the following aspects in the appointment criteria used to appoint Principals in terms of their relevance in helping them perform their duties and roles.

Use the following key and circle appropriately.

5. More relevant

4. Relevant

3. No opinion

2. Less relevant

1. Irrelevant

Aspects	Relevancy				
Graduate teacher	1	2	3	4	5
At least 3 years in job group „M“	1	2	3	4	5
Outstanding performance as a teacher	1	2	3	4	5
Good report with colleagues	1	2	3	4	5
Expert knowledge on curriculum	1	2	3	4	5
Excellent report writing skills	1	2	3	4	5
Knowledge on government policies	1	2	3	4	5
Skills in project management	1	2	3	4	5
Excellent communication skills	1	2	3	4	5

2. Briefly give your opinion on what you will like to see in future appointment criteria of Principals in terms of academic and professional qualifications working experience and general issues.

SECTION IV. CURRENT IN-SERVICE TRAINING PROGRAMMES FOR PRINCIPALS

i. How many in-service training sessions have you organized as the SCQASO for your Principals since your transfer to the current station? Tick () ~~ap~~ appropriately.

None ()

1 – 4 ()

5 – 10 ()

2. How long did these trainings above take?

1 – 4 weeks ()

2 – 3 months ()

More than 4 months ()

3. How many of the training above were conducted after a given TNA exercise?

None ()

1 – 2 ()

More than 2 ()

4. Rate the adequacy of the in-service courses that your principals have attended in relation to the following aspects.

Use the key: Circle as appropriate

5. Very adequate

4. Adequate

3. Undecided

2. Inadequate

1. Very inadequate

Aspect	Level of adequacy				
	1	2	3	4	5
Relevancy of content	1	2	3	4	5
Adequacy of content	1	2	3	4	5
Course duration	1	2	3	4	5
Timeliness / when needed	1	2	3	4	5
Competency of trainers	1	2	3	4	5
Training materials	1	2	3	4	5
Methodology	1	2	3	4	5

Please give what you would want to be done in future in-service training for Principals.

Generally how do you rate the effectiveness of the in-service training your Principals have attended?

Tick () appropriately.

Very effective ()

Effective ()

No opinion ()

Ineffective ()

Very ineffective ()

SECTION V: TRAINING MODEL FOR PRINCIPALS

7. What form of training can you prefer for Principals? Tick appropriately (✓)

Form of training	Selection
13. Pre – service	()
14. Workshops, seminars and induction	()
15. Postgraduate studies in supervision and quality management	()
16. Experience exchange	()
17. On job training	() 18.
Combination of any of the above	()

8. When should professional training of Principals come? Tick (✓) appropriately.

Training	Selection
Before appointment	()
After appointment	()

9. Who should be in charge of Principals' professional training: Tick (✓) appropriately.

Institution	Selection
i. KEMI / KESI	() ii. KICD
() iii. Directorate of QAS	() iv.
Newly created professional body	()
v. Others (Specify)	()

4. After qualifying as graduate teachers should prospective Principals undergo professional training in supervision and quality management in education before appointment? Tick () accordingly. ✓

Yes ()

No ()

If yes, how long should it take?

1 month ()

3 month ()

6 month ()

1 year ()

Other (specify) _____

5. Should Principals undergo induction course before assuming office?

Yes ()

No ()

If yes, for how long?

1 week ()

2 weeks ()

1 month ()

3 months ()

Other specify _____

6. Is it necessary to have field / school practicum for Principals as part of the pre-service training? Yes ()

No ()

If yes, for how long? Tick (✓) as appropriates

1 month ()

3 months () 6 months

()

Thank you

APPENDIX 4 / 1/ A

QUESTIONNAIRE FOR PRINCIPALS ON THE TRAINING NEEDS OF PRINCIPALS

Dear Sir/Madam,

You are kindly requested to answer all questions in this questionnaire as honestly as possible. This study is on training needs of Principals in Kisii County. The information provided will be used for academic purposes only and your responses and identity will remain highly confidential.

SECTION 1: PERSONAL AND OFFICE INFORMATION

Please (tick) or give information as appropriate to a situation which applies to you.

1. Indicate your gender.

Male ()

Female ()

2. How old are you?

20-35 ()

36-50 ()

Above 50 ()

3. What is your highest professional qualification?

Diploma ()

B.ED ()

M.ED ()

Others (specify) _____

4. How long did you serve as a teacher before you were appointed as a Principal?

5years and below ()

Above 5years ()

5. How long have you served as a Principal?

5years and below ()

Above 5years ()

SECTION II: COMPETENCIES NEEDED BY PRINCIPALS

In this section, you are required to rate the competence level of Principals in your Sub-County in knowledge, skills and attitudes in given different competence areas.

Use the following key to circle appropriately

Principals' competence level

5. Very competent

4. Competent

3. Undecided

2. Less competent

1. Incompetent

v. Competencies in Human Resource Management

Skills / Knowledge	Competency level				
Recruitment, interviewing and employment	1	2	3	4	5
Motivation, remuneration and staff appraisal	1	2	3	4	5
Employee and industrial relations	1	2	3	4	5
Training needs analysis	1	2	3	4	5
Organizing training	1	2	3	4	5
Evaluation of training	1	2	3	4	5
Assessment of the impact of training on performance	1	2	3	4	5
Personnel administration	1	2	3	4	5

w. Competencies in General Management

Skills / Knowledge	Competency level				
Leadership and management	1	2	3	4	5
Discipline, disaster management, safety and security	1	2	3	4	5
Decision making and analytical skills.	1	2	3	4	5
Liaison, policy development and implementation	1	2	3	4	5
Change and performance management	1	2	3	4	5
Legal, aspects and mediation skills	1	2	3	4	5
Communication skills and ICT	1	2	3	4	5
Project development and management	1	2	3	4	5
Code of ethics for civil servants and teachers	1	2	3	4	5

x. Competencies in Financial Management

Skills / Knowledge	Competency level				
Budgeting procedures and preparation	1	2	3	4	5
Procurement procedures	1	2	3	4	5
Accounting of proposals	1	2	3	4	5
Financial reporting	1	2	3	4	5
Initiating income generating activities	1	2	3	4	5

y. Competencies in Curriculum Issues

Skills / Knowledge	Competency level				
Curriculum development, implementation and evaluation	1	2	3	4	5
Specialization in a given subject area	1	2	3	4	5
Teaching methods and approaches	1	2	3	4	5
Special Need Education	1	2	3	4	5
Co- curricular activities	1	2	3	4	5
Early childhood education	1	2	3	4	5
Development of learning resources	1	2	3	4	5
Integrating ICT in teaching and learning	1	2	3	4	5
Evaluation policies	1	2	3	4	5
Motivation policies	1	2	3	4	5

z. Competencies in Carrying out Action Resources

Skills / Knowledge	Competency level				
Problem identification	1	2	3	4	5
Proposal writing	1	2	3	4	5
Data collection	1	2	3	4	5
Data analysis	1	2	3	4	5
Research report writing	1	2	3	4	5

a) Supervisory Approach Competencies

The following statements relate to the supervisor activities that go on during the process of instructional supervision. Please indicate how frequently you use them during the process of instructional supervision.

Use the following key.

Frequency of use;

5. Always

4. Frequently

3. Undecided

2. Seldom

1. Never

Statement	Frequency of use				
	1	2	3	4	5
Planning with the teachers in terms of when, subject, lesson and class for observation.	1	2	3	4	5
Establishing report with the teacher during pre-observation conference.	1	2	3	4	5
Enquiring about the characteristics of the learners before lesson observation.	1	2	3	4	5
Being objective when observing the teacher during the lesson.	1	2	3	4	5
Being positive about the teacher throughout the lesson observation time.	1	2	3	4	5
Considering teacher's views during the post observation conference.	1	2	3	4	5
Making the teacher aware of the contents of the report.	1	2	3	4	5
Leaving a copy of the supervisory report with the teacher.	1	2	3	4	5

b. Other Competencies

Please give other competency areas which have not been covered in Nos. 1 – 8 above and which in your opinion are important in the performance of Principals' roles. Indicate their level of competency in them.

Skills / Knowledge	Frequency of use				
i.	1	2	3	4	5
ii.	1	2	3	4	5
iii.	1	2	3	4	5
iv.	1	2	3	4	5

SECTION III. CURRENT APPOINTMENT CRITERIA

Rate the following aspects in the appointment criteria used to appoint Principals in terms of their relevance in helping them perform their duties and roles.

Use the following key and circle appropriately.

5. More relevant

4. Relevant

3. No opinion

2. Less relevant

1. Irrelevant

Aspects	Relevancy				
	1	2	3	4	5
Graduate teacher	1	2	3	4	5
At least 3 years in job group „M“	1	2	3	4	5
Outstanding performance as a teacher	1	2	3	4	5
Good report with colleagues	1	2	3	4	5
Expert knowledge on curriculum	1	2	3	4	5
Excellent report writing skills	1	2	3	4	5
Knowledge on government policies	1	2	3	4	5
Skills in project management	1	2	3	4	5
Excellent communication skills	1	2	3	4	5

2. Briefly give your opinion on what you will like to see in future appointment criteria of Principals in terms of academic and professional qualifications working experience and general issues.

SECTION IV. CURRENT IN-SERVICE TRAINING PROGRAMMES FOR PRINCIPALS

i. How many in-service training sessions have you organized as Principals(KESSHA) since your transfer to the current station? Tick () appropriately. ✓

None ()

1 – 4 ()

5 – 10 ()

2. How long did these trainings above take?

1 – 4 weeks ()

2 – 3 months ()

More than 4 months ()

3. How many of the trainings above were conducted after a given TNA exercise?

None ()

1 – 2 ()

More than 2 ()

4. Rate the adequacy of the in-service courses that you have attended in relation to the following aspects.

Use the key: Circle as appropriate

5. Very adequate

4. Adequate

3. Undecided

2. Inadequate

1. Very inadequate

Aspect	Level of adequacy				
	1	2	3	4	5
Relevancy of content	1	2	3	4	5
Adequacy of content	1	2	3	4	5
Course duration	1	2	3	4	5
Timeliness / when needed	1	2	3	4	5
Competency of trainers	1	2	3	4	5
Training materials	1	2	3	4	5
Methodology	1	2	3	4	5

Please give what you would want to be done in future in-service training for Principals.

Generally how do you rate the effectiveness of the in-service training for Principals that you attended?

Tick () appropriately.

Very effective ()

Effective ()

No opinion ()

Ineffective ()

Very ineffective ()

SECTION V: TRAINING MODEL FOR PRINCIPALS

10. What form of training can you prefer for Principals? Tick appropriately (✓)

Form of training	Selection
19. Pre – service	()
20. Workshops, seminars and induction	()
21. Postgraduate studies in supervision and quality management	()
22. Experience exchange	()
23. On job training	()
24. Combination of any of the above	()

11. When should professional training of Principals come? Tick (✓) appropriately.

Training	Selection
Before appointment	()
After appointment	()

12. Who should be in charge of Principals’ professional training: Tick (✓) appropriately.

Institution	Selection
i. KEMI / KESI	() ii. KICD
() iii. Directorate of QAS	() iv.
Newly created professional body	()
v. Others (Specify)	()

4. After qualifying as graduate teachers should prospective Principals undergo professional training in supervision and quality management in education before appointment? Tick () accordingly. ✓

Yes ()

No ()

If yes, how long should it take?

1 month ()

3 month ()

6 month ()

1 year ()

Other (specify) _____

5. Should Principals undergo induction course before assuming office?

Yes ()

No ()

If yes, for how long?

1 week ()

2 weeks ()

1 month ()

3 months ()

Other specify _____

6. Is it necessary to have field / school practicum for Principals as part of the pre-service training?

Yes

No

If yes, for how long? Tick (✓) as appropriate

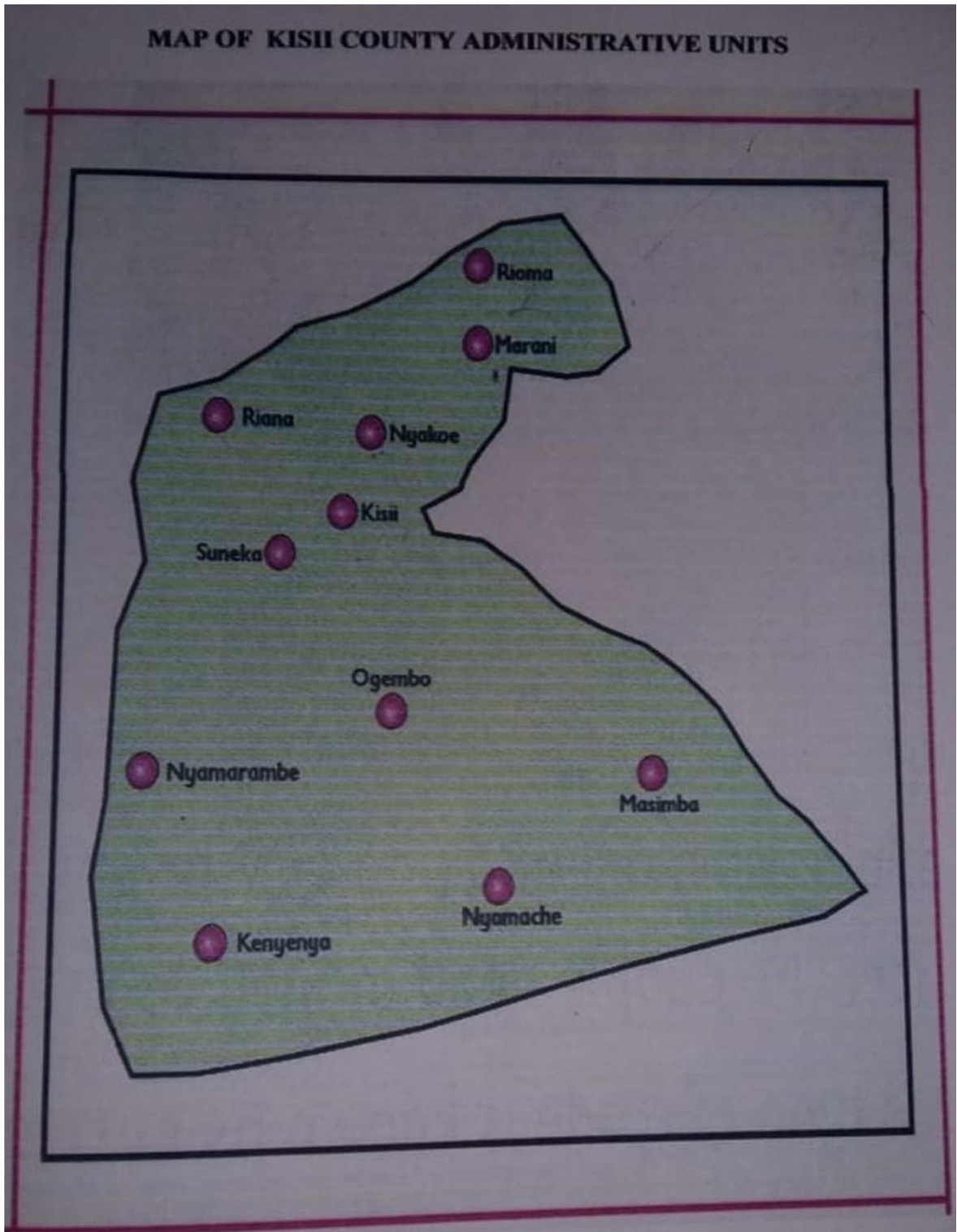
1 month

3 months

6 months

Thank you

MAP OF KISII COUNTY ADMINISTRATIVE UNITS







JARAMOGI OGINGA ODINGA UNIVERSITY OF SCIENCE & TECHNOLOGY
BOARD OF POSTGRADUATE STUDIES
Office of the Director

Tel. 057-2501804
Email: bps@jooust.ac.ke

P.O. BOX 210 - 40601
BONDO

S

Our Ref: E561/4058/2016

Date: 24th October 2023

TO WHOM IT MAY CONCERN

RE: NYAMOKO MIGIRO PETER - E561/4058/2016

The above person is a bonafide postgraduate student of Jaramogi Oginga Odinga University of Science and Technology in the School of Education, Humanities and Social Sciences pursuing PhD in Curriculum Studies. He has been authorized by the University to undertake research on the topic: "*An Assessment of Training Needs of Secondary Schools Principals in Kenya*"

Any assistance accorded him shall be appreciated.



DIRECTOR, BOARD OF POSTGRADUATE STUDIES



**JARAMOGI OGINGA ODINGA
UNIVERSITY OF SCIENCE AND TECHNOLOGY**

**DIVISION OF RESEARCH, INNOVATION AND OUTREACH
JOOUST-ETHICS REVIEW OFFICE**

Tel. 057-2501804

Email: erc@jooust.ac.ke

Website: www.jooust.ac.ke

P.O. BOX 210 - 40601

BONDO

OUR REF: JOOUST/DVC-RIO/ERC/E5

13th December, 2023

Peter M.Nyamoko

E561/4058/2016

JOOUST

Dear Mr. Nyamoko,

**RE: APPROVAL TO CONDUCT RESEARCH TITLED “AN ASSESSMENT OF
TRAINING NEEDS OF SECONDARY SCHOOL PRINCIPALS IN KENYA”**

This is to inform you that JOOUST ERC has reviewed and approved your above research proposal. Your application approval number is **ERC S/03/23-07**. The approval period is from 13th December, 2023– 12th December, 2024.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations and violations) are submitted for review and approval by JOOUST IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to NACOSTI IERC within 72 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks of affected safety or welfare of study participants and others or affect the integrity of the research must be reported to NACOSTI IERC within 72 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to JOOUST IERC.

Prior to commencing your study, you will be expected to obtain a research permit from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


for
Prof. Francis Anga'wa
Chairman, JOOUST ERC

Copy to: Deputy Vice-Chancellor, RIO


Director, BPS

DEAN, SEHSS

/dm


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.
 Date of Issue: **22/December/2023**


RESEARCH LICENSE




This is to Certify that Mr.. PETER MIGIRO NYAMOKO of Jaramogi Oginga Odinga University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kisii on the topic: AN ASSESSMENT OF TRAINING NEEDS OF SECONDARY SCHOOL PRINCIPALS IN KENYA for the period ending : 22/December/2024.

License No: **NACOSTI/P/23/32191**

889967
 Applicant Identification Number


 Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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